

NABE 2002 CONFERENCE
Bilingual Education Research and Evaluation SIG
Philadelphia, PA

Institute
Co-Chairs

Liliana Minaya-Rowe, Ph.D., University of Connecticut
Virginia González, Ph.D., University of Cincinnati
Theresa Austin, Ph.D., University of Massachusetts at Amherst

Conference Program for Friday, March 22, 2002

Breakfast Business Meeting, 8:30-9:30 a.m.

NOTE. Please provide a room for about 30 people in one of the Headquarter Hotels for the R & E SIG Breakfast Business Meeting, so that we can buy food at a better price. Theater style sitting required.

INSTITUTE CONTINUES

Theater style sitting required for ALL Institute Presentations on Friday

Time: 9:30-11:30 a.m.

Type of Presentation: Workshop

Title: Mentoring Students Through the Dissertation Process In Ethnic Minority Affairs and Starting an Academic Career-Mentoring Role

Name of Presenters and Affiliations

Theresa Austin, University of Massachusetts at Amherst

María Brisk, Boston College

Eugene Garcia, University of California at Berkeley

Virginia González, University of Cincinnati

Beverly Irby, Sam Houston University

Rafael Lara-Arecio, Texas A & M University

Lilliam Malavé, State University of New York at Buffalo

Liliana Minaya-Rowe, University of Connecticut

Yolanda Padrón, University of Houston

Hersh Waxman, University of Houston

Conference Program Description

The workshop has a two-fold objective: 1) Doctoral graduate students are guided through the dissertation completion process by presenting selected areas of needed research, frameworks for proposal development and dissertation completion, opportunities to practice principles for action research and for publication in the Annual BRJ. 2)

Researchers and evaluators at the school/district level will be provided an academic career-mentoring role by discussing the kinds of research being conducted at the district level, structures for program evaluation, and dissemination of findings.

Time: 11:30 a.m. - 12:15 p.m.

Type of Presentation: Research Paper

Title: Training teachers of English language learners through instructional conversations:
A metalogue

Name of Presenter: Abie L. Quiñones-Benítez, New Haven Public Schools

Conference Program Description

This study examines the Instructional Conversation (IC) as a tool for professional development and for teaching in the middle school classroom, and what guidelines for

professional development can be profiled using it. A model that ties new knowledge, professional development, and the elements of the IC represents the findings of this study.

Time: 1:30 – 3:30 p.m.

Type of Presentation: Symposium

Title: “Science Instruction for All”: Promoting Science and Literacy for Linguistically Diverse Elementary Students

Name of Presenters :

Eugene García, University of California at Berkeley

Okhee Lee, University of Miami

Yu-Min Ku, University of California at Berkeley

Iliana Reyes, University of California at Berkeley

Julie Lambert, University of Miami, Florida

Conference Program Description

This study implements instructional intervention to promote achievement and equity in science and literacy, particularly focusing on science inquiry for linguistically diverse as well as mainstream students. In a longitudinal design, the research includes elementary students (3rd-5th grade) and their teachers at six school sites in Miami, Florida and six school sites in San Francisco, California.

Time: 3:30 - 4:15 p.m.

Type of Presentation: Descriptive Report

Title: Child Rearing and Language Development in the US: an Urban Perspective

Name of Presenter: Pedro Mendia-Landa, New Haven Public Schools

Conference Program Description

This presentation summarizes the findings from an ethnographic case study of how parents conceptualize the world of child rearing, and in specific, that of the first and second language development of their children as stated on the responses of a group of Hispanic parents and community members in a medium-size urban setting district.

Time: 3:30 – 5:30 p.m.

Type of Presentation: Workshop

Title: How to Do Action Research with Program Evaluation Studies: A Title VII Project AVANZA Model

Name of Presenters :

Josefina Villamil Tinajero, The University of Texas at El Paso

Pauline Dow, Canutillo Independent School District

Virginia Gonzalez, University of Cincinnati.

Conference Program Description

How to design an action research study when doing program evaluation of the implementation of Title VII instructional and professional development programs is demonstrated through hands-on experiences. A brief report of on-going research activities of Title VII Project AVANZA will be provided for illustrating how to interface practice and research.

Institute Session: Round Tables

Friday, March 22, 2002, from 1:30-2:30 p.m.

NOTE. The four round tables require a separate room with four actual round tables with 8-12 chairs each. Please note that these round tables will run parallel to the Institute reports, workshops and symposium sessions.

Time: 1:30-2:30 p.m.

Type of Presentation: Round Table

Title: Non Alphabetic Literacies: Issues in Japanese Critical Literacy

Names of Presenters

Theresa Austin, University of Massachusetts at Amherst

Yuri Kumagai, University of Massachusetts at Amherst

Conference Program Description

Presentation will synthesize the past research on reading and writing in Japanese and present cultural challenges in developing critical literacy in Japanese language medium classrooms. Implications for becoming biliterate in other logographic (Chinese) literacies will be presented.

Time: 1:30-2:30 p.m.

Type of Presentation: Round Table

Title: Making Differential Diagnoses: Second Language Learning Issues or Learning Disabilities?

Names of Presenters

Rita Brusca-Vega, Northeastern Illinois University

Conference Program Description

Join in a discussion with diagnosticians, teachers and administrators on current efforts and best practices in the assessment of ELLs with suspected disabilities. Common mistakes, qualitative measures, the role of monolingual evaluators and disproportionate representation will be among the issues addressed.

Time: 1:30-2:30 p.m.

Type of Presentation: Round Table

Title: "I learn 'Elnghlich' In Diverse Ways": English Language Learners' Second Language Development via Teaching Strategies and Approaches

Names of Presenters

Lourdes Soto, Hartford Public Schools

Edgardo Reyes, Springfield Public Schools

Liliana Minaya-Rowe, University of Connecticut

Conference Program Description

Join in a discussion of the challenges English language learners face when learning their second language (L2) in a new environment and the variety of previously learned linguistic experiences in their first language that determine the successes and the ease to acquire their L2. It addresses diverse teaching methodologies, strategies and approaches (such as: learning styles, thematic teaching, natural approach, sheltered English) that meet the students' learning needs to ensure their linguistic and academic development.

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Type of Presentation: Round Table

Title: Puerto Ricans in the Americas: Researching Multicultural Populations

Names of Presenters

Timothy John Ebsworth, College of New Rochelle

Miriam Eisenstein Ebsworth, New York University

Conference Program Description

Our research involves populations in contact: Puerto Ricans encultured on the Island, Continental Americans in the New York Metropolitan area, and multicultural Puerto Ricans living in both places. We have developed a mixed design which explores pragmatic strategies of each population in response to critical incidents and examines sociolinguistic and cultural norm