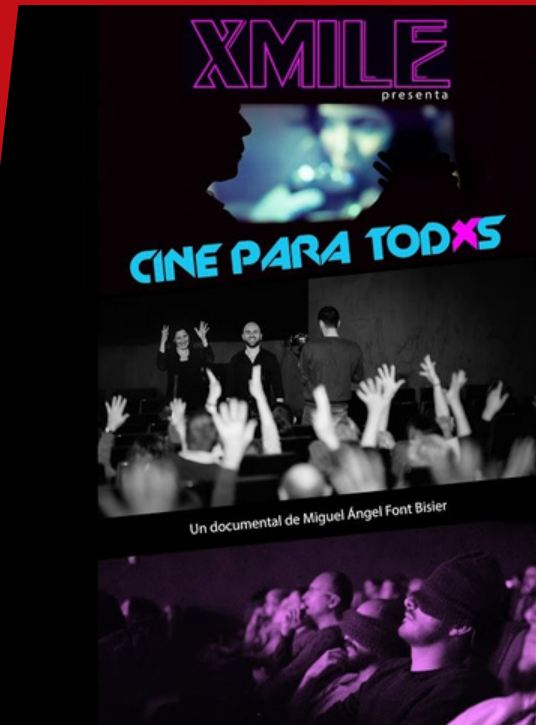


# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

This conference aims to support instructors to build a more diverse, anti-oppressive curriculum for their world language classes that represents all our students' differences and creates a classroom climate of tolerance and inclusion. To do so, this conference's presentations and interactive workshops will discuss the research in the field and pedagogical strategies that help educators include, represent, and accommodate students with disabilities. This will be the fifth year hosting this international conference as the importance of discussing this topic and fostering exchange between teachers at all levels of instruction is paramount for an inclusive society.

**FREE and open to the public.**



**3-6PM MARCH 16  
THURSDAY**

**Workshop for Educators  
Designing an Accessible Classroom**

CAS 132  
725 COMMONWEALTH AVE

**4-7:30PM MARCH 17  
FRIDAY**

**Screening and Conversation with Spanish  
Filmmaker Miguel Ángel Font Bisier**

CAS B36  
725 COMMONWEALTH AVE

**9-3:15PM MARCH 18  
SATURDAY**

**5th Annual Conference on  
Second-Language Learning & Disabilities**

ONLINE EVENT

Sponsored by:

Grant from the BU Arts Initiative – Office of the Provost and an Off-Cycle Faculty Project Award

Co-sponsored by: Romance Studies, Office of Disability Services & Geddes Language Center

**PLEASE RSVP AT  
<https://tinyurl.com/slld23>**

# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

MARCH 16, 2023  
3:00PM-6:00PM  
CAS 132  
725 COMMONWEALTH AVE

## **MIGUEL ÁNGEL FONT BISIER**

### ***Workshop for Educators: Designing an Accessible Classroom***

*This three-hour long workshop answers the educator community's desire to find clear and specific ways to apply inclusion in the classroom. Filmmaker Miguel Ángel Font Bisier, the author of the report, will offer background context and description of the best practices for working with students with disabilities.*

MARCH 17, 2023  
4:00PM-7:30PM  
CAS B36  
725 COMMONWEALTH AVE

## **MOVIE NIGHT**

### ***Screening of Movie "Xmile" followed by a Conversation with Spanish Filmmaker Miguel Ángel Font Bisier.***

*XMILE is the first European project designed to be smelled during its screenings. Year 2184: The Earth no longer produces oxygen. BioApps, created by a corporation, become the norm - body implants that allow humans to survive in nature's new order. Although the apps were designed to save us, they've become marketing tools that slowly trap our humanity. We've become surrounded by colors, holograms, and social networks not of our choosing. Instead, society becomes transformed into senseless, unemotional robots. In this new world, what is the true cost of a real smile? An accessible film for the visually- or hearing-impaired.*

***Awards Ceremony for the Best Inclusive Short Movie and Screening of the three Best Short Movies.***

FREE AND OPEN TO THE PUBLIC.  
PLEASE RSVP HERE

**Refreshments will be served.**

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# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

March 18, 2023  
9:00am-3:15pm (EST)

**NICOLÁS FERNÁNDEZ MEDINA, PHD**  
**CHAIR OF ROMANCE STUDIES**

9:00-9:15AM

*Welcome Note from the Chair of Romance Studies, Boston University*

**MARÍA DATEL & ELENA CARRIÓN GUERRERO,**  
**BOSTON UNIVERSITY**

9:15-09:30AM

*Celebrating five years of growing with a community of researchers and educators committed to inclusion!*

## GUEST SPEAKER

**LORRE WOLF, PHD**  
**DIRECTOR OF DISABILITY & ACCESS SERVICES AND 504 COORDINATOR**  
**BOSTON UNIVERSITY**

9:30-10:00AM

Creating Disability Allyship at Boston University

*The office will outline the role it plays in supporting Boston University students with disabilities and in helping them to succeed. At the end of the session, there will be an open forum for Q&A.*

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**UNIVERSITY**

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# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

March 18, 2023  
Eastern Standard Time

## ZOOM ROOM 1

**10:10-10:40am**

### ***Toward Inclusive World Language Learning: A Decolonial Framework for Disability Representation***

*María Datel, Master Lecturer in Spanish,  
Boston University, MA*

(Dis)ability is a concept created out of the systems and relations of production in the colonial world, since indigenous peoples did not think of disability as a deficit in individuals that did not produce wealth. This presentation explores how to incorporate a decolonial perspective of disability in the language curriculum as part of a critical intersectional project that represents the multiple identities people inhabit.

**10:50-11:20pm**

### ***Disability Inclusion and Design Thinking: Cultivating Agency in the Language Classroom***

*Claire-Marie Brisson, Harvard University*

In this hybrid presentation and workshop format, participants will engage with how human-centered design, ergonomics, and the design thinking processes used in engineering can prove helpful when (re)imagining spaces of learning in our classroom environments, resituating the conversation about inclusion and course design around three terms: agency, (en)ablement, and allyship.

## ZOOM ROOM 2

**10:10-10:40am**

### ***Leveraging Choice to Amplify Neurodivergent Learner Voice***

*Wesley Wood and Stephanie Krause, Department  
Head, McLean School, Bullis School, Potomac,  
MD*

In this session, participants will explore the power of learner choice in the world language classroom in order to foster more inclusive environments for both neurodivergent and neurotypical learners. Participants will reflect on ways to use learner choice to improve classroom management, assessment and feedback, and the creation of curricula.

**10:50-11:20pm**

### ***Language Ideologies and Discourses in Undergraduate Spanish Courses: Policy, Pedagogy, and Power in Disability Supports***

*Stephen Eyman, UC Davis*

Language students in undergraduate courses must navigate nuanced policies, language ideologies, power dynamics, and discourses around disability, difference, and 'normalcy' to succeed in the language classroom. Based on survey responses from Spanish language students, this presentation analyzes student experiences with accommodations, accessibility, and ableism, and discusses the implications.

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# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

March 18, 2023  
Eastern Standard Time

## ZOOM ROOM 1

**11:30-12:00pm**

### ***Testing Accommodations for Language Learners with Autism***

*Robert Randez, Michigan State University*

How do teachers ensure that their accommodation practices are equitable and effective? Further nuance can be found in the spectrum of characteristics of autism. This talk provides some context to autism as a disorder and testing accommodations used to inform language educators looking for a place to start.

## ZOOM ROOM 2

**11:30-12:00pm**

### ***Visual Deficits and Dyslexia: SLA implications***

*Ioanna Vasilopou, University of Essex, UK*

Dyslexia occurs in 4% of the population (Simmons & Singleton, 2000). Nevertheless, there are still various theories regarding its nature and characteristics. This presentation shares visual deficits from the perspective of both L1 (Greek) and L2 (English). This study indicates that students with dyslexia present improvement after the training on visual stimuli and the study provides further evidence supporting the existence of visual deficits.

## ZOOM ROOM 1

### ***Lunch Break***

***Room 1 will remain open so you can have lunch with your colleagues.***

**12:00-1:15pm**

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# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

March 18, 2023  
Eastern Standard Time

## ZOOM ROOM 1

**1:15-1:55pm**

### ***Inclusion in (foreign language) teacher education: Designing and evaluating open educational resources focusing on the autism spectrum***

*Joanna Pfingsthorn and Julia Weltgen,  
University of Bremen, Germany*

Our contribution presents and critically evaluates the content of digital open educational resources for pre- and in-service (foreign language) teachers offering an inclusive perspective on the topic of autism spectrum, which we have developed in collaboration with researchers, teachers, and teacher trainers from five European countries.

**2:05-2:35pm**

### ***Increasing Strengths in Students with Disabilities in the Second Language Classroom***

*Tanya Chroman, California Polytechnic State University, San Luis Obispo*

Unique struggles surface in the language classroom for students battling disabilities. Students with some form of attention deficit hyperactivity disorder and depression are common in the undergraduate student population in California. Opportunities for these students to discover strengths created by a disability are discussed, focusing on hope and positivity.

## ZOOM ROOM 2

**1:15-1:55pm**

### ***University Second and Foreign Language Instructors' Understanding, Experience, and Preparedness for Accessibility***

*Caitlin Cornell, Michigan State University*  
Accessibility and inclusion for disabled language learners remain underexplored in second language acquisition research. The presenter developed a survey to ask college-level language instructors about their knowledge, experience, and preparedness related to accessibility and disability inclusion. Based on instructors' responses, this session offers concrete suggestions for professional development and purposeful programmatic change.

**2:05-2:35pm**

### ***In the Trenches: Practical Pedagogical Insights from an Educator and Mother of a Neurodivergent College Student.***

*Angélica Avcikurt, Boston University*

As an educator and a mother of a neurodivergent student going through college now, I have gained many practical insights that I would like to share with other educators on how to help these students succeed and have a better college experience.

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# 5TH ANNUAL CONFERENCE ON SECOND-LANGUAGE LEARNING & DISABILITIES

March 18, 2023  
Eastern Standard Time

## ZOOM ROOM 1

**2:45-3:15pm**

### ***Exploring the Status of ASL Language Teacher Education and ASL Teacher Identity***

*Nicky Macias, Gallaudet University*

American Sign Language (ASL) teaching is often overlooked in SLTE/LTE research. This case study brings Deaf and hearing practitioners to the forefront and examines their experiences, identities, and beliefs to further understand the status of the ASL teaching field in postsecondary settings. Upon a closer look at the status of ASL LTE, ASL teachers seem more exacerbated by the research-practice gap than their spoken language peers. Beyond this, hearing status, positionality in the Deaf community, teaching experience, and language modality in the classroom were identified as major influencing factors in community perception of teacher recruitment, and student engagement.

## **3:15PM SURVEY AND THANK YOU NOTE!**

Boston University strives to be accessible, inclusive and diverse in our facilities, programming, and academic offerings. Your experience in this event is important to us. If you have a disability (including but not limited to learning or attention, mental health, concussion, vision, mobility, hearing, physical or other health-related), require communication access services for the deaf or hard of hearing, or believe that you require a reasonable accommodation for another reason please contact us by March 1st to discuss your needs.

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