

**Christian Association of World Languages (CAWL)
31st Annual Conference, April 7-9, 2022
Azusa Pacific University, Azusa, CA (Los Angeles)**

Conference Theme: “Diversity: Listening to Voices of Resilience”

CAWL 2022 – Program Overview

Thursday, April 7, 2022

2:30-5:00 PM Board Meeting
5:30-7:00 PM Registration, welcome, reception

Friday, April 8, 2022

8:30-9:00 AM Worship
9:00-9:15 AM Break
9:15-10:15 Welcome/Keynote Speaker
10:15-10:30 Break
10:30-12:00 Session I (2 panels)
12:00-1:00 Lunch
1:15-2:45 Session II (2 panels)
2:45-3:00 Break
3:00-4:30 Session III (2 panels)
4:45-5:30 Social Hour
5:30 Dinner/Evening Entertainment

Saturday, April 9, 2022

9:00-9:30 AM Worship
9:30-9:45 Break
9:45-11:15 Session IV (3 panels)
11:30-1:00 Lunch/Business Meeting/ Final Worship

Afternoon activity for those who will be staying

Session I A: Voices of Resilience in World Literature

Presenter:

Víctor Velázquez, Biola University

Localizing Resilience in Bruno Latour’s OÙ suis-je ? and François Rabelais’s Tiers Livre

I will interpret Latour's "Où suis-je?" through the book of Job to reveal echoes of a Judeo-Christian challenge to preconceived notions of human flourishing, identify a model of resilience grounded in humility and a personal relation with God that gives hope regarding the environmental crisis and the problem of suffering.

Elizabeth Czajkowski and Brooklin Williams, Wheaton College

Voices of Resilience in Dulce Chacón's La voz dormida: Solidarity as Substitute for Divine Love

Dulce Chacon's *La voz dormida* gives voice to the suppressed stories of female victims of the Franco dictatorship, celebrating these women's resilience and solidarity. This novel rightly holds the Catholic church accountable for its abuses, yet unfairly upholds the victims' solidarity as transcendent to Christian love and compassion.

Sara Ortega-Higgs, Samford University

La resiliencia de un individuo medio asimilado entre dos culturas: el malsín de En el último azul de Carme Riera (in Spanish)

My study aims to shed a new light on this peculiar character from the perspective of abjection and resilience. Through the eyes and actions of an antihero, Riera successfully depicts the difficulty of surviving and finding oneself in a no-man's land in which loyalty to the family, traditions, culture, and a newfound faith coexist and clash mercilessly.

Session I B: Reframing Language Education: Centering the Needs of Learners at the Margins

Presider:

Julianne Bryant, Biola University

Exploring a New Model for Differentiated Instruction

As Christian educators we are called to meet the specific learning needs of all our students. This session explores a new research-based model for teaching L2 and HLs through intentional grouping and individual assignments which respectfully draw on the funds of knowledge our students bring into the classroom.

Chelsea Bryant-Hassler, Baylor University

This session presents current research and materials in using the Orton-Gillingham Approach to help struggling readers in both English and Spanish. Christian educators are charged with guiding all children to grow in mind and character as all were created in God's image, although with unique gifts, talents and learning styles.

Itzel Reyes, Biola University

Sí se dice haiga: valuing students' linguistic repertoires in the heritage classroom

Spanish heritage courses have traditionally functioned as spaces where notions of what is considered *correct* and *proper* Spanish are reinforced and perpetuated. In this presentation, I argue that these linguistic ideologies are harmful and should be re-examined. I propose adopting an approach to Spanish heritage teaching that is God-honoring, celebrates students' linguistic repertoires and empowers them to make informed decisions regarding their linguistic practices.

Session II A: Redemptive Paradigms for Social Justice

Presider:

Christopher Rziha, Baylor University

Teleology, Social Justice, and Evangelization: A Study of the Theologies of Life of Fray Bartolomé de las Casas and Sor María de Jesús de Ágreda

This essay examines Bartolomé de las Casas and María de Jesús de Ágreda to demonstrate how their understanding of teleological causality allowed for the fusing of theoretical-spiritual and social-practical theology in their ministry to the American indigenous, resulting in a cross-cultural encounter that merits study in the language classroom today.

Scott Bennett, Point Loma Nazarene University

A Cry for Justice Through Art: The Anastasio Hernández Mural Project

The Anastasio Hernández Rojas mural project is a large-scale mural in Chicano Park in San Diego. The mural honors Rojas on the 10th anniversary of his death. I will share a photo essay produced during the painting of the mural, highlighting the Christian practice of compassion in order to humanize migrants, and to expose injustices.

Melissa Carruth, Grove City College

Repression and Redemption: Reordering the Individual and the Collective in Yoani Sánchez' Havana Real

Yoani Sánchez' blog-turned-book *Havana Real* underscores how repression, surveillance, and scarcity in Cuba elicit paranoia, shame, and jealousy. Connecting redemptive threads between Sánchez' text and Scripture, I explore both the violation and importance of

dignified boundaries between the individual and the collective; along with strategies for solidarity and social transformation.

Session II B: Inclusive Approaches to Language Teaching and Student Formation

Presenter:

Priscillia Bernard, Baylor University

Improving Language Learning Acquisition Process in the Second Language Classroom for Refugees with Trauma Background through Celestin Freinet's Method: Natural Method for Reading and Writing

Being a French as a Second Language teacher to refugees and asylum seekers can be a challenging experience. Frustration and feeling of failure can easily emerge between students and teachers when they perceive their language learning progress insufficient or excessively slow. If this phenomenon occurs, teachers risk flawing or even regress the student learning process. As an attempt to understand my students' background and help them manage frustration and anxiety, I implemented the *Natural Method for Reading and Writing* by Celestin Freinet. The creation of a safe environment within the classroom and the creation of a story book with their stories to learn reading and writing were some of the results.

Scott Lamanna, Calvin University

The Role of Christian Pedagogical Practices in Shaping Students' Responses to Stigmatized Language Varieties

This presentation examines the effectiveness of intentionally Christian pedagogical practices in shaping students' responses to stigmatized language varieties. After a Scripture reading, students were challenged to consider how to show hospitality to those who speak differently from them and to counter linguistic discrimination on both a personal and societal level.

Hadley Wood, Point Loma Nazarene University

Relationship-Centered Pedagogy: A road to Excellent Instruction and a Tool in Character Formation

By increasing student motivation, using student strengths effectively, and guiding the sequencing of skill development, relationship-centered pedagogy makes instruction more rigorous and more effective. Relationship-centered teaching calls professors to recognize

the emotional impact of life on learning and to demonstrate how intellect handles life challenges in a Christian manner.

Session III A: Centering Underrepresented Subjects/Subjectivities through Literature and Film

Presider:

Silvia N. Brynjolfson, Trinity Western University

Isabel Allende's Spirituality: An Interdisciplinary Resource for Cultivating Religious Discussions

This workshop presents an interdisciplinary resource for cultivating religious discussion based on three of Isabel Allende's novels that incorporate Spiritistic, Animist, and Buddhist themes. The novels are: *The House of the Spirits* (1982), *City of Beasts* (2002) and *Kingdom of the Golden Dragon* (2004). This advanced Spanish course develops reading comprehension, oral and written skills, and incorporates discussions analyzing the religious beliefs with Christianity and the Gospel.

Cindy Walter-Gensler, Baylor University

Die Göttliche Ordnung (The Divine Order, 2017) – Swiss Women's Bible Based Feminism

I investigate how the film *Die Göttliche Ordnung* (The Devine Order) can be used in German language courses to teach about Swiss Women's fight for suffrage as well as to introduce students to Christian Feminism as a means to understand the equality of men and women from a Christian perspective.

Ashlen Pamplin, Abilene Christian University

Study of Communication within One Hundred Years of Solitude

I examine how Márquez discusses language in *One Hundred Years of Solitude* through the lens of normal language theories such as that of Skinner, as well as how it relates to communication as portrayed in the Bible. Both works show how important communication is for fostering and maintaining community.

Session III B: Inclusive Approaches to Language Programs and Assessments

Presider:

Yuk Yiyoung, Emmaus Bible College

Online ESL ministry, can we still share God's love digitally?

Emmaus Bible College started an ESL ministry to serve and teach English to immigrants, refugee and international students and promote diversity. Due to Covid-19 pandemic, the ministry switched to an online one-on-one tutoring model. The research aims to discover perceived strengths and challenges of online tutoring ministry and find out if this can be a sustaining model for pre-service teachers and community.

Jennifer Good, Baylor University

Building Thoughtful Assessments and Diversity Targets Across Study Abroad Programs

In 2017 Baylor's Global Engagement team introduced new assessments and practices to enhance study abroad. This study looks data from two areas: assessment of cultural competence and spirituality while abroad, and increasing minority/Pell-eligible students studying abroad. It uses qualitative and quantitative findings in a reflection on our Christian mission as a foundation for these efforts.

Session IV A: Engaging the Underrepresented Student in World Language Classrooms

Presenter:

Sharenda Barlar, Arielle Akines, and Sara Vroom Fick, Wheaton College

The panel discusses the challenges both in and outside of the classroom when engaging underrepresented students. We will discuss engagement strategies for first-generation students and international students. We will also raise questions on institutional preparedness to create authentic and inclusive learning communities.

Session IV B: Language and Justice in Spanish Literature

Presenter:

Jordan Vanderpool, Baylor University

The Silence of Satan in "Exemplo XLV" of The Conde Lucanor: Don Juan Manuel's Occult Didacticism

Beginning with Satan's lack of explicit speech in Don Juan Manuel's "Exemplo XLV" from his *Conde Lucanor*, I argue that Satan's silence represents an implicit rejection of The *Logos*, the

Word of God. From this argument, I reveal Manuel's didactic focus on good listening and the wise production of language.

Aroldo Solórzano, Azusa Pacific University

The Defeated Christs of Unamuno and Machado (in Spanish)

The poems "El Cristo Yacente de Santa Clara de Palencia" by Unamuno, and "La saeta" by Machado highlight a retrograde and stubborn Spain, which in clinging to the past, was responsible for its decline and ultimate fate. Both poems represent just one of the areas examined in the relentless exploration into the soul of Spain undertaken by Spanish intellectuals after the Spanish American War. In this presentation I will examine and contrast these two poems with others in the same tradition.

Session IV C: Centering Diversity and Student Experience in Language Classroom

Presider:

Noelle Kerber, Arizona State University

We Balance Each Other Out": Student Perspectives and Instructional Practices Within the Mixed Language Classroom

To assess student perceptions of mixed class and inform best instructional practices, this investigation analyzes the implementation of the mutual partnership approach in mixed classes. Findings demonstrate ranging implementation and allow for reflection on how one's faith might affect the classroom relationships between instructor and student and between students.

Daniel Woolsey, Hope College

Content-Based Instruction, DEI, Language Learning & Student Engagement

The current study examines the effects of adopting a content-based instructional approach in a second-semester Spanish course, creating space to explore topics of diversity, equity and inclusion, ensuring continued language learning, and increasing student engagement. Examples of course materials, student products and student feedback will be shared during the presentation.

Marcela Rojas, Azusa Pacific University

How To Bring Critical Social Justice to the Elementary Spanish Curriculum

APU offers classes such as Elementary Spanish for Healthcare to cultivate awareness of the importance of learning the Spanish language combined with critical social justice. Classes focus not only on learning the language but also on concepts and practices of equality and human rights, applying decolonizing theories & ethnic studies. This pedagogy not only helps students learn the basic Spanish language, but also empowers and motivates students to *Speak out on behalf of the voiceless, and for the rights of all who are vulnerable* Proverbs 31:8-10; to become anti-racist and advocates for a more equitable healthcare system by fighting historically racist policies and practices in our nation.