

ATTACHMENT IV

**CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT**

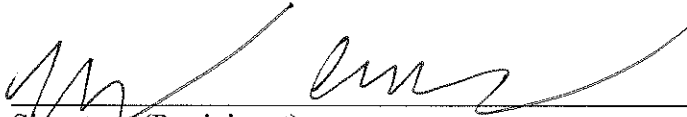
**VOLUNTARY ACTIVITY WAIVER, RELEASE & INDEMNITY AGREEMENT**

For and in consideration of permitting Javier Espinoza  
(name of participant) to enroll in and participate in *Las Positas College Theatre in London Trip with by Wendy Wisely and Las Positas College in the City of Livermore, County of Alameda, State of California*, the undersigned hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action for personal injury, property damage or wrongful death occurring to him/herself arising as a result of engaging or receiving instructions in said activity or any activities incidental thereto wherever or however the same may occur and continue, and the undersigned does for him/herself, his/her heirs, executors, administrators and assigns hereby release, waive, discharge and relinquish any action or causes of action, aforesaid, which may hereafter arise for him/herself and for his/her estate, and agrees that under no circumstances will he/she or his/her heirs, executors, administrators and assigns prosecute, present any claim for personal injury, property damage or wrongful death against the *Chabot-Las Positas Community College District* or any of its officers, agents or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.


**It is the intention of Javier Espinoza (participant) by this instrument, to exempt and relieve *Chabot-Las Positas Community College District* from liability for personal injury, property damage or wrongful death caused by negligence.**

The undersigned, for him/herself, his/her heirs, executors, administrators or assigns, agrees that in the event any claim for personal injury, property damage or wrongful death shall be prosecuted against *Chabot-Las Positas Community College District*, he/she shall indemnify and save harmless the same *Chabot-Las Positas Community College District* from any and claims or causes of action by whomever or wherever made or presented for personal injuries, property damage or wrongful death.

The undersigned acknowledges that he/she has read the foregoing Waiver of Liability Notice and the foregoing three (3) paragraphs, has been fully and completely advised of the potential dangers incidental to engaging in the activity and instructing of the trip listed above, and is fully aware of the legal consequences of signing the within instrument.

  
\_\_\_\_\_  
Signature (Participant)

\_\_\_\_\_  
June 28, 2017  
Date

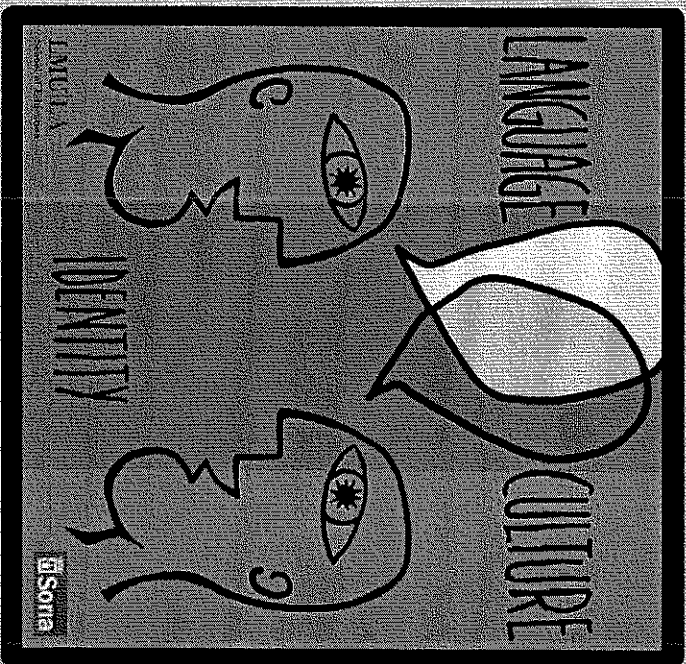
  
\_\_\_\_\_  
Signature (Witness)

\_\_\_\_\_  
6/28/17  
Date

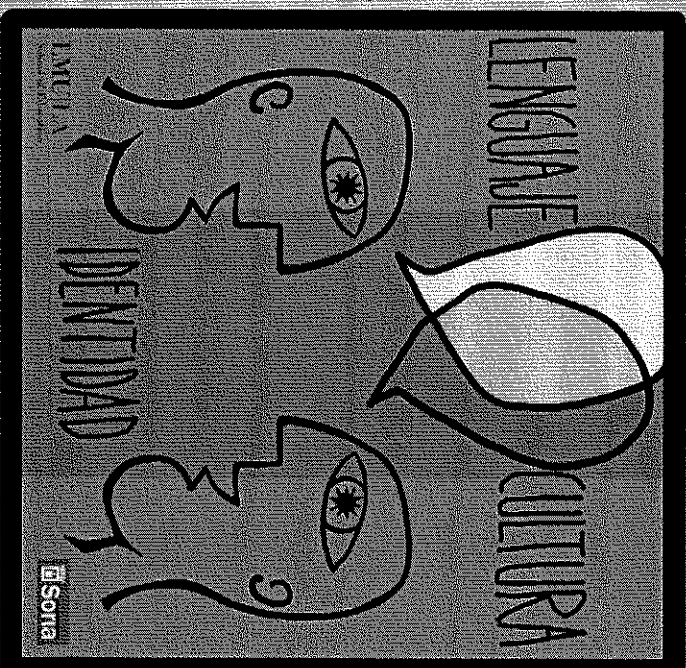
III International Colloquium on Languages, Cultures, Identity, in Schools and Society - Soria, Spain

*Tentative Program*

III International Colloquium on  
Languages, Cultures, Identity in Schools & Society  
Soria (Spain), July 5-7, 2017



III Coloquio Internacional sobre Lenguas,  
Culturas e Identidad en la Escuela y la Sociedad  
Soria (España), 5-7 de julio, 2017



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Wednesday, July 5, 2017

Materials Pickup

8:45-9:15			
9:20-10:00	<p><b>Plenary Session: Erwin H. Epstein, Professor Emeritus, Loyola University Chicago:</b>  <i>"Education in Shaping National Identity and Consciousness: A Filter-Effect Theory of Schooling"</i></p>		
10:05-10:20	<p>Jesús Báñez, Francisco Ramos, Isabel Sanz:  <i>Welcome</i></p>		
	Room 1	Room 2	Room 3
10:30-11:25	<p><b>Language Policies</b>  <b>William Robert Amlian Cook:</b>  <i>Expatriate Populations and the Production of Scaled Language Policy</i>  <b>Leonor Maria Martínez:</b>  <i>Landscapes of the Mind: Cultural Identity, Plurilingualism, and Global Citizenship in 21<sup>st</sup> Century Europe</i></p>	<p><b>Culturally Relevant Pedagogy</b>  <b>Christine Hahn:</b>  <i>Making English Language Learning Culturally Relevant for Students in Latin American Countries</i>  <b>Taryn U'Halle:</b>  <i>Using Animal-Assisted Activities to Promote Trilingual Reading in Kazakhstan</i></p>	<p><b>Youth and Identity</b>  <b>Patricia Cacho:</b>  <i>When Race Encounters Youth in Place</i>  <b>Ruth Harman:</b>  <i>Cultural and Semiotic Processes of Bilingual Youth in an Arts! Youth Institute</i></p>
11:30-11:50	<p><i>Break</i></p>		
11:55-12:50	<p><b>Lenguaje en Contextos Diferentes</b>  <b>Joaquín Sueiro:</b>  <i>Lengua, Cultura e Identidad en la Enseñanza de la Lengua Española en Bachillerato en Puebla y Galicia: ¿Neurralidad o Cosmopolitismo?</i>  <b>Beatriz Suárez, María Rosa Pérez:</b>  <i>La Emicidad en los Manuales de ELE: Tres Casos Concretos</i></p>	<p><b>Teacher Training in Different Contexts</b>  <b>Jeff Pilgram:</b>  <i>Scripted Lessons in Papua New Guinea: The Impact of Training on Elementary Teachers' Ability to Use Them</i>  <b>Bianca Vitalaru, Iulia Vescan:</b>  <i>Cultural Differences in Academic Writing in Postgraduate Programs for American Teaching Assistants in Madrid</i></p>	<p><b>Identity in Language Programs</b>  <b>Kristen McInerney:</b>  <i>Serving Newcomer ELs in High School: Revealing Themes in Posted Online Public Blog Comments</i>  <b>Lobat Asadi:</b> "Intercultural Communication Training as a Bridge Between Cultural Divides"</p>

1:00-1:55	<p><b>Language Policies</b> Margaret Funke Omidire: <i>Teachers' Classroom Practices and Multilingual Students' Learning Experiences: An African Perspective</i> Desmond Odugu: <i>Global Norms, Multilingual Discourse, and Privatization of Education in South-East Nigeria</i></p>	<p><b>Perspectivas Interculturales</b> Diana Bravo: <i>El Componente Cultural en los Manuales de ELE</i> Vanessa Alvarez: <i>Acercamiento al Paisaje Lingüístico de Ávila: Señas de Una Ciudad</i></p>	<p><b>Languages in Unique Contexts</b> Rebeca Elena Tapia, Eliphalet Rivera Cuayahuitl: <i>Pre-Service Teachers' Beliefs About Teaching English in an Indigenous Context</i> Jingjing Xu <i>Language Shift in a Japanese-English Bilingual Church in Southwest US</i></p>
2:00-5:00	Lunch		
5:00-5:55	<p><b>Refugees and Technology</b> Theresa Bodon, Jean Bodon, Dharmesh Patel: <i>Rediscovering Self-Identity Through the Medium of Mobile Phone Filmmaking: A Study that Explored the Self-Expressions of Refugees Living in Camps</i></p>	<p><b>Teachers' Attitudes</b> Carlos Chancay, María Fernández-Agüero: <i>Conceptions of Culture and Interculturality in Foreign Language Teachers' Discourse</i> Aziza Restu Febrianto: <i>Teaching English in Poor-Learning Environments: A Case Study of EFL Teachers in Indonesian Deprived Schools</i></p>	<p><b>Communication and Confidence</b> Cao Thi Quynh Loan, Richard Bradley: <i>Translanguaging in Triadic Communicative Practice: A Child's Second Language Acquisition</i> Mark Landry: <i>Gaming, Second Language Acquisition, and Student-Centered Learning</i></p>
6:05-7:00	<p><b>Teachers in Different Contexts</b> Zeynep Aysan: <i>An Insight into an Accomplished Expatriate EFL Teacher's Teaching Practices and Identity</i> Fajer Al-Rashid: <i>The Structure and Tenets of English Language Teaching in Kuwait</i></p>	<p><b>Newcomers and Technology</b> Valerie Butrón, Margaret McGregor: <i>Our Journey to America: An English Learner Documentary</i></p>	<p><b>Folklore</b> Silvia Schmitzler: <i>The Tango of Learning: Music, Culture and Language: Our Intangible Heritage</i> Javier Sepúlveda, Javier Espinoza: <i>Beyond Performance: Exploring Identities and Histories Through Mexican Folklorico in a US Collegiate Setting</i></p>
8:30	Social Activity (Optional)		

Thursday, July 6, 2017

Time	Room 1	Room 2	Room 3
9:30-10:25	<p><b>Language Revitalization</b></p> <p><b>Cikigag-Irasema Ortega:</b> <i>STEAM from an Alaska Native Knowledge Perspective</i></p> <p><b>Hellen Ihyeqa:</b> <i>What's in a Tongue for Early Grade Literacy Instruction?</i></p>	<p><b>Cultural Differences Teachers-Students</b></p> <p><b>Sonya Romero:</b> <i>Ethnic and Cultural Differences Between Teachers and Students</i></p> <p><b>Tiffany Farias-Sokoloski:</b> <i>"What's in a Title?" An Exploration of Social Constructs Engendering Teacher-Students Differences in Title I Schools</i></p>	<p><b>Alumnos con Necesidades Especiales</b></p> <p><b>María Asunción Barreras:</b> <i>El Inglés en la Escuela Inclusiva</i></p> <p><b>María de Lourdes Cuéllar:</b> <i>El Concepto de Copresencia en la Formación Intercultural: Una Experiencia en la Enseñanza del Chino</i></p>
10:35-11:30	<p><b>Xenophobic Policies</b></p> <p><b>Christine Valenciana, Francisco Balderrama:</b> <i>Expelled, Excluded, Silenced: Unconstitutional Deportation of Mexican-American Children in the 1930s</i></p> <p><b>Marta Baltodano:</b> <i>Ethnographies of Fear and Resistance Under Trumpism</i></p>	<p><b>Teacher Assistants and Culture</b></p> <p><b>Anastasia Tzoytzyrakos, Thuy Pham:</b> <i>Training Non-Native Teaching Assistants: Challenges and Effective Practices</i></p> <p><b>Iulia Vescan, Bianca Vitalaru:</b> <i>Evaluating Teaching Experience as Language Assistants: Analysis of Cultural Factors, Challenges, and Difficulties</i></p>	<p><b>Derechos Humanos</b></p> <p><b>Adrián Neubauer:</b> <i>Una Educación Por y Para los Derechos Humanos Para Combatir los Campos de Refugiados</i></p> <p><b>Marta Bastidas Aliaga:</b> <i>Estrategias Formativas Para las Trabajadoras del Hogar Región Lima Basadas en Género e Interculturalidad</i></p>
11:35-11:55	<i>Break</i>		
12:00-12:55	<p><b>Linguistic Barriers</b></p> <p><b>Roni Nissim:</b> <i>English in Hebrew: A Case Study</i></p> <p><b>George Son Corpuz, Sara Bilimoria:</b> <i>Effects of the Language Barrier Faced by Hispanic Immigrants Within a Medical Setting</i></p>	<p><b>Conflicto Interculturales</b></p> <p><b>Carmen Vicente:</b> <i>En el Médico: Expectativas Pragmáticas de Aprendientes Marroquíes de ELE</i></p> <p><b>Hamed Abdel Lah Ali:</b> <i>El Transculturalismo como Alternativa al Multiculturalismo Creciente en Ceuta</i></p>	<p><b>Teachers' and Students' Identities</b></p> <p><b>Seyiç Yerli Usul:</b> <i>Turkish EFL Students' and Teachers' Perceptions About Language Identity</i></p> <p><b>Alaska Black-Hultis:</b> <i>Conflating Disability with Bilingual/Biliteracy Development</i></p>

1:05-2:00	<p><b>Developing Minority Languages</b>  <b>Sheryl Santos-Hatchett, Mara Queiroz Vaughn:</b>  <i>Integrating Spanish Into the University Curriculum: A Case Study</i>  <b>Candice Olivia Bland:</b>  <i>Maximizing the Linguistic Repertoire of Heritage Learners Through Bilingual</i></p>	<p><b>Literature and Culture</b>  <b>Elena Alcalde:</b>  <i>Enhancing Cultural Awareness on American Diversity in Tertiary Education Through Elizabeth Alexander's "Praise Song for the Day"</i>  <b>Nathan Henne:</b>  <i>Translation and the Concrete Poetics of Indigenous American Languages</i></p>	<p><b>Percepción de Minorías</b>  <b>Myrna Iglesias, Magdalena Mejía:</b>  <i>La Migración Familiar y la Preservación de las Lenguas: un Estudio en Nealtican Puebla México</i>  <b>Estela Calero:</b>  <i>La Imagen de los Hispanos en la Industria Televisiva y Cineasta de los Estados Unidos</i></p>
2:00-4:30	<p><b>Lunch</b></p>		
4:30-5:25	<p><b>CLIL</b>  <b>Elena del Pozo:</b>  <i>The Butterfly Effect: To What Extent Do Students Learn Differently History Contents in Bilingual and Non-Bilingual Settings</i>  <b>Noelia Plaza:</b>  <i>Bilingual Teacher Training Through ICT and European Language Labeled Practices</i></p>	<p><b>Literacy Development</b>  <b>Esther Alvarez:</b>  <i>Child Natural Interpreting as a Communicative Strategy in Bilingual Homes</i>  <b>Thomas De Vere Wolsey:</b>  <i>Exploring Literacy in the Disciplines: What Disciplinary Experts and Teachers Think</i></p>	
5:30	<p><b>Social Activity (Optional)</b></p>		

**Friday, July 7, 2017**

<b>Plenary Session: Alan Crawford, Professor Emeritus, California State University Los Angeles: "Bilingual/Trilingual Education in Central Asia, Africa, Eastern Europe, and Latin America: Major Concepts and Issues"</b>			
<b>Room 1</b>			
<b>9:30-10:25</b>	<b>Room 1</b>		
<b>10:35-11:30</b>	<b>Newcomers and Refugees</b> <b>Luis Javier Pentón:</b> <i>A Spanish Literacy Program: An LI Literacy Initiative in the Community</i> <b>Helaine Marshall, Nan Frydland:</b> <i>Creating Fertile Spaces for Refugees with Limited Prior Schooling</i>	<b>Cultural Differences</b> <b>Tamara Robledo:</b> <i>How to Teach Immigrant Students While Maintaining Their Sense of Ethnocultural Pride and Identity</i> <b>Jim Berger:</b> <i>Cultural Factors in Higher Education Instruction: An Analytical Review of the Literature</i>	<b>Youth and Discrimination</b> <b>Teresa LaFromboise, Shadab Hussain, Nidia Ruedas-Gracia:</b> <i>Native American Adolescent Belongingness and Academic Engagement: Exploring Contextual and Individual Factors</i>
<b>11:40-12:35</b>	<b>Interculturalism in Teacher Training</b> <b>Stephanie Lerrat, Veronique Lemoine:</b> <i>Putting the Notion of Diversity into Action in Teaching Practice</i> <b>Nancy Rodriguez, Anita Batista:</b> <i>The Multicultural Education Teacher Leadership Academy Model</i>	<b>Mindfulness</b> <b>Kristina Eisenhower:</b> <i>Learning Mindfulness to Become Mindful Language Learners</i> <b>Susan Gong, Matthew Mackey:</b> <i>Reflective Practices in the Classroom: Exploring Identity and Relationships</i>	<b>Children's Identities</b> <b>Nayr Ibrahim:</b> <i>The Materiality of a Multilingual Identity: Exploring Children's Multilingual Voices Through Drawings, Objects, and Narratives</i> <b>Leo Schmitt:</b> <i>Sociolinguistic Insights into Chinese Adoption of English Names</i>
<b>12:40-1:00</b>	<b>Certificates and Evaluation</b>		