



PROGRAMA GENERAL



**Conferencia Internacional sobre Lenguas Extranjeras, Comunicación y
Cultura**



**International Seminar on
Canadian Studies 2017**

Manejo de la diversidad social y cultural en su 150 aniversario

Dedicado al 150 Aniversario de Canadá



**Abril 26-28,2017
Holguín
CUBA**

**Cursos Pre-eventos: 25 de abril de 2017
Post-eventos: 2-5 de mayo de 2017**

Lunes / Monday 24

10:00 am. Acreditación delegados UHO
Lugar: Campus Celia Sánchez Manduley. Universidad de Holguín.

Martes / Tuesday 25

8:00 am-9:00 am. Acreditación delegados extranjeros // Registration foreign delegates.
Lugar: Campus Celia Sánchez Manduley. Universidad de Holguín.



9:00 a.m. -1:00 pm. Cursos y Talleres pre-conferencia / Pre-conference courses and workshops
Lugar: Campus Celia Sánchez Manduley. Universidad de Holguín.

3:00 pm. Acreditación delegados extranjeros / Registration foreign delegates.
Lugar/Place: Main Lobby. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

4:30pm. Reunión con delegados extranjeros / Meeting with foreign delegates.
Lugar/Place: Main Lobby. Bungalows Hotel Club Amigo Atlántico-Guardalavaca.

Miércoles / Wednesday 26

8:30 am Acreditación para delegados extranjeros / Registration for Foreign Delegates.
Lugar/Place: Main Lobby. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

9:30-10:30 am Inauguración VIII Conferencia Científica Internacional de la UHO
Lugar/Place: Salón principal / Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

10:30-11:00 am Coffee break

11:00-12:30 pm Apertura oficial WEFLA 2017, XI Seminario Internacional de Estudios Canadienses y del Alternate Routes Symposium // Official Opening WEFLA 2017, the XI International Seminar in Canadian Studies, and Alternate Routes Symposium.

Lugar/Place: Salón principal / Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

Keynote: Periodizing 150 Years of Settler Colonial Cultural Politics in Canada

Dr. Peter Kulchyshi. University of Manitoba. Canada

Lugar/Place: Salón principal/ Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

12:30 pm – 2:00 pm Almuerzo / Lunch.

2:00 pm – 4:20 pm Trabajo en Comisiones / Presentation of Papers.
Lugar/Place: Bungalows Hotel Club Amigo Atlántico-Guardalavaca

4:25 pm Coctel de Bienvenida / Welcome Cocktail.
Lugar/Place: Bungalows Hotel Club Amigo Atlántico-Guardalavaca

5:40 pm Regreso a la ciudad/ Return to the city

9:00 pm Recreación según programa del hotel/ Hotel Entertainment Program.

Jueves/Thursday 27



9:00 am-10:30 am Conferencia Magistral // Keynote:

Varied Assessments for Enhanced Learning.

Speaker: Char Heitman, University of Oregon, College of Arts & Sciences American English Institute, USA

Chair: Yunelsys Hechavarría Creach

Lugar /Place: Salón principal / Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca



9:00 am-10:30 am Trabajo en Comisiones / Presentation of Papers
Bungalows Hotel Club Amigo Atlántico-Guardalavaca

10:30-11.00 am Coffee break



11:00 am-12:30 pm Trabajo en Comisiones / Presentation of Papers

Lugar/Place: Bungalows Hotel Club Amigo Atlántico-Guardalavaca

12:30 pm-2:00 pm Almuerzo / Lunch.



2:00 pm-5:30 pm Trabajo en Comisiones / Presentation of Papers.

2:00 pm-5:30 pm Trabajo en Comisiones / Presentation of Papers.

3:00 pm Reunión del Comité Organizador Internacional WEFLA (Salón Reuniones)

4:00-pm (Coffee with Distinguished *WEFLEROS* y el Comité Organizador Internacional) Salón Protocolo

5:40 pm Regreso a la ciudad para los que no asisten a la Gala.

8:00 pm Gala Cultural// GALA Main Room. (Ranchón). Bungalows Hotel Club Amigo Atlántico-Guardalavaca

9:30 pm Regreso a la ciudad / Return to the city

Viernes/Friday 28



9:00 am-10:30 am Conferencia Magistral // Keynote: Fear of Disunion and the Framing of the United States Constitution

Dr. Kevin R. Hardwick, Department of History, James Madison University, Virginia. USA

Salón Principal / Main Room. (Ranchón). Bungalows Hotel Club Amigo Atlántico-Guardalavaca



9:00 am-10:30 am Conferencia Magistral // Keynote: *Towards Manitoba Métis Reconciliation 150 Years After Confederation*. Allan Benoit, Chief of Staff – Senior Advisor, Manitoba Métis Federation

10:30-11.00 am Coffee break



11:00 am-12:30 pm Trabajo en Comisiones / Presentation of Papers// POSTERS

12:30 pm-2:00 pm Almuerzo / Lunch.



2:00 pm-3:00 pm Sesión Plenaria// Plenary Session

Ceremony and Presentation: **Games of Presence: Using Arts Based Practices to Promote Health and Wellbeing in Indigenous Communities.**

Erin Goodpipe & Benjamin Ironstand, First Nations University. Saskatoon. CANADA

Salón Principal / Main Room. (Ranchón). Bungalows Hotel Club Amigo Atlántico-Guardalavaca

3:00-3:30 pm Clausura / Closing Ceremony. WEFLA, XI Seminario and AR Symposium

Main Room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

3:35 pm-4:25 pm Clausura / Closing Ceremony. VIII Conferencia Universidad de Holguín

Main Room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

4:25 pm Presentación del proyecto musical CUBA-CANADÁ Los Primos // Presentation of the Canadian-Cuban Musical Project The Cousins

Lugar/Place: (Ranchón). Bungalows Hotel Club Amigo Atlántico-Guardalavaca

5:40 pm Regreso a la ciudad / Return to the city

Del 2 al 5 de mayo/ 2017



Curso post-conferencia / Post-conference course

Lugar: Sede Celia Sánchez Manduley. Universidad de Holguín

Hora/Time: 9:00 am-12:30 pm

Martes/ Tuesday 25-04-2017

Cursos pre-eventos/ Pre-conference Courses & Workshops

Curso 1: CULTURA Y SOCIEDAD EN CUBA

OBJETIVO: A partir del análisis de los elementos conformadores de nuestra nacionalidad cubana desde un enfoque historiográfico, se demuestran el carácter y la esencia del cubano, las transformaciones económicas, políticas y sociales ocurridas a través del tiempo y cómo estas han contribuido a la diversidad de expresiones en la creación artística y cultural.

CONTENIDO: Elementos conformadores de la cultura cubana. Asimilación creadora y transculturación. Identidad nacional e identidad cultural. Globalización cultural vs. Diversidad cultural. Caracterización psicológica del cubano. Política cultural de la Revolución. Hacia una cultura general e integral. Holguín: la Ciudad de los Parques. Símbolos de la localidad. Desarrollo de la cultura holguinera. Lo mejor de la música cubana. Ritmos, compositores e intérpretes. La cultura como puente de solidaridad entre los pueblos.



Profesora: Dra. Carolina Gutiérrez Marroquín, Doctora en Ciencias Pedagógicas. Máster en Bioética. Profesora Titular de la Universidad de Holguín. Especialista en Lengua y Literatura, temas martianos y problemas actuales de la cultura. Cuarenta años de experiencia en la Enseñanza Media y la Enseñanza Superior. Ha impartido cursos de Español para extranjeros en *Bluffton College* y curso de Apreciación del texto hispano en *Northwestern College*, ambos centros en el estado de Ohio, EE.UU.

Ha publicado gran cantidad de artículos vinculados con su especialidad en revistas nacionales y extranjeras. Autora de tres libros de investigación histórica y dos ensayos de temas martianos. Ha participado en numerosos eventos nacionales e internacionales.

Curso 2: ACERCAMIENTO AL ESPAÑOL HABLADO EN CUBA

OBJETIVO: Explicar los elementos fónicos, morfológicos, léxicos y estilísticos que caracterizan el español hablado en Cuba y que lo distinguen de otras normas diatópicas del mundo hispano, con vistas a continuar el estudio del idioma como rasgo identitario.

CONTENIDO: Breve panorámica de los componentes históricos que permiten establecer la variante cubana del español. Análisis de los principales rasgos distintivos de nuestra variante cubana, en los planos y niveles de análisis lingüístico. Establecer una periodización de los estudios holguineros en torno al lenguaje.



Profesora: Beatriz González Garcell, Universidad de Holguín, Cuba. Profesora Auxiliar, Máster en Historia y Cultura Cubanas. Licenciada en Filología. Profesora de Lingüística, Semántica y Redacción. En los últimos años se ha dedicado a la enseñanza de español como lengua extranjera. Su línea investigativa es el español hablado en Cuba. También tiene resultados investigativos en el área de Didáctica de ELE.

Curso 3. ILÉTAITUNEFOSIS... OU COMMENT EXPLOITER LA LITTÉRATURE DE JEUNESSE EN CLASSE DE LANGUE L2 OU L3

CONTENT : Conçu pour de futurs enseignants de français L2ou pour des enseignants en service, cet atelier examine comment l'exploitation de la littérature de jeunesse dans discours de langue contribue à développer les ressources langagières des élèves, ainsi qu'à participer à la construction de savoirs transversaux (disciplinaires, culturels, sociaux) dans un environnement L2. Les participants exploreront de manière pratique différents supports et genres littéraires, notamment plurilingues et multimodaux, et co-construiront tout au long de cet atelier des pratiques ancrées dans des approches plurilittéraciées (Moore & Sabatier, 2014). L'atelier se terminera par une simulation d'exploitation de textes littéraires adaptée aux besoins des participants.

MOORE, D. & SABATIER, C. (2014, published 2015). Les approches plurielles et les livres plurilingues. De nouvelles ouvertures pour l'entrée dans l'écrit pour favoriser le lien famille-école en milieu multilingue et multiculturel. *Nouveaux Cahiers de la Recherche en Éducation* Vol 17(2). 32-65. [on line: <http://id.erudit.org/iderujit/1030887ar>]

Professors:



Dr. Ghizlane Laghzaoui, Associate Professor. Modern Languages Institute. University of the Fraser Valley, Canada. She holds a PhD in African francophone literature (France) and an EdD in Educational Leadership in contexts of diversity (SFU). She teaches French language and comparative literature in the Modern Languages Institute. Her focus is on language identity construction and belonging in the context of migration and diversity. Her research in education addresses issues of social and professional integration of francophone immigrants teachers in the schooling system of BC as well as francophone youth and leadership in minority settings. She is an active member of the community either as a member of the Abbotsford Local Immigration partnership or as a board member of the Francophone Federation of BC (FFCB) where she was co-chairing an advisory committee on strategic governance and immigration and evaluating funding applications to PCH (Patrimoine Canadien/Heritage Canada). She also volunteers on a regular basis, particularly with Mentoraction, a program devoted to mentoring young immigrant women and to facilitating their social and professional integration.



Dr. Cécile Sabatier, Associate Professor. Faculty of Education, Simon Fraser University. Canada. Her scholarly work is situated in Plurilingual Education and Educational Sociolinguistics, with a focus on linguistic and cultural diversity, multilingual competencies and language acquisition in minority contexts. Her work documents attitudes to plurilingualism in families, schools and communities as well as it addresses issues of Teacher Education in a rapidly expanding world. Her research interests also focus on documenting and analyzing classroom practices as well as investigating the linguistic and professional identities of in-

service and pre-service teachers of French in the plurilingual and multicultural environments of British Columbia. Her current research projects are the following: 1. *Le développement de la compétence à écrire en langue première et en langue seconde à la fin du primaire dans des contextes d'intensification de l'enseignement de la langue seconde* (SSHRC, 2014-2017); 2. *Examining French as a Second Language Policy and Programs in BC Ministry of Education* (BC Ministry of Education, 2017-2017); 3. *Intégration de la langue et de la littérature dans les disciplines dans le cadre d'un dispositif de formation auprès des formateurs d'enseignants en immersion française et en milieu francophone minoritaire* (SSHRC, submitted). She serves as a selection committee member for the Cmolik Prize for the Enhancement of Public Education in BC (<https://www.sfu.ca/education/cmolik-prize.html>) and as an Associate partner for the European Centre for Modern Languages (ECML) 2017-2019 project « Learning Environment Optimized for and Through Languages » (EOL) : <http://www.ecml.at/Portals/1/5MTP/Erin%20Jonas/flyer-EOL-EN.pdf>

Curso 4: USING ORAL ACTIVITIES IN THE GRAMMAR CLASSROOM

CONTENT : Grammar is not just important for written work; it is also part of oral competency. The facilitator has used many oral activities in English language classes to reinforce and practice various grammar points: verb tenses; modal verbs; question form; conditional forms, etc. She will introduce a number of them in the workshop and also elicit ideas from the participants about how to make them more appropriate for the Cuban context. The focus will be on intermediate level students (activities can be adapted), and the goal is to provide something practical for teachers-in-training as well experienced teachers. There will be a handout with a number of oral activities.



Professor: Marlene Toews Janzen is the Undergraduate Studies Coordinator as well as a tenured language teacher at the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa, CANADA. She has extensive teaching experience in both French and ESL, as well as in ESL/EFL teacher training, both in Canada and in Egypt (ongoing). She has taught a variety of courses, including second language

teaching courses and numerous speaking and writing classes. She also has experience in writing test development and in **rater** training. In addition, she has designed and implemented curriculum for: the English Intensive program; adjunct immersion courses ; the grammar component of the Second Language Certification preparation course; courses for professors (*Teaching in Your Second Language* and *Pronunciation*); and a course in Oral Communication for foreign-trained medical residents.

Curso 5: HOW TO READ RESIDENTIAL SCHOOL NARRATIVES?

CONTENT: There are a number of ways to read Residential School Narratives in order to make sense of them. They can be read as school narratives, life writing, prison writing, and stories of witnessing and resistance. Above all, however, they are ways of witnessing to indigenous experiences of the violence and control of the white settler state. As such, they demand that we take into account various aspects of indigenous knowledge, by asking how these narratives testify to communal and individual indigenous subjectivity. We will read excerpts from famous residential school narratives by Isabelle Knockwood, Bev Sellars, and Basil Johnston in the form of a workshop activity. We will also consider examples of residential school narratives from the Truth and Reconciliation movement in Canada. Here it will be necessary to read the white settler state not only as the penal, colonial state, but also as the contemporary state trying to reconcile current respect for indigenous culture with a past history of cultural genocide.



Professor: Dr. Roxanne Rimstead, University of Sherbrooke, Canada. She has published internationally and nationally on cultural memory, feminist criticism, textual resistance, working-class culture, poverty and literature, oral histories, and Canadian Literature(s). Her book *Remnants of Nation: On Poverty Narratives by Women* appeared in 2001 (U of Toronto P) won the Gabrielle Roy Prize (ACQL). An earlier essay on Emily Carr's *Klee Wyck* won the Don D. Walker Award (Western Literature Association). In 2003 she guest-edited a special issue of *Essays on Canadian Writing* called *Cultural Memory and Social Identity* and in 2011 a special issue of *Canadian Literature* called *Prison Writing/Writing Prison*. A professor at Université de Sherbrooke in Québec, Canada, she teaches Comparative Canadian Literature and English and Intercultural Studies. She is a member of the editorial boards of *Canadian Literature* and *Race, Gender, and Class* (SUNO) and *Tulsa Studies in Women's Literature* (USA). Her current research is on culture from below as a concept to be reworked within cultural studies <http://culture-from-below.recherche.usherbrooke.ca/> and two forthcoming critical anthologies on *Contested Spaces: Counter Narratives and Culture from Below*. She is co-founder of VersUS research group (U de Sherbrooke) and a co-researcher with Simon Harel (Littérature comparée, U de Montréal) on a SSHRC project on Précarité et discrédit (2011-14).

Curso 6: HOW DOES CANADA REMEMBER?

CONTENT: Drawing upon material I use in my "Conflict and Historical Memory" seminar, I will introduce students to the various memorials to Louis Riel in Winnipeg, the contentious situation over how to remember Mordecai Richler in Montreal, a memorial park to a pioneer gay activist in Vancouver, and so on. We will examine several examples of visual material to analyze the construction of cultural memory. This discussion of cultural memory will focus on some Canadian instances of contested memory as the country approaches its 150th birthday.



Professor: Robert Schwartzwald, Université de Montréal, CANADA. He is a professor in the Département de littératures et de langues du monde and Director of the interdisciplinary Master's program in International Studies at the Université de Montréal. Before coming to Montréal, he directed the Center for Crossroads in the Study of the Americas in Amherst, Massachusetts. He has written extensively on Quebec literature and film, with a particular focus on representations of sexuality in narratives of national and cultural modernity. He is a member of the Centre de Recherche interuniversitaire en littérature et culture québécoises (CRILCQ) and the Centre de Recherches interdisciplinaires en études montréalaises (CRIEM). A former Editor of the *International Journal of Canadian Studies/ Revue internationale d' études canadiennes*, he received the Governor General's International Award for Canadian Studies in 2008. His book on Jean-Marc Vallée's highly acclaimed film *C.R.A.Z.Y.* (Arsenal Pulp Press) was released at the end of 2015.

Curso 7: ETHNOGRAPHY AS METHOD IN THE WORK OF BLACK-CARIBBEAN-CANADIAN AUTHORS WITHIN A FRAMEWORK OF CANADIAN MULTICULTURALISM.

CONTENT: This teaching workshop will explore Canada's official policy of multiculturalism within a framework of black-Canadian literature in English Canada. This workshop shows that certain black-Canadian authors have used ethnology as method in order to illustrate the impact on many first- and second-generation Caribbean Canadians of individual, institutional, and cultural/ideological racism in Canada from the 1960s thru the early 2000s. This workshop discusses representations of flawed immigration policy, social exclusion and income disparity faced by unskilled immigrants from the Caribbean; representations of the impact of institutional racism within a framework of education, racial profiling and police violence in Ontario on second-generation Caribbean-Canadian youth; and, representations of the embeddedness of racism within the culture and ideology of 'mainstream' Canadian citizens and within its historical memory. Ms. Wright will authenticate these representations by 'matching' them with official statistics, literary theory and media reports. This workshop will, among other, be illuminated by the work of Clayton James Mosher, Makeda Silvera, and Andrew Griffith. Ms. Wright will introduce such works as Dionne Brand's *What We All Long For* (2005), David Chariandy's *Soucouyant*(2007), and Austin Clarke's *The Meeting Point* (1967) and *More* (2009).



Professor: Nancy Wright is currently a PhD candidate at Université de Sherbrooke, Canada. Her research is into Comparative Canadian Literature. She wrote her MA thesis at Sherbrooke on African-Caribbean-Canadian writers and the representation of cultural memory in their work. She is currently Editor of the (national publication) Justice Report and Editorial Secretary of the (peer-reviewed) *Canadian Journal of Criminology and Criminal Justice* for the Canadian

Criminal Justice Association / Association canadienne de justice pénale (CCJA-ACJP (Nov. 2011-Present)).

Curso 8: BASIC PRINCIPLES OF INTEREST- BASED NEGOTIATIONS

CONTENT: Communities, governments, companies and individuals that find themselves immersed in some form of dispute often lack the tools to achieve meaningful reconciliation. Whether the grievance is historical, legal, political or economical, participants often struggle to develop an effective process that leads to the desired outcomes of all of the stakeholders. In Canada, a cross section of organizations has relied on the skills associated with the process of interest based negotiation to secure the reconciliation they covet. Relying largely upon the core principles of relationship building, positive communication, interest discovery, and option building, interest based negotiation involves a process of mutual disclosure that allows parties to understand the interests underlying entrenched positions. Ultimately, the illumination of these interests is intended to empower participants to create more options and desirable outcomes for all of the parties. This workshop will provide students with the basic structure of Interest Based Negotiation and how to prepare for any dialogue associated with negotiating outcomes with opposing parties.



Professor: Troy Chalifoux, Lawyer. He is a Sessional Instructor at the Faculty of Law, University of Alberta, Canada. He currently works at The Banff Centre, Indigenous Leadership and Management, Negotiations Skills Training, and Faculty Leader. He is a trainer in *Design, research and develop and deliver interests based negotiation*. He also provides one on one or group negotiation training.

Curso 9: ONLINE RESOURCES FOR INTEGRATED SKILLS (It is scheduled within the Conference program)

CONTENT : These days, many online resources exist that can assist learners in practicing English outside of the classroom. Most 21st-century learners possess tech skills and are interested in learning with technology, but they may lack the ability to find pedagogically sound websites for language learning. In this session, the presenter will introduce websites that provide information and engaging activities for learning all four of the main language skills: reading, writing, speaking and listening. She will also introduce websites for practicing pronunciation, vocabulary and grammar. The session will include a brief introduction of each site and how it might be used in the classroom, by language learning centers and as homework and to supplement and reinforce concepts covered in class. Ideas for accompanying activities, homework and follow-up assignments will also be introduced. Session goers will receive a handout with activities and links to the websites that are introduced as well as a link to the Google Site on which the language-learning website links are housed. Time for questions and answers will be given.



Professor: CHAR HEITMAN is a Senior Instructor II at the American English Institute in the College of Arts and Sciences at the University of Oregon. She has been an EFL/ESL educator and teacher trainer for 28 years. Char has a Bachelor of Arts in TESOL and Spanish and a Master of Arts in Linguistics with a focus in Applied Linguistics. She has taught EFL in Japan, Holland, and Spain, and has taught ESL and done face-to-face and online teacher training at primarily the post-secondary institution level. Her professional interests include pronunciation and oral skills, course design, teacher training, International Teaching Assistant (ITA) training, materials development, alternative assessment, metacognition and project-based learning.

Post-conference Course Date: May 2-5/ 2017

Course 10: UNITED STATES CONSTITUTIONAL FOUNDATIONS, 1760-1790

OBJECTIVE: This course explores the emergence of limited government premised on the idea of popular sovereignty in what eventually became the United States. Colonial lawyers and statesmen in the English mainland colonies developed an understanding of legitimate government based on the consent of the governed. During the American Revolution, this understanding structured the constitutions they wrote and the governments they created. In the 1780s, following the successful conclusion of the War for Independence, some Americans argued for creation of a more powerful continental government, and struggled with the problem of how to constrain its power.

CONTENT: The informal constitution of the English Empire in the mid-18th century, and the divergent understandings of the nature of that empire developed by authorities in England and in the colonies. The stresses that developed within the structure of the English empire consequent to the Seven Years war, culminating in an imperial constitutional crisis in the early 1770s. Efforts by statesmen in the rebellious colonies to reconstitute a continental American empire. When American statesmen confronted the problem of creating legitimate authority—necessary in order to perpetrate the War with Great Britain and secure independence—they relied on their earlier conceptions of the properly functioning English colonial empire. Once the confederated states secured their independence, the union they had created came under increasing strain. By 1787, when delegates met in Philadelphia to draft what became the United States Constitution, they struggled with the central problem of, first, creating a powerful continental government, while, second, controlling its powers to ensure that they would not be used for malign purposes.



Professor: Dr. Kevin R. Hardwick is Professor of History at James Madison University, where he has taught since 1998. He also serves on the faculty of the James Madison Memorial Foundation, where he participates annually in teaching a graduate level course accredited through Georgetown University in United States Constitutional Foundations. His research and writings focus on 18th century Virginia, and on the elite class of slave-owning planters who dominated Virginia society and politics. He has edited or written four books and several essays focused on United States constitutional history, the history of Virginia, and the history of slavery and abolition.

Miércoles/Wednesday 26-04-2017



11:00 am-12:30 pm Apertura oficial

WEFLA 2017, XI Seminario Internacional de Estudios Canadienses y AR Symposio // Official Opening WEFLA 2017, the XI International Seminar on Canadian Studies and the AR Symposium.

Keynote: *Periodizing 150 Years of Settler Colonial Cultural Politics in Canada*

Speaker: Dr. Peter Kulchyski. University of Manitoba. CANADA

Chair: Dr. Frank Tough, University of Alberta. CANADA

Lugar/Place: Salón principal/ Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

Sala /Room 1 

2:00 pm-4:20 pm Trabajo en Comisiones / Presentation of Papers

2:00 pm-3:20 pm Panel 1 – Foreign Language Teaching (FLT 01)

Coordinadora: María Elena Ayala

FLT 01.01 The challenges and pleasures of encouraging oral communication to improve Grammar in Cuba, Cairo and in Canada. Comparison and contrast.

Marlene Toews Janzen. Marlene.Toews-Janzen@uottawa.ca, OLBI University of Ottawa. CANADA.
María Caridad Smith Batson. University of Las Tunas. CUBA.

FLT 01.02 The role of communicational, grammatical, and cultural instruction in second language learning

Martyna Kozłowska. kozłowska.martyna@ugam.ca, Jaime Demperio, demperio.jaime@ugam.ca
Université du Québec à Montréal. CANADA

FLT 01.03 Board games for not getting bored in grammar lessons

Maela M. Mariño Pérez, mmarino@fh.uho.edu.cu, Reisander Mulet Leyva reisander-mulet@fh.uho.edu.cu
University of Holguín. CUBA

FLT 01.04 Una alternativa para equilibrar la enseñanza de la gramática inglesa en la UHO

Yanelis Jaramillo Campos janel@fh.uho.edu.cu
University of Holguín. CUBA

Debate

3:20 pm-4:20 pm Panel 2 –Foreign Language Teaching (FLT 01)

Coordinador: Ramón Betancourt Campaña

FLT 01.05 La expresión oral en la asignatura Inglés I en el MCERL en la carrera de medicina.

Ana J. Roque del Toro aroque@telecristal.icrt.cu
Universidad de Ciencias Médicas. Holguín. CUBA

FLT 01.06 The effectiveness of classroom strategies implementation to teach values in English speaking lessons

Irma Ocampo Santiesteban iocampos@fh.uho.edu.cu, Lilian P. Síntes Rodríguez psintes@fh.uho.edu.cu
University of Holguín .CUBA

FLT 01.07 A set of exercises to deal with the inappropriate use of collocations of prepositions in writing in the preparatory year of the English language major at the University of Holguín.

Karelia González Quevedo, karelia-gonzalez@fh.uho.edu.cu,
Alexánder Sarmiento Rodríguez asarmiento@fh.uho.edu.cu
University of Holguín. CUBA

FLT 01.08 A practical approach for the recognition and use of euphemisms to develop speaking skills for English language students

Maité Elisa Palacios Herrera, mpalacios@uo.edu.
University of Oriente, CUBA

Debate

4:25 pm Welcome cocktail

2:00 pm-4:20 pm Trabajo en Comisiones / Presentation of Papers

2:00 pm-3:20 pm Panel 3 –**Linguistics (Ling 02)**

Coordinador: **Ulises Escalona Sánchez**

Ling 02.01 The development of the communicative competence in English through the stimulation of the interlinguistic dimension

Pedro Machín Armas pedroma@femsu.uho.edu.cu Alberto R. Medina Betancourt, Jesús Fernández Leyva
University of Holguin. CUBA

Ling 02.02 Corpus linguistics in performing academic language techniques

Karel Cuenca Ricardo kcuenca@fh.uho.edu.cu Reinaldo Rodríguez Parra rrodriguez@fh.uho.edu.cu
University of Holguin. CUBA

Ling 02.03 The use of eponyms in the Medical Sciences: a linguistic approach.

Julio César Salazar Ramírez jsalazar@ucmm.cu Reynier Lázaro Sordo Febles, Adina Suárez Ceijas.
University of Matanzas. CUBA

Ling 02.04 The linguistic studies. Their implications for the teaching-learning of English.

Hortencia Cruz López hortensiac@femsu.uho.edu.cu
Rafael A. Rodríguez Devesa, rafaelrodriguezdevesa@gmail.com
University of Holguin. CUBA

Ling 02.05 English accents: an identity issue

Yilennis Rodríguez Ramírez yilennis-rodriquez@fh.uho.edu.cu,
Cynthia Avello cynthia-avello@fh.uho.edu.cu, Verónica Castellanos veronica-castellanos@fh.uho.edu.cu
University of Holguin. CUBA

Debate

3:20 pm-4:20 pm Panel 4 –**Linguistics (Ling 02)**

Coordinador: **Karel Cuenca Ricardo**

Ling 02.06 Tough-subject selection effect in Cuban Spanish: a case study on *divertido*

Michiya Kawai mkawai@huron.uwo.ca

Huron Univ. College/ Western University. CANADA

Ricardo Becerra Franco, University of Camagüey. CUBA

Salvador Escalante Batista, University of Medical Sciences. Holguín. CUBA

Noel Fernández González, Beatriz González Garcell, Vilma Páez Pérez

University of Holguin. CUBA

Ling 02.07 *Watashi, Anata*, and the so-called subject marker *Ga*

Masako Hoye, mhoye@uri.edu

University of Rhode Island, Kingston. USA

Ling 02.08 Los marcadores discursivos en la formación de profesores de inglés en la frontera México-Estados Unidos

David Guadalupe Toledo Sarracino, dtoledo@uabc.edu.mx

Universidad Autónoma de Baja California. MÉXICO

Debate

4:25 pm Welcome cocktail

Sala/Room 3



2:00 pm-3:20 pm Panel 5– Language and Culture (LangCult 06)

Coordinador: Irma Ocampo Santiesteban

LangCult 06.01 Papel del novelista latinoamericano en la universalización de la América hispana

Haydee Saínez Gimeno, haydeesainz@hotmail.com

Department of Romance Languages. Saint Thomas University. NB. CANADA

LangCult 06.02 From Notion to Nation: The Work of *Arte Nuevo* against the Tourist Imaginary in Cuba

Stephen Cruikshank, scruiksh@ualberta.ca, University of Alberta. CANADA

LangCult 06.03 El Mercurio (1882-1885): el personaje femenino en la narrativa escrita por mujeres

Isel Patricia Morlá Díaz, imorla@fh.uho.edu.cu, Yuricel Soriano Delgado ysoriano@fh.uho.edu.cu,

Universidad de Holguín, CONCIENCIA Ediciones, Universidad de Holguín. CUBA

LangCult 06.04 Iglesia y dictadura en Argentina (1976-1983)

Omar Basabe, basabe@stu.ca, Department of Romance Languages. Saint Thomas University. NB.

CANADA

LangCult 06.05 Motivating students towards fantasy literature

Samuel Calzadilla Osorio, samuel-calzadilla@fh.uho.edu.cu,

Aylene Rodríguez Sondón, arodriguez@fh.uho.edu.cu, University of Holguín. CUBA

Debate

3:20 pm-4:20 pm Panel 6 Language and Culture (– LangCult 06)

Coordinadora: Beatriz González Garcell

LangCult 06.06 El conocimiento cultural a través de la implementación de los fraseologismos en las clases de ELE

Yusimí Borjas Algecira, yborjas@fh.uho.edu.cu

Yasmina Luisa Hernández Silva, ysilva@fh.uho.edu.cu

Universidad de Holguín, CUBA

LangCult 06.07 La cultura italiana como eje transversal en los cursos de italiano como lengua extranjera

Jacqueline Flores Herrera, flores.jacqueline@uabc.edu.mx

Lilia Martínez Lobatos, liliam@uab.edu.mx, Laura Emilia Fierro López, laura.fierro@uabc.edu.mx

Universidad Autónoma de Baja California. MÉXICO

LangCult 06.08 La competencia intercultural en la enseñanza de lenguas extranjeras: en busca de hablantes e intermediarios interculturales

Aylene Rodríguez Sondón, arodriguez@fh.uho.edu.cu

Universidad de Holguín, CUBA

LangCult 06.09 Características sociolingüísticas del criollo haitiano

Madelaine E. Silva Labrada, msilval@fh.uho.edu.cu

Universidad de Holguín CUBA

Debate

4:25 Welcome Cocktail

Jueves /Thursday 27-04



9:00 am-10:30 am Conferencia Magistral // Keynote: *Varied Assessments for Enhanced Learning*, Char Heitman, University of Oregon, College of Arts & Sciences American English Institute, USA

Lugar /Place: Salón principal / Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

10:30-11.00 am Coffee break

Sala/ Room 1

11:00-12:30 pm Trabajo en comisiones/ Presentation of papers // Posters

Panel 7 – Foreign Language Teaching (FLT 01)

Coordinadora: Ivonne Collada Peña

FLT 01.09 How do critical period influence L2 acquisition?

Zhen Luo, zluo64@uwo.ca

Western University. CANADA

FLT 01.10 Exploring emotions in second language acquisition

Tanya Chroman, tchroman@calpoly.edu

Modern Languages and Literatures, Cal Poly State University. Ca.USA

Debate

FLT 01.11 Aligning the English Language content of Quebec undergraduate Nursing Programs with the linguistic needs of the prospective nurses in healthcare contexts

Shahzad Saif, Shahzad.Saif@lli.ulaval.ca

Départ de langues, linguistique et traduction, Université Laval. CANADA

FLT 01.12 Teaching Medical English: Role-Plays and Case Reports, Making the most from an ESP Course

Salvador Escalante Batista, salviles@infomed.sld.cu, University of Medical Sciences, Holguín. CUBA

Vladimir Molina Raad, vladmr@ltu.sld.cu, University of Medical Sciences. Las Tunas, CUBA

FLT 01.13 El desempeño lingüístico en inglés del profesional de la salud de la esfera turística

Jillian Mora Molina, jillian.mora@ehtlt.tur.cu, Centro de Capacitación del Turismo de Las Tunas, CUBA

Lissette Gamboa Molina, lisgm92@nauta.cu, Hospital Docente General “Dr. Ernesto Guevara de la Serna”. Las Tunas. CUBA

Debate

12:30-2:00 pm Almuerzo

2:00-3:30 pm Panel 8 – Foreign Language Teaching (FLT 01)

Coordinadora: Sonnia Pupo Ferrás

FLT 01.14 Games: an important motivational tool and teaching strategy for ELTS in Universidad Nacional de Educación (UNAE)

Julia Sevy-Biloon, julia.sevy@unae.edu.ec, Universidad Nacional de Educación (UNAE). ECUADOR

FLT 01.15 Las técnicas de respiración, relajación y visualización para el manejo del estrés académico en el proceso de aprendizaje del idioma inglés

Dennys Tenelanda, dennys2688@gmail.com Mónica Castelo, Isabel Cando, Soledad Fierro

Escuela Superior Politécnica de Chimborazo. Riobamba. ECUADOR

FLT 01.16 Contribution of systematic evaluation to the formation and development of English oral expression at senior high school

Ulises Escalona Sánchez, uescalona@cum.uho.edu.cu Alberto Román Medina Betancourt,

University of Hoguin. CUBA

FLT 01.17 Aplicación de la estrategia metodológica “parfraseo” para el desarrollo de la lectura comprensiva en los estudiantes del Centro de Idiomas de la U N de Chimborazo

Ligia del Carmen López Hoyos llopez@unach.edu.ec
Universidad Nacional de Chimborazo. ECUADOR

FLT 01.18 El uso de la metáfora como herramienta didáctica en la enseñanza de la redacción en nivel medio superior: una propuesta metodológica

Luis A. López Castillo, a1111299@uabc.edu.mx
Eldon Walter Longoria Ramón, Sonia Acosta Domínguez, sonia.acosta@uabc.edu.mx
Universidad Autónoma de Baja California. MÉXICO

Debate

3:30-4:30 pm Panel 9 – Foreign Language Teaching (FLT 01)

Coordinadora: Islaura Tejeda Arencibia

FLT 01.19 Contextualizing the use of ICT for language learning at the University of Informatics Science

Ivonne de la Caridad Collada Peña, icollada@uci.cu, Pedro Castro Álvarez, Dailét Manuela Soto Fumero, Leodán de los Ángeles Buduén, Universidad de las Ciencias Informáticas (UCI). CUBA

FLT 01.20 Uso de las TICS en las clases de inglés para estudiantes de Ciencias Pedagógicas

Francisco Lemus Reyes, flemus@fh.uho.edu.cu, Ercys Céspedes Álvarez, ecespedes@fh.uho.edu.cu
University of Holguin. CUBA

FLT 01.21 Sitio web para la enseñanza de la pronunciación del inglés desde un enfoque interdisciplinario

Reisander Mulet Leyva, reisander-mulet@fh.uho.edu.cu, Maela M. Mariño Pérez, mmarino@fh.uho.edu.cu
University of Holguin. CUBA

FLT 01.22 Los cursos de posgrados de idioma inglés en función de las necesidades de la sociedad

Marbelis Sarmiento Muñoz, msarmiento@fh.uho.edu.cu, Tania Batista Ricardo, tbatista@fh.uho.edu.cu
Yanelis Jaramillo Campos, janel@fh.uho.edu.cu, Universidad de Holguín, CUBA

Debate

4:30-5:30 pm Panel 10 – Foreign Language Teaching (FLT 01)

Coordinadora: Hortencia Cruz López

FLT 01.23 Estrategia didáctica para desarrollar la competencia comunicativa en inglés de ingenieros y arquitectos

Laura Barreiro Pérez, María del Carmen Batista González
Universidad Tecnológica de La Habana José Antonio Echeverría. CUJAE. CUBA

FLT 01.24 An approach to the teaching of English as a foreign language from geographical contents

Alison González Cuba, alison@uho.edu.cu Adonay Bárbara Pérez, adonaypl@uho.edu.cu
Williams Báster Góngora, wbasterg@uho.edu.cu, University of Holguin. CUBA

FLT 01.25 Propuesta de perfeccionamiento del programa de asignatura Inglés IV para la carrera Licenciatura en Turismo

Marbelis Sarmiento Muñoz, msarmiento@fh.uho.edu.cu, Sonnia Pupo Ferrás, spupo@fh.uho.edu.cu
María del Rosario Freeman, freeman2016@gmail.com, University of Holguín. CUBA

FLT 01.26 Competencia léxica especializada en los estudiantes de 2do. año de Licenciatura en Turismo. Metodología para la creación de materiales didácticos

Sonia Pupo Ferrás, spupo@fh.uho.edu.cu, Universidad de Holguín. Cuba

Debate

5:40 pm Regreso a la ciudad para los que no se queden para la Gala

8:00 pm Gala Cultural

Sala 2/ Room 2



11:00-12:30 pm Trabajo en comisiones/ Presentation of papers

Panel 11 Spanish Language Teaching (Span 03)

Coordinadora: Norma A. Casanova

Span 03.01 La adjetivación en muestras del habla culta holguinera

Beatriz González Garcell, bgonzalez@fh.uho.edu.cu, Rafael Hernández Batista, rhernandez@fh.uho.edu.cu
Universidad de Holguín. CUBA

Span 03.02 El intensificador del verbo en el habla culta holguinera

Rafael Jorge Hernández Batista, rhernandez@fh.uho.edu.cu, Universidad de Holguín. CUBA
Irina Bidot Martínez, bidot@uo.edu.cu, Universidad de Oriente, Santiago de Cuba, CUBA
Marlen Domínguez Hernández, marlen@fayl.uh.cu, Universidad de La Habana. CUBA

Span 03.03 Hubieron muchos usos de formas plurales del verbo impersonal *haber* en el Caribe

Angelica Hernandez Constantin, amhc168@gmail.com, Western University. Ontario. CANADA

Span 03.04 La importancia de la comunicación no verbal: su implicación directa en los actos de habla en la enseñanza de ELE

Ernestina Paredes Castañeda, eparedes@fh.uho.edu.cu, Yudeisi Maceo Gil, ymaceo@fh.uho.edu.cu
Edenia Reyes Herrera, ereyesh@fh.uho.edu.cu, Universidad de Holguín, CUBA

Span 03.05 Patologías de labio leporino y paladar hendido y su incidencia en la pronunciación del idioma español

Dennys Tenelanda, dennys2688@gmail.com, Fernando Mancero, Mónica Gómez, Dayana Lozada, David Guerrero, Paula Romero, Universidad Nacional de Chimborazo. ECUADOR

Debate

12:30-2:00 pm Almuerzo

2:00-3:30 pm Panel 12 Spanish Language Teaching (Span 03)

Coordinadora: Yasmina Hernández Silva

Span 03.06 De una lectura crítica a una lectura semántica: experiencia en la Universidad Laica de Manabi

Yester Marllory López Zambrano, jesterlopez1234@yahoo.es, Universidad Laica Eloy Alfaro de Manabi. ECUADOR

Alberto Román Medina Betancourt, Elizabeth Caballero Velázquez, Universidad de Holguín. CUBA

Span 03.07 Propuesta de programa de español como lengua extranjera (ele) para niños de origen chino en Mexicali, Baja California

Grecia Ivonn Lugo Valdez, grecia.lugo@uabc.edu.mx

Erika Martínez Lugo, erika_mtzlugo@uabc.edu.mx, Sonia Acosta Domínguez, sonia.acosta@uabc.edu.mx
Universidad Autónoma de Baja California. MÉXICO

Span 03.08 Tratamiento a la pragmática en la enseñanza de español como lengua extranjera

Yudeisi Maceo Gil, ymaceo@fh.uho.edu.cu

Ernestina Paredes Castañeda, eparedes@fh.uho.edu.cu, Edenia Reyes Herrera, ereyesh@fh.uho.edu.cu
Universidad de Holguín, CUBA

Span 03.09 Tratamiento a la pragmática en la enseñanza de español como lengua extranjera

Yudeisi Maceo Gil, ymaceo@fh.uho.edu.cu, Ernestina Paredes Castañeda, eparedes@fh.uho.edu.cu,
Edenia Reyes Herrera, ereyesh@fh.uho.edu.cu, Universidad de Holguín, CUBA

Debate

3:30-4:30 pm Panel 13 Spanish Language Teaching (Span 03)

Coordinador: Rafael Hernández Batista

Span 03.10 El blog como herramienta para la enseñanza del español como lengua extranjera

Estefany del Rosario Rentería Olguín, estefany.renteria@gmail.com,
Erika Martínez Lugo, erika_mtzlugo@uabc.edu.mx, Rafael Saldívar Arreola
Universidad Autónoma de Baja California. MÉXICO

Span 03.11 El tratamiento de la ortografía en las clases de Español como Lengua Extranjera

Petra Silva Cruz, psilva@fh.uho.edu.cu, Carmen Rodríguez Curbelo, crodriguez@fh.uho.edu.cu, Teresa Soler Escalona, teresol@fh.uho.edu.cu, Universidad de Holguín. CUBA

Span 03.12 Contribución desde la gramática hacia la competencia comunicativa. El arte del dominio de una lengua

Valia Uribasterra Soriano, vuribasterra@fh.uho.edu.cu, Raúl Cuadrado Miranda, rcuadrado@fh.uho.edu.cu
Universidad de Holguín, CUBA.

Debate

4:30-5:30 pm Panel 14 Language & Culture (LangCult 06)

Coordinador: Madelaine Silva Labrada

LangCult 06.10 Language contact, transculturation and their impact in the sociolinguistic panorama of the Caribbean

Virgen Milagros Rodríguez Chávez, vchavez@fh.uho.edu.cu
Ramón Betancourt Campaña, rbc@fh.uho.edu.cu, Maela Margarita Mariño Pérez, mmarino@fh.uho.edu.cu
University of Holguín. CUBA

LangCult 06.11 The Impact of background culture in the development of communicative abilities in language students

Ramón Betancourt Campaña, rbc@fh.uho.edu.cu, Virgen M. Rodríguez Chávez, vchavez@fh.uho.edu.cu
University of Holguín. CUBA

LangCult 06.12 The role of colloquial culture-rooted elements in the enhancement of a successful cross-cultural communication for VLIR-IUC-UO students

Lilia Sanz Gámez, lilia.sanz@uo.edu.cu, Universidad de Oriente. CUBA

LangCult 06.13 La identidad nacional a través de la clase de inglés en el nivel universitario

Tania Batista Ricardo, tbatista@fh.uho.edu.cu, Marbelis Sarmiento Muñoz, msarmiento@fh.uho.edu.cu
Yanelis Jaramillo Campos, jcanel@fh.uho.edu.cu, Universidad de Holguín. CUBA

Debate

5:40 pm Regreso a la ciudad para los que no se queden para la Gala

Jueves /Thursday 27-04



Sala 3/ Room 3

11:00-12:30 pm Trabajo en comisiones/ Presentation of papers

11:00-12:30 pm Panel 15 Teacher Training & Development (TTD 05)

Coordinador: Alberto Medina Betancourt

TTD 05.01 A First Look at the Impact of the Professional Award for Teacher Development in the Cuban Context

Zoe Domínguez Gómez, Universidad de Matanzas. CUBA

Isora Enríquez O'Farrill, Universidad de Ciencias Pedagógicas "Enrique José Varona", La Habana. CUBA

TTD 05.02 Seeking for continuous professional development: reflecting from the very beginning

Vilma Páez Pérez, vpaez@fh.uho.edu.cu, University of Holguín. CUBA

Mariane Gazaille, Mariane.Gazaille@uqtr.ca, Université du Québec à Trois-Rivières. CANADA

TTD 05.03 Working with pre-service teachers towards professional development

Matilde L. Patterson Peña, mppena@uclv.cu, Universidad Central de Las Villas. CUBA

Marisol C. Patterson Peña, marisol@uci.cu, Universidad de las Ciencias Informáticas. CUBA

TTD 05.04 Second Language Teacher Training and Teacher Presence: Two Representations

Mariane Gazaille, Mariane.Gazaille@uqtr.ca, Université du Québec à Trois-Rivières. CANADA

Vilma Páez Pérez, vpaez@fh.uho.edu.cu, University of Holguín. CUBA

TTD 05.05 Bilingual practices of BA in language teaching students at a public university in Mexico

María del Rocío Domínguez Gaona, rocio_dominguez@uabc.edu.mx

Jitka Chrová, jchrova@uabc.edu.mx, Universidad Autónoma de Baja California. MEXICO

Debate

12:30-2:00 pm Almuerzo

2:00-3:30 pm Panel 16 Teacher Training & Development (TTD 05)

Coordinadora: Matilde Patterson Peña

TTD 05.06 State of the Art of the Main Categories in the Teaching of English

Alberto R. Medina Betancourt albertoromanmb56@gmail.com,

Pedro Antonio Machin Armas pedroma@femsu.uho.edu.cu, University of Holguín. CUBA

TTD 05.07 Role of the Teacher's Educational Guidance in the Reading Comprehension Lesson

María Elena Ayala Ruiz. mariaayala@femsu.uho.edu.cu,

Katiuska Ceballos Bauta. katiuskacb@femsu.uho.edu.cu, University of Holguín. CUBA

TTD 05.08 Teacher education for second and foreign language writing

Melinda Reichelt, melinda.reichelt@utoledo.edu, English Depart, University of Toledo, Ohio. USA

TTD 05.09 Propuesta de un marco de competencias para el aprendizaje de idiomas en los diferentes niveles de enseñanza en la educación

Louise Lafortune, louise.lafortune@uqtr.ca, Université du Québec à Trois-Rivières. CANADA

Colectivo de profesores Centro de Idiomas, Universidad de Holguín. CUBA

TTD 05.10 Competence-based Foreign Language Teaching. Urgent need of changes

Yunelsys Hechavarría Creach, yunelsys@fh.uho.edu.cu, Vilma Páez Pérez vpaez@fh.uho.edu.cu

University of Holguín. CUBA

Debate

3:30-4:30 pm Panel 16 Teacher Training & Development (TTD 05)

Coordinador: Uvaldo Recino Pineda

TTD 05.11 Professional orientation for undergraduate language teaching professionals

María de la Caridad Smith Batson, Elvira Alonso Hernández, University of Las Tunas. CUBA
Alberto Medina Betancourt, albertoromanmb56@gmail.com University of Holguín. CUBA

TTD 05.12 Major changes in current communicative approaches and their implementation in the Foreign Language Teacher Education Programs at the University of Las Tunas

Islaura Tejeda Arencibia, islaura1972@ult.edu.cu, Dayana Almanza Garcés, Yudelsy Ramírez Estanque, Vilma Violeta Borrero Ochoa, University of Las Tunas. CUBA

TTD 05.13 Experiencias de la Universidad de Matanzas en la formación de profesores de inglés para la Educación Superior

Margarita González Jurado, Zoe Domínguez Gómez, University of Matanzas. CUBA

TTD 05.14 Diseño de programas de inglés con competencias integradoras en un contexto universitario mexicano

Cecilia Guadalupe Davis Cisneros cecilia.davis@uabc.edu.mx

Lilia Martínez Lobatos liliam@uab.edu.mx, Laura Emilia Fierro López laura.fierro@uabc.edu.mx

Universidad Autónoma de Baja California. MÉXICO

Debate

4:30-5:30 pm Panel 17 Teacher Training & Development (TTD 05)

Coordinador: Ma. Caridad Smith Batson

TTD 05.15 Las prácticas educativas de los formadores de docentes de lenguas en una universidad mexicana

Myriam Romero Monteverde, romero.myriam@uabc.edu.mx,

María del Rocío Domínguez Gaona, rocio_dominguez@uabc.edu.mx

Universidad Autónoma de Baja California. MÉXICO

TTD 05.15 Las prácticas pre-profesionales en la educación parvularia

Jackeline Rosalía Terranova Ruíz, jackyterranova@gmail.com

Universidad Laica Eloy Alfaro de Manabí. ECUADOR

TTD 05.16 Using the flipped classroom to teach English in the Bachelor's Degree in the Pedagogy of the English language at the Ecuadorian National University of Education (UNAE)


Uvaldo Recino Pineda, uvaldo.recino@unae.edu.ec

Universidad Nacional de Educación (UNAE). ECUADOR

Debate

5:40 pm Regreso a la ciudad para los que no se queden para la Gala

Viernes/Friday 28

Sala/Room 1 

11:00 am-12:30 pm Trabajo en Comisiones / Presentation of Papers

Panel 18 Language & Culture (LangCult 06)

Coordinador: María del Rocío Domínguez Gaona

LangCult 06.14 How frequency and register impacts cognate facilitation: comparing Romanian and Vietnamese speakers on the vocabulary levels test

Rena Helms-Park rhelms@utsc.utoronto.ca, University of Toronto Scarborough. CANADA

Vedran Dronjic, vedran.dronjic@nau.edu, Northern Arizona University, Flagstaff, Arizona. USA

Maria Claudia Petrescu, claudia@petrescus.com, Ryerson University, Toronto, Ontario. CANADA

LangCult 06.15 Teaching English culture to professionals who use English as a tool: *the English saga*; results of research and teaching praxis

Manuel de Jesús Velázquez León mvelazquezleon@gmail.com, University of Holguin. CUBA

Yunier Pérez Sarduy, yuniersarduy@gmail.com, University of Shandong, Campus at Jinan. CHINA

John Thieme, johnthieme@aol.com, University of East Anglia, Norwich. UK

LangCult 06.16 Teaching English to Kichwa native speakers from Cañar, Ecuador

María Cecilia González Arteaga, maria.gonzalez@unae.edu.ec

Universidad Nacional de Educación (UNAE). ECUADOR


LangCult 06.17 Wolof children at the crossfire of a bilingual education in Senegal

Moustapha Fall, mfall@uvic.ca, The University of Victoria. CANADA

Debate

12:30-2:00 pm Almuerzo

2:00-3:00 pm Presentation and ceremony... Main Room

Sala/Room 2 

11:00 am-12:30 pm Trabajo en Comisiones / Presentation of Papers

Panel 19 Language Teaching & Culture (French) (FrLT 04)

Coordinadora: **Mireille Hutchison**

FrLT 04.01 Patrick Chamoiseau et le Roman Graphique

Rose Ferronato, rferrona@uwo.ca, Western University. CANADA

FrLT 04.02 Transfert des compétences à l'écrit: étude des représentations sur le processus d'écriture dans une classe d'écrit avancé

Ghizlane Laghzaoui, Ghizlane.Laghzaoui@ufv.ca, Modern Languages Institute, University of the Fraser Valley, Abbotsford, CANADA

FrLT 04.03 Enseigner le langage des émotions en classe de langue : enjeux et méthode

Françoise Berdal-Masuy Francoise.masuy@uclouvain.be, Université Catholique de Louvain, Traverse d'Esopo. BELGIQUE

FrLT 04.04 L'audiovisuel en tant que document déclencheur en cours de FLE

Karel Cuenca Ricardo kcuenca@fh.uho.edu.cu

Universidad de Holguín. CUBA

FrLT 04.05 L'utilisation incorrecte du gérondif espagnol dans la traduction du participe présent et gérondif français

Leonardo Cano Mora leonardo-cano@fh.uho.edu.cu, Universidad de Holguín. CUBA

Debate

12:30-2:00 pm Almuerzo

2:00-3:00 pm Presentation and ceremony... Main Room

Sala/Room 3 

11:00 am-12:30 pm Trabajo en Comisiones / Presentation of Papers

Panel 20 Traducción e Interpretación // Translation & Interpretation (Tran-Int 07)

Coordinadora: **Aylene Rodríguez Sondón**

Tran-Int 07.01 Una propuesta de protocolos para la traducción aplicada al doblaje en América Latina

Michal Jan Salamon, michal.salamon@uabc.edu.mx, Sonia Acosta Domínguez

Universidad Autónoma de Baja California. MÉXICO

Tran-Int 07.02 Evaluación de las estrategias de traducción en la traducción técnica.

Paulina Janeth Jiménez Rodríguez, jimenez.paulina@uabc.edu.mx

Eleonora Lozano Bachioqui, eleonoralozano@uabc.edu.mx, Icela López Gaspar

Universidad Autónoma de Baja California. MÉXICO

Tran-Int 07.03 Computer-assisted translation (CAT) and its importance to academy

Raquel Avilés Muñoz, raquel.aviles@uabc.edu.mx, José Cortez Godínez

Universidad Autónoma de Baja California. MEXICO

Tran-Int 07.04 Building Strategies in Interpreting Training

María Vega Romero mvega@fh.uho.edu.cu, Universidad de Holguín, CUBA

Tran-Int 07.05 Meaning Conveyance in Interpretation: Exploring the contribution of the nonverbal dimension of communication

Fernando Javier Bracho, fbracho@fh.uho.edu.cu, Universidad de Holguín. CUBA

Mariane Gazaille, Mariane.Gazaille@uqtr.ca, Eric Poirier, Université du Québec à Trois-Rivières. CANADA

Debate

12:30-2:00 pm Almuerzo

2:00-3:00 pm Presentation and ceremony... Main Room

Sala/Room 4 

11:00-12:30 pm Trabajo en Comisiones / Presentation of Papers

Panel 21 Traducción e Interpretación // Translation & Interpretation (Tran-Int 07).

Special Panel: Experiences from young teachers and students.

Coordinadora: **Marla Vega Romero**

Tran-Int 07.06 Multimedia interactiva Historia de la Traducción y la Interpretación en Cuba

Grisel Ojeda Amador, grisel.ojeda@etecsa.cu, Centro de Información Científico-Técnica, ETECSA, CUBA

Tran-Int 07.07 Oral translation techniques. Paving the way to a better written translation

Anabel González González, anabelgg@fh.uho.edu.cu, Rosabel González Cruz, rosabel@uho.edu.cu

Universidad de Holguín. CUBA

Tran-Int 07.08 Google Translator Toolkit

Irina Chaveco Pupo, irina.chaveco@gmail.com, Universidad de Holguín, CUBA

Tran-Int 07.09 Lost in translation: how to cope with idioms in the translation classroom

Rebeca Torres Serrano rebeca-torres@fh.uho.edu.cu, Yoenia Íñiguez Ricardo yoenia-iniguez@fh.uho.edu.cu, Héctor Infante Justo, hinfante@fh.uho.edu.cu, University of Holguin, CUBA

Tran-Int 07.10 A set of didactic tasks to favor the transdisciplinary focus departing from Consecutive Interpretation in the 3rd year of the English Language Major

Edduar Gómez Blanco, edduar-gomez@fh.uho.edu.cu, Marla Vega Romero, mvega@fh.uho.edu.cu

University of Holguin, CUBA

Tran-Int 07.11 Favoring the teaching-learning process of interpretation through the use of English varieties in the English Language major.

Liliet Inza San José, liliet-inza@fh.uho.edu.cu, Universidad de Holguín, CUBA

Debate

2:00-3:00 pm Presentation and ceremony... Main Room



**International Seminar on
Canadian Studies 2017**

**XI Seminario Internacional de Estudios Canadienses:
*Manejo de la diversidad social y cultural en su 150 aniversario***

Dedicado al 150 Aniversario de Canadá

**Abril 26-28, 2017
Holguín
CUBA**

Miércoles/Wednesday 26-04-2017



11:00 am-12:30 p.m. Apertura oficial

WEFLA 2017, XI Seminario Internacional de Estudios Canadienses y AR Symposio // Official Opening WEFLA 2017, the XI International Seminar on Canadian Studies and the AR Symposium.

- **Palabras de bienvenida:** David **Almaguer de la Rosa**, Director Relaciones Internacionales. Universidad de Holguín, CUBA
- **Canada-Cuba: steady relations and friendship**, **Vilma Pérez**, Presidenta de la Cátedra de Estudios Canadienses, Universidad de Holguín, CUBA
- **Intervención especial:** **SE Patrick Parisot**, Embajador de Canadá en Cuba
- **Anna Lise Domansky**, 2da. Secretaria Embajada de Canadá en CUBA

Keynote: *Periodizing 150 Years of Settler Colonial Cultural Politics in Canada*

Speaker: Dr. Peter Kulchyski. University of Manitoba. CANADA

Chair: Dr. Frank Tough, University of Alberta. CANADA

Lugar/Place: Salón principal/ Main room. Bungalows Hotel Club Amigo Atlántico-Guardalavaca

12:30 - 2:00 p.m. Almuerzo

Sala /Room 4 

2:00 pm-4:20 pm Trabajo en Comisiones / Presentation of Papers

2:00 pm-3:20 pm **Panel 1 – Canadian Studies (CanSt 08) (Cuba-Canada Relations)**

Coordinador: Paul Sarmiento Blanco

CanSt 08.01 Cuba-Canadá, un modelo auténtico de relaciones bilaterales internacionales

Victor Alejandro Aguilera Nonell, yaquilera@fh.uho.du.cu, Universidad de Holguín. CUBA

CanSt 08.02 Canada-Cuba relations: A Better Good Neighbor, with a Better Good Policy

Osmani Feria García, osmani@cisat.cu, Departamento Centro-Oriental de Arqueología, CISAT, CITMA, CUBA

CanSt 08.03 Canada-Cuba collaboration in health care

Salvador Escalante Batista, salviles@infomed.sld.cu, University of Medical Sciences, Holguín, CUBA

CanSt 08.04 Aboriginal Culture in Canada through the ArrowMight Program

Matilde L. Patterson Peña, mppena@uclv.cu Central University of Las Villas, CUBA

CanSt 08.05 Canada Cuba Literary Alliance: Exchanges with the Education English Department, University of Holguín

Miguel Á. Olivé Iglesias, migueloi@femsu.uho.edu.cu, Marlene Mora Delgado, mora@femsu.uho.edu.cu Julio César Rodríguez Peña, juliorp@femsu.uho.edu.cu, University of Holguín, CUBA

Debate

3:20 pm-4:20 pm **Panel 2 – Canadian Studies (CanSt 08) (Cuba-Canada Relations)**

Coordinador: Victor Aguilera Nonell

CanSt 08.06 Las relaciones políticas Canadá-Cuba a través del pensamiento de Cosme de la Torriente y Mackenzie King entre 1942 y 1946

Paul Sarmiento Blanco, psarmiento@fh.uho.edu.cu, Universidad de Holguín, CUBA

CanSt 08.07 Canadá y Cuba: la cuestión de la preservación de la independencia y la identidad ante la influencia norteamericana

José Sánchez Suárez, pepes@fh.uho.edu.cu Jesús Fernández Leyva, Universidad de Holguín. CUBA

CanSt 08.08 El ferrocarril Gibara-Holguín a través de la visión de Harold Innis


David Julián Gómez Iglesias, dgomez@fh.uho.edu.cu Universidad de Holguín. CUBA

CanSt 08.09 Acerca del proceso cultural de las muertes del aborigen en Cuba

José Novoa Betancourt, jnvoa@fh.uho.edu.cu Universidad de Holguín. CUBA

Debate

4:25 pm Welcome Cocktail

Sala/Room 5 

2:00 pm-4:20 pm Trabajo en Comisiones / Presentation of Papers

2:00 pm-3:20 pm Panel 3– Canadian Studies (CanSt 08) (Literature & Culture)

Coordinadora: Aylene Rodríguez Sondón

CanSt 08.10 My Father became my Father again': National Allegory and Family Romance in Jean-Marc Vallée's C.R.A.Z.Y."

Robert Schwarzwald, schwarzwald@umontreal.ca, Université du Montréal. CANADA

CanSt 08.11 Unfixing Identity in Dionne Brand's *In Another Place, Not Here*: Conceptualizing a Shared Habitus Across Space and Time

Nancy Wright. nluewright@gmail.com Université du Sherbrooke. CANADA

CanSt 08.12 Social Actors and the "Weapons of the Weak": Indigenous Testimony to Residential Schools in Canada

Roxanne Rimstead, rimstead@sympatico.ca, University of Sherbrooke, CANADA

CanSt 08.13 Residential History and the Four Stages of Life

Raylynn Delaronde, raylynn9@hotmail.com School of Indigenous Social Work. FNU, CANADA

Debate

3:20 pm-4:20 pm Panel 4 – Canadian Studies (CanSt 08) (Literature & Culture)

Coordinadora: María Caridad Smith

CanSt 08.14 Literary Alliance in its Twelfth Anniversary

Manuel De Jesús Velázquez León, mvelazquezleon@gmail.com, University of Holguín, CUBA

CanSt 08.15 Canadian Mystique In Leonard Cohen's Poetry And Music

Adonay Bárbara Pérez Luengo, adonaypl@femsu.uho.edu.cu, University of Holguín, CUBA

CanSt 08.15 Canada from the Margins: Discursive Practices in the Italian Canadian Cultural Production, at the end of the 20th Century

William Anselmi: wanselmi@ualberta.ca, University of Alberta, CANADA

Debate

4:25 pm Welcome cocktail

Jueves/ Thursday 27 
Sala/ Room 4

9:00 am-10:30 am Trabajo en comisiones/ Presentation of papers

Panel 5 – Canadian Studies (CanSt 08) (Society & Culture)

Coordinador: Osmani Feria García

CanSt 08.16 Social Cognition: a Multi-Faceted Approach for Intercultural Understanding in Quebec's Rapidly Changing, Diverse Society

Susie Veroff, susieveroff@gmail.com CEGEP Marie Victorin. Montreal. CANADA

CanSt 08.17 Perceptions of Canadian National Identity among University Students who are Immigrants to Quebec or French Quebecers

Jaime Demperio, demperio.jaime@uqam.ca , Martyna Kozłowska, Université du Québec à Montréal, CANADA

CanSt 08.18 The Gypsies and their perception of “Non-Lieu” and “Nullity” of the notion of “Immigrant”

Sebastien Kouakou, skouakou@uwo.ca , Western University, CANADA

CanSt 08.19 Do It Yourself: Authenticity and Necessity in Cuban and North American DIY Cultures

Russell Cobb, rcobb@ualberta.ca <http://russellcobb.pressfolios.com>
Department of Modern Lang & Cultural Studies University of Alberta, CANADA

Debate

10:30-11.00 am Coffee break

11:00-12:30 pm Trabajo en comisiones/ Presentation of papers // Posters

Panel 6 – Canadian Studies (CanSt 08) (Society & Culture)

Coordinadora: María Elena Ayala

CanSt 08.20 Adopting a Post-Colonial Perspective to improve International Service Learning Experiences

Jennifer A Kozak, jkozak3@uwo.ca Western University, CANADA

CanSt 08.21 International Service-Learning in Rwanda: An Outlook at the Diplomacy of Knowledge

Henri Boyi. hboyi@uwo.ca, Western University. CANADA

Debate

CanSt 08.22 Políticas públicas deportivas, género, etnia y nación. Canadá, Colombia, Cuba. Cruces y descruces

Beatriz Velez, trivel@hotmail.com, Institut de Recherches et d'études féministes, UQAM, CANADA

CanSt 08.23 Class, Ethnicity and Nation in Representations of the Canadian Air India Tragedy

Teresa Hubel, tdhubel@huron.uwo.ca , Huron University College, CANADA

Debate

12:30-2:00 pm Almuerzo

2:00-3:30 pm **Panel 7 – Canadian Studies (CanSt 08) (Language & Culture)**

Coordinadora: Maela M. Mariño

CanSt 08.24 Estudios sociolingüísticos del inglés y su influencia en el territorio canadiense

Zoraima Carrió Martínez, Universidad de Holguín. CUBA

CanSt 08.25 Comportamiento lingüístico entre las lenguas oficiales de Canadá

Elizabeth López Méndez, elizabeth-lopez@fh.uho.edu.cu, Zoraima Carrió Martínez, Maela Margarita Mariño Pérez, Universidad de Holguín. CUBA

CanSt 08.26 Comparative Analysis on English and French Intonation Patterns Seen through Canadian Audiovisuals

Ariannis González Collazo, ariannis-gonzález@fh.uho.edu.cu, Maela M. Mariño Pérez, Yudisleidys Sánchez Roque, University of Holguín. CUBA

CanSt 08.27 Análisis sociológico del francés quebequense dentro de los márgenes del inglés canadiense: ¿un caso de compensación diglósica?

Alberto Amaya, Universidad de Holguín. CUBA

Debate

3:30-4:30 pm Panel 8 – Canadian Studies (CanSt 08) (Language & Culture)

Coordinadora: Jillian Mora Molina

CanSt 08.28 Issues on Black Celebrations, Traditions and Multiculturalism

María de la Caridad Smith Batson: cariemay@ult.edu.cu, University of Las Tunas. CUBA
Nombuso Dlamini & Doris Hawthorne Jonhson, CANADA

CanSt 08.29 Identidad y cultura en los diferentes grupos étnicos que conviven en Canadá

Celia del Carmen Hernández Arias, chernandez@fh.uho.edu.cu, Patricia García Concepción
Universidad de Holguín. CUBA

CanSt 08.30 La atención a la multiculturalidad del turismo canadiense

Orlando Cedeño Almaguer, Carlos Córdova Martínez, ccordova@fh.uho.edu.cu
Universidad de Holguín. CUBA

Debate

4:30-5:30 pm Panel 9 – Canadian Studies (CanSt 08) (Society & Identity)

Coordinador: Karel Cuenca

CanSt 08.31 Le Canada: 150 Ans de Vie d'une Confédération

Rita Esther Cepero Pavón, rcepero@fh.uho.edu.cu University of Holguín, CUBA

CanSt 08.32 Historia y política, acercamiento al diferendo Quebec–resto de Canadá desde 1495-2017. Potencialidades

Enrique Pérez González, Universidad de Holguín. CUBA


CanSt 08.33 Las aguas del Río San Lorenzo, un curso de historia e identidad

Barbara Lisett Marquez Montoya, Olga de las Mercedes Armas Blanco, María del Carmen Quiñones Pantoja. Universidad de Holguín. CUBA

Debate

5:40 pm Regreso a la ciudad para los que no se quedan para la Gala

8:00 pm Gala Cultural

Jueves/ Thursday 27 
Sala/ Room 5

9:00 am-10:30 am Trabajo en comisiones/ Presentation of papers

Panel 10 Canadian Studies (CanSt 08) Society Issues

Coordinador: Troy Chalifoux

CanSt 08.33 An Overview of the Co-Operative, Credit Union and Non-Profit Sector in Atlantic Canada

Ron Robichaud, Ronald.Robichaud@nsc.ca, Business Program at NSCC, CANADA

CanSt 08.34 Native Labour in Canada, Coercive Exploitation or Cultural Agency?

Frank Tough, frank.tough@ualberta.ca, University of Alberta, CANADA

CanSt 08.35 There is no Health without proper drinking water: the case of the First Nations in Canada

Myriam Bals, myriam.bals@sympatico.ca, Laurentian University, CANADA

Debate

10:30 -11:00 am Coffee break

11:00 am -12:30 pm Trabajo en comisiones/ Presentation of papers

Panel 11 – Canadian Studies (CanSt 08) Aboriginal Studies

Coordinadora: Myriam Bals

CanSt 08.36 Prostitution In Regina: *It Was a Lonely World* (Book Presentation)

Sharon Acoose, sacoose@firstnationsuniversity.ca, School of Indigenous Social Work. FNU, CANADA

CanSt 08.37 Dynelle Wolfe: Overcoming a Dysfunction Lifestyle, and Stepping Into the Light from the Shadows

Dynelle Wolfe, dnell10199@gmail.com, School of Indigenous Social Work. FNU, CANADA

CanSt 08.38 The art of self-healing

Savannah Harper-Bull, School of Indigenous Social Work. FNU, CANADA

Debate

12:30 – 2:00 pm Almuerzo

2:00-3:30 pm Trabajo en comisiones/ Presentation of papers

Panel 12 – Canadian Studies (CanSt 08) Aboriginal Studies

Coordinadora: Sharon Acoose

CanSt 08.39 Plains Cree history from before contact from Europeans to after contact and the damage it's done to the Cree people

Amber Durocher: angel_face_1991@msn.com, School of Indigenous Social Work. FNU, CANADA

CanSt 08.40 Guidance to Restoring Balance into Lives through Tipi Teachings

Jessica V Bear & Mary Merasty, School of Indigenous Social Work. FNU, CANADA

CanSt 08.41 Loss of our Indigenous Language and Restoration

Adeline Lewis and Coleen Chief: Lewis_addy@hotmail.com, School of Indigenous Social Work. FNU, CANADA

Debate

3:30 -3:30 pm Panel 13 – Canadian Studies (CanSt 08) Aboriginal Studies

Coordinadora: Susie Veroff

CanSt 08.42 Healing Spirit through Traditional Dance

Michelle Descheneaux, michelledescheneaux@yahoo.ca School of Indigenous Social Work. FNU, CANADA


CanSt 08.43 Two Spirit: Definition And Meaning From English To Cree (Woodland Cree/Plains Cree: Onion Lake)

Katrina Smith, purearrow@gmail.com School of Indigenous Social Work. FNU, CANADA

CanSt 08.43 To Be Free Is To Be Spirit

Jenelle McArthur, Jenelle_mcarthur@live.com School of Indigenous Social Work. FNU, CANADA

Debate

Viernes/Thursday 27 
Sala/Room 5



9:00 am-10:30 am Conferencia Magistral // Keynote:

Towards Manitoba Métis Reconciliation 150 years after Confederation

Speaker: Allan Benoit, Chief of Staff – Senior Advisor, Manitoba Métis Federation. CANADA

Chair: Frank Tough, University of Alberta, CANADA

10:30-11:00 Coffee break

11:00-12:30 pm **Presentación y discusión de Posters / Posters Presentation & Discussion (Post 07)**

Coordinadora: Rosabel González Cruz

Lugar / Place Área del Bar Guayabero / Bar Guayabero Area

Posters:

Post 07.01 Little Red First Nation –Little Pine First

Jennifer Lynn Crookedneck, JennDar8302@hotmail.com, Jerri Lynn Bear

First Nations University (FNU). Saskatoon. CANADA

Post 07.02 The Tipi Teachings and Culture

Sunnydawn Daylight, sdaylight88@gmail.com, Sheryl Nelson, cherylnelsonkeller@gmail.com

First Nations University (FNU). Saskatoon. CANADA

Post 07.03 Overcoming a dysfunctional lifestyle, and stepping into the Light from the Shadows

Dynelle Wolfe, Dnell10199@gmail.com

First Nations University (FNU). Saskatoon. CANADA

Post 07.04 Youth Suicide Prevention

Leanne Mazza

First Nations University (FNU). Saskatoon. CANADA

Post 07.05 Suicide in indigenous communities

Allison Bear

First Nations University (FNU). Saskatoon. CANADA

Post 07.06 Un paraíso a disposición de los turistas canadienses

Carlos Córdova Martínez, ccordova@fh.uho.edu.cu

Universidad de Holguín. CUBA



**CONFERENCE Alternate Routes: A Journal of Critical Social Research
Social Justice and Social Inequality**

Coordinador: Carlo Fanelli & Garry Potter

*Miércoles/Wednesday 26-04
Sala/Room 6*

2:00-3:30 pm Alternate Routes Panel 1: Suicide, Survival, Stigmatization and Social Justice

- **Suicide prevention as a social justice issue: The political epidemiology of Canada's failure to address elevated rates of suicide in indigenous communities**, Jack Hicks, University of Saskatchewan. CANADA
- **Precarious Employment, Mental Health, and the Cycle of Survival**, Priscillia Lefebvre, Okanagan College. CANADA
- **The Mulata Complex: Social Stereotypes and Perceptions of Afro-Cuban Women**, Stephen Cruikshank, University of Alberta, CANADA

3:30-4:20 pm Alternate Routes Panel 2:

- **Documentary Showing and Discussion. *Contract Faculty: Injustice in the University***
Garry Potter, Wilfrid Laurier University. CANADA

4:25 Welcome Cocktail

*Miércoles/Wednesday 26-04
Sala/Room 7*

2:00-3:30 pm Alternate Routes Panel 3: Mining and Migrant Injustice: North and South

- **Impunity and Resistance: Canadian Mining Companies' Attacks on Indigenous Communities in Canada and Central America**, Norah Bowman, Okanagan College. CANADA
- **The case of Rancho Grande: Social Justice vs. "Socially Responsible" mining**, Lori Hanson, University of Saskatchewan. CANADA
- **Remaking Sense of Social Justice in a Global World: The Case of Citizen Participation of Migrants Living in Northern Metropolises**. Belinda Bah, University of Montreal, CANADA

3:30-4:20 pm Alternate Routes Panel 4: American Imperialism and its Discontents

- **American Imperialism and The New Counterinsurgency in of Iraq**, Ryan Toews, York University. CANADA
- **Dual Power and Social Revolutions: The shifting horizon of the Bolivarian Revolution**, Jeremiah Gaster, York University. CANADA

4:25 WEFLA/Canadian Studies/AR Welcome Cocktail

8:00pm – Alternate Routes Social Event (24-Hour Bar, Club Amigo).

Jueves/ Thursday 27-04

Sala / Room 6

9:00 am – 10:30 am Alternate Routes Panel 5: Islamic Class, Gender and Culture in the Aftermath of the Arab Spring

- **The Winter After the “Spring”:** Imperial Power, Sub-Imperialism and Imperial Illusions in the Middle Eastern Quagmire, Sedef Arat-Koç, Ryerson University. CANADA
- **Making sense of a mess: secularism, gender and the shifting geopolitics in the wake of a failed coup attempt in Turkey,** Hulya Arik, York University. CANADA
- **Class in Struggle: Perceiving Commons Within Dispersed,** Metin Özugurlu, Ankara University. TURKEY
- **The rise of Jihadism in the Middle East: A Longer and Critical View,** Baris Karaagac, Trent University. CANADA

10:30-11:00 AM Coffee break

11:00am -12:30 pm Alternate Routes Panel 6: Green Jobs, Food and Eco-Socialism

- **Decent Green Jobs in Social Enterprises: Moving Toward Social Inclusion in the Emerging Green Economy,** Cheryl Teelucksingh, Ryerson University. CANADA
- **Facts and Fiction about Food Security since the World Food Summit of 1996,** Mustafa Koc, Ryerson University, CANADA
- **Blue Justice: Understanding Blue Grabbing in Redang Island Marine Park, Malayisa,** Alice G. Hill, and Kanchana N. Ruwanpura, University of Edinburgh. UK
- **On the Impermissibility of Commodifying Water,** Cameron Fioret, University of Guelph. CANADA

12:30- 2:00 pm Almuerzo

2:00 pm–3: 30pm Alternate Routes Panel 7: Communication, Culture and Revolutionary Sport

- **Inventing the Future (of Football): A Manifesto,** Tim Walters, Okanagan College. CANADA
- **“Plus Ça Change...” Rhetoric and Representation in the ‘War on Terror’,** Julian Arend, York University, CANADA
- **This is not an Election: America’s Tyranny of Images,** Lara Arend, Independent Scholar and Novelist, CANADA

8:00 pm WEFLA/Canadian Studies/AR GALA

Jueves/ Thursday 27-04

Sala / Room 7

9:00 am – 10:30 am Alternate Routes Panel 8: Education, Anti-Racism and Collective Struggles

- **Beyond Bias: Teaching young children about racism in Euro-American/Euro-Canadian contexts**, Kerry-Ann Escayg, University of Nebraska-Omaha, USA
- **Governmentality and Entrepreneurial Education - The Creation of Neoliberal Subjects in the Global South**, Jackie Gillis, University of Guelph, CANADA
- **“Curricula of Struggle’: The Communication Lessons of Contract Faculty Campaigns”**, Herbert Pimlott, Wilfrid Laurier University, CANADA

Debate

10:30 -11:00 am Coffee break

11:00 am – 12:30 pm Alternate Routes Panel 9: Labour, Migration and NGOs

- **Precarious Undertakings: The Challenge of Serving Vulnerable Communities through Nonprofit Work**, John Shields, Ryerson University, CANADA
- **A Political Economy of Labor Repression**, Andrew Kolin, Hilbert College, USA
- **Bodies and borders: women migrant farmworkers and their struggles for reproductive sovereignty**, Amy Cohen, Okanagan College, CANADA

Debate

12:30 -2:00 pm Almuerzo

2:00-3:30 pm Alternate Routes Panel 10: Globalization and Inequality: The Canadian Case

- **Unequal until the End**, Nancy Mandell, and Larry Lam, York University. CANADA
- **Inequalities of Caste and Race: The Notion of Lesser Humans**, Hira Singh, York University, CANADA
- **Intensifying Inequality: Temporary Labour Migration in Canada**, Rina Cohen, York University, CANADA
- **Unpaid Work: Coercion and Precarity in the Fear Economy**, Norene Pupo, York University and Ann Duffy, Brock University, CANADA

Debate

3:30-5:00 pm Alternate Routes Panel 11: Propaganda and Discourse: Interrogating Inequality and Structural Violence

- **Small Causes and Big Structures. Reconsidering Theories of Social Inequality in Human Societies**, Bernd Baldus, University of Toronto, CANADA
- **Global Citizenship as Neoliberal Propaganda: A Program of Studies and an Illustrative Analysis**, Debbie Chapman, Universidad Autónoma de Zacatecas, MEXICO;
Tania Ruiz-Chapman, University of Toronto, CANADA
Peter Eglin, Wilfrid Laurier University, CANADA
- **Salvation and/ or repression? The role of Pentecostal Discourse in the Reproduction of Structural Violence**, Doug Avella, University of Washington, USA

