

# Other Language Educators

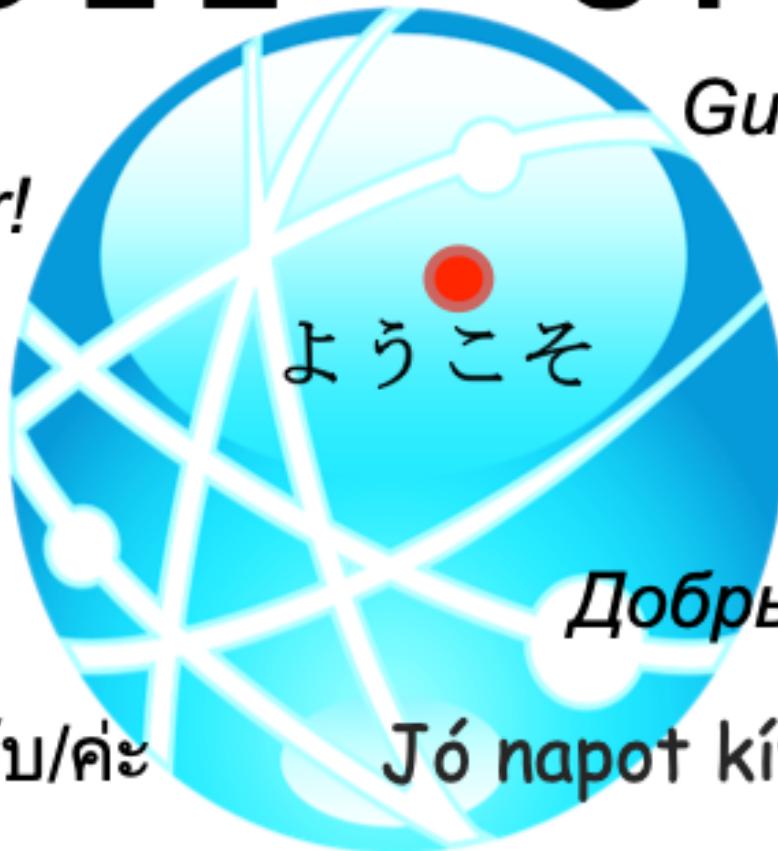
Newsletter No. 87 June, 2019

OLE SIG

Bonjour!

¡Hola!

สวัสดีครับ/ค่ะ



Guten Tag!

你好！

Добрый день!

Jó napot kívánok!

Other Language Educators

英語以外の外国語研究部会

Español - 조선어 · 한국어 - 汉语 - Français - Deutsch -  
русский язык - Bahasa Indonesia - Tiếng Việt -  
Português - ภาษาไทย - Magyar -

Join us and contribute to our  
newsletter! Contact us at:

# Other Language Educators

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## Greetings from the Coordinator

Dear members of the OLE-SIG,

In this newsletter, you will find a lot of information about allophone learners, which is going to be the topic of the OLE SIG's forum at JALT 2019.

On June 13-14, 2019, Monika Szirmai attended the conference Formation linguistique des apprenants allophones et pédagogies innovantes, organized by the research group PLIDAM at INALCO, Paris. She wrote a short summary about it, and you can also read the opening speech of the conference in French (pages 5-8). The work of INALCO is of particular interest to the OLE SIG.

OLE's next event, OLE 7, will take place at St. Mary's College in Kurume on October 5-6, 2019. The Call for papers is open until the July 31, 2019. Stephanie Ann Houghton will be our guest speaker. She will talk about Critical Cultural Awareness: Managing Stereotype Through Intercultural Education.

Stephanie Ann Houghton was one of the keynote speakers at the PanSIG Conference (May 18-19, 2019) in Nishinomiya. The whole conference was very inspiring with many well attended presentations. I especially enjoyed the keynote speeches of

Stephanie Ann Houghton and Kensaku Yoshida, which were organized in an interview format.

In the newsletter, you will also find announcements for conferences and about OLE. Should you need financial help to attend JALT, check out the following homepage for information: <https://jalt.org/main/research>

In the next newsletter, we are going to inform you about the presentation proposals that were accepted for the JALT Conference (November 1-4, 2019) in Nagoya. We are hoping to send it to you around mid-September.

It would be great to see you at one of the conferences or seminars. OLE 7 in Kurume offers a great opportunity even for part-time teachers living in that area for discussing ways how OLE can support them and the teaching of foreign languages other than English in the future.



Bertlinde Voegel  
Coordinator

# Other Language Educators

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## Focusing on Allophone Learners

By Monika Szirmai

As introduced in January in Newsletter No. 86, the term *allophone* has been used for a long time in French to describe students who speak a foreign language at home, which is different from the language(s) used in the country they live in. In Canada, the French *étudiant allophone* is translated as *foreign language speaking student* in English.

The knowledge and correct understanding of the terms used in a field are very important. As a student, I was corrected several times for the mistaken use of EFL (English as a Foreign Language) and ESL (English as a Second Language). As you certainly know, ESL meant that the student was actually living in an English speaking country, and was surrounded by English speakers all day long.

However, nowadays, in Britain, instead of ESL, English as an Additional Language (EAL) is used. The reason for that is that the majority of students whose mother tongue is not English, already speak 2 or more languages. As a result, it is not

their second but 3rd or 4th language.

The number of foreigners living, working and studying in Japan has constantly been on the rise as well. From April 1st 2019, new types of visas have become available, mostly for blue collar Asian workers. This was one of the reasons why OLE has been focusing on allophone learners.

However, the very first incentive came from a call for papers for a conference on the *Language learning of allophone learners and innovative pedagogies*, in French: «Formation linguistique des apprenants allophones et pédagogies innovantes», organized by the research group PLIDAM (Pluralité des langues et des identités : didactique, aquisition, médiations). This research group is based at INALCO (Institut national des langues et civilisations orientales) in Paris.

This year, OLE had a forum related to this topic at the PanSIG Conference, and will have another one at JALT in November.

**Come and join us!**

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## INALCO, Paris - the Place to Learn Languages in France

By Monika Szirmai



65, rue des Grands Moulins, Paris

<http://www.inalco.fr>

### Research activities

<http://www.inalco.fr/recherche/equipes-recherche>

There are 16 research groups at or linked to INALCO. I have been an associate member of one of these groups, PLIDAM, for several years now, so I have first-hand experience about their activities.

The group was formed in 2001, and it is unique - just like OLE - as it does not focus on one or a few related languages or civilisations or a particular area, but their conferences and "Study days", *Journée d'études* in French, attract researchers from many different countries using a wide variety of languages. At their conferences you might think: "This is what it must have been like when building the Tower of Babel!".

The history of INALCO dates back to 1795. It is a unique institution where languages and civilisations from all around the world have been taught since then. It used to operate under different names. The name INALCO has been used since 1971, and it obtained the status of "**grand établissement**" in 1985.

#### **It means an institution for research and higher education.**

However, not all of the "grands établissements" are educational. It is a special French term. INALCO moved to its present building in 2011. According to the latest information, students can get acquainted with 103 languages and civilisations there.

Strange but true: Except for the management, none of the teachers have offices, they only have lockers.

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## Formation linguistique des apprenants allophones et pédagogies innovantes

June 13-14 2019 @ Auditorium, INALCO

organized by

Antonella Corvaglia and Françoise Wolf-Mandroux

Official partners: UNESCO, CASNAV Créteil, Paris City Hall

Special report on the conference that inspired the OLE forums at the PanSIG Conference and at JALT 2019

By Monika Szirmai

Attending conferences can be very expensive. Even if you can enjoy special food, excursions, or other goodies like bags, note pads, etc. as part of your conference package, what really counts is what you can learn from the conference. Low or no participation fees make it possible for young or not so well-off researchers to present, network and listen to other researchers' presentations. This conference was free of charge, just like OLE conferences. In spite of that, we could still enjoy nice buffet lunches and dinners thanks to the ingenuity and hard work of the organizers.



Another advantage of a smaller conference is that you do not have to miss presentations by having to choose. (Yet another similarity with OLE!) The conference took place in the Auditorium, and almost all the presentations were recorded. So, eventually, you will also be able to see them as if you had been there. Probably the most prominent participants of the conference are in the picture below:



On the left: Christian Puren

<https://www.christianpuren.com/>

On the right: Jean-Marc Defays

[http://fipf.org/sites/fipf.org/files/defays\\_-\\_cv.pdf](http://fipf.org/sites/fipf.org/files/defays_-_cv.pdf)

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## Formation linguistique des apprenants allophones et pédagogies innovantes

The opening speech by Professor Thomas SZENDE in French

### OUVERTURE COLLOQUE 13 JUIN

C'est un honneur, pour l'équipe de Recherche Plidam rattaché à l'Institut National des langues et civilisations orientales, d'accueillir cette magnifique aventure qui est avant tout le croisement inédit de deux thèmes majeurs : la formation des allophones et l'innovation.

L'appropriation des langues, et les tentatives d'intervention dans ce processus afin de l'optimiser soulèvent bon nombre d'interrogations. Apprendre et enseigner une langue étrangère (instrument de communication, support de relations interpersonnelles/interculturelles, atout professionnel), est une succession de décisions de tous ordres à prendre afin de réguler ses modes de conduite, et aussi la somme d'une myriade de prises de risques, aussi minimes soient-elles.

Quelles langues apprendre et enseigner ? Les langues qui ouvrent aux locuteurs du monde les portes de la réussite sociale ? Celle de ses voisins ennemis historiques ? Celle des

migrants et demandeurs d'asile arrivés par bateau ?

L'exposition à une langue, la découverte progressive de son fonctionnement, de ses genres discursifs et normes communicatives spécifiques, le développement de capacités linguistiques et culturelles, le réinvestissement de ses acquis par le biais de pratiques personnelles et professionnelles ... De telles questions ne peuvent être évoquées autrement que dans un cadre conceptuel pluridisciplinaire, rendant compte de la complexité des relations entre langues, cultures et identités, et de l'hétérogénéité des 'besoins en langues' engendrés par les mutations que connaît le monde actuel. On agit et on interagit en fonction de sa trajectoire, de sa situation sociale et de ses représentations individuelles et collectives. Tout débat portant sur les langues étrangères touche, de près ou de loin, aux effets des mobilités volontaires (Erasmus) ou forcées (migrations) et aux fractures sociales.

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## The opening speech by Professor Thomas SZENDE in French

L'apprentissage de la langue de la communauté hôte par les migrants jeunes et adultes est un point de départ indispensable au processus d'intégration dans une société nouvelle. Parvenir à communiquer en langue étrangère est un processus complexe. Des questions clés se posent dans les environnements d'accueil : nature, contenu et finalités des formations linguistiques à la lumière des pratiques réelles du public cible, mise en perspective de strates jugées vitales de la langue et de la culture (minimum phonétique/lexical/grammatical, aspects pragmatiques de survie).

Dans toute culture scolaire et académique cohabitent, avec ou sans heurts, préservation et innovation. Il y a quelques années, lorsque j'ai commencé à exercer mon métier, l'innovation en langue signifiait 'support audio'. Les établissements d'enseignement comme l'Inalco et ses partenaires ont aujourd'hui vocation à relever les défis qui découlent de l'émergence du numérique et des dispositifs en ligne et des échanges en réseau autant de promesses de l'authenticité et d'actes de rencontre avec l'Autre. Or, un tel changement de

paradigme passe autant par une sensibilisation ponctuelle au fonctionnement-même des outils que par la préparation pédagogique des acteurs de l'apprentissage.

D'où l'importance d'articuler, comme le proposent les responsables de ce colloque, les schémas d'action et de stratégies de classe (traditionnelle ou virtuelle) liés à un environnement technologique de plus en plus performant, et la prise en compte des enjeux symboliques, culturels et politiques, notamment la dimension plurielle des appartenances, qui conditionnent aujourd'hui les pratiques d'apprenants, d'enseignants, de concepteurs d'outils, et la diffusion (ou la non-diffusion) des langues à travers le monde.

Je tiens à préciser que depuis cette année, l'Inalco est partenaire officiel d'une nouvelle Chaire Unesco « Plurilinguisme et Politiques Linguistique », créée à l'initiative du Pr. Gilvan Müller de Oliveira créée, portée par l'Université fédérale de Santa Catarina, au Brésil. Ce colloque qui nous réunit aujourd'hui et demain s'inscrit dans les activités de cette Chaire qui rassemble un réseau de 24 établissements d'enseignement supérieur et instituts de

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## The opening speech by Professor Thomas SZENDE in French

recherche d'Afrique, d'Asie, d'Amérique latine et d'Europe, dont l'Inalco.

Nous rendons hommage d'abord à nos collègues Antonella Corvaglia et à Françoise Wolf Mandroux membres titulaires de Plidam qui ont pris l'initiative de mettre en place ce projet, merci également à notre Président, au vice-président Recherche et au Conseil Scientifique de l'Institut de les avoir accompagnées.



**Professor Thomas Szende, INALCO  
Head of the Hungarian Department**



**The organisers of the conference:**  
Françoise Wolf-Mandroux (left)  
Antonella Corvaglia (right)



## THE INDISPENSABLE TEAM



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OTHER LANGUAGE EDUCATORS



## CALL FOR PAPERS

The 7th JALT OLE SIG Conference

Focusing on Intercultural  
Communication

October 5-6, 2019



**Venue:** St. Mary's College, Kurume City, Fukuoka Pref.

This conference will offer a chance for teachers of any language to share their ideas and research results with colleagues. However, for the sake of mutual understanding, English or Japanese would be preferred as the language of the presentations. Although the main focus of this year's conference is intercultural communication, other topical themes, such as active learning, e-learning, plurilingualism, the application of the CEFR, are also encouraged. Presenters are free to present on any other topic as well if it is related to the teaching/learning of languages other than English or Japanese.

**Proposals** should be between 150-250 words in English or in Japanese.

**Length** of presentations: 30 minutes including discussion

**Deadline** for proposals: Midnight, July 31st, 2019.

Please send **proposals or enquiries** to: [jaltolesig@gmail.com](mailto:jaltolesig@gmail.com)

**Notifications** of acceptance: By e-mail by the **end of August**.

Please consult the **conference website** for more information:

<https://sites.google.com/view/jalt-olesig/ole-7-kurume>



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## Dr. Stephanie Ann Houghton The main speaker at OLE7 KURUME

Stephanie Ann Houghton (PhD) is an Associate Professor at Saga University, Japan. She holds a doctorate in education from Durham University, England. She is co-founder and co-editor of the *Intercultural Communication and Language Education* book series (Springer). Focusing on ways of overcoming prejudice and discrimination, she has published numerous books and international peer-reviewed articles on the development of intercultural dialogue and native-speakerism. Now based in the Faculty of Art and Regional Design, and Graduate School of Regional Design in Art and Economics, her research activities explore links between dance (as non-verbal communication), fitness (as health-oriented social activity) and intercultural communication. Centering on the understanding and prevention of Alzheimer's Disease, her educational curriculum links heritage management, intercultural dialogue, technology (STEAM), art generation, health, fitness and economics (social business). She places a special emphasis upon the preservation and revitalization of unwritten *densho geino* culture, which is on the brink of extinction in Japan's ageing society, using local mask dance *Menburyu* as a flagship example. This work is showcased in an exhibition entitled '*Menburyu: Past, Present and Future*' held at Saga University Art Museum (SUAM) (December 2018), and the Sakagura sake festival (Kuretake Brewery) in Kashima, Saga (March 23-24 2019).

<https://stephhoughton.wixsite.com/mysite-1>

<https://stephhoughton.wixsite.com/mysite-2>

Books:

1. Lossie Leppur and the Quing. A children's book illustrated by Barbara Densi
2. Researching the stereotypes of people around me: An Introductory Thesis Writing Course for International Students
3. How Interculturally Competent am I? An Introductory Thesis Writing Course for International Students
4. Social Identities and Multiple Selves in Foreign Language Education
5. Critical Cultural Awareness: Managing Stereotypes Through Intercultural (Language) Education
6. Native-speakerism in Japan: Intergroup Dynamics in Foreign Language Education
7. Intercultural Dialogue in Practice Managing Value Judgment through Foreign Language Education
8. Developing Criticality in Practice Through Foreign Language Education

Houghton, S.A. (2012) Intercultural dialogue in practice: Managing value judgment in foreign language education. Bristol, England: Multilingual Matters.

Porto, M., Houghton, S.A. & Byram, M. (Eds.) (2017) Special Issue on Intercultural Citizenship in the (Foreign) Language Classroom, *Language Teaching Research*.

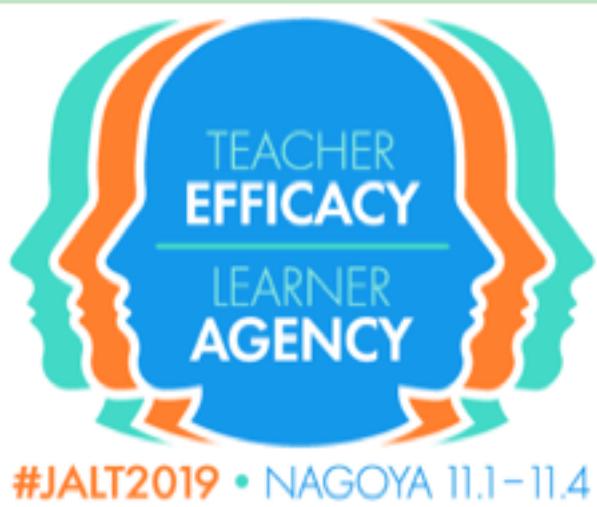
Houghton, S.A. & Rivers, D. (Eds.) (2013) Native-speakerism in Japan: Intergroup dynamics in Foreign Language Education. Bristol, England: Multilingual Matters

Rivers, D. & Houghton, S.A. (Eds.) (2013) Social identities and multiple selves in foreign language education. London: Bloomsbury Academic.

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## Conferences



### Teacher Efficacy, Learner Agency

45th Annual International  
Conference on Language  
Teaching and Learning &  
Educational Materials  
Exhibition

**WINC AICHI, Nagoya  
City, Aichi, Japan**

**Friday, November 1, to  
Monday, November 4,  
2019**

**Reserve your hotel  
room as soon as  
possible.**

Seven (7) lucky JALT members will **win** complimentary memberships to the TESOL International Association! Participants must be active and current JALT members, and not a TESOL member (or someone who has not been a TESOL member in more than five years). To sign up for your chance to win, please follow this link to our online sign-up survey: <https://forms.gle/gjNmxe6VSbpFJZu08> The deadline to sign up is July 16, and seven names will be chosen at random from the pool of eligible applicants. The seven lucky winners will be announced in August. Good luck!

This information also appears on the JALT site here:

<https://jalt.org/main/news/win-complimentary-tesol->

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## Conferences

28. Seminar zur  
österreichischen  
Gegenwartsliteratur in  
Nozawa Onsen  
オーストリア現代文学ゼミナー<sup>ル</sup>  
15. bis 17. November 2019  
**Mit Thomas Stangl**

Jedes Jahr lädt das Kulturforum der  
österreichischen Botschaft eine  
Autorin/einen Autor nach Japan ein.  
Dieses Jahr wird der Autor Thomas  
Stangl zu Gast sein.  
Weitere Informationen finden Sie auf  
der Homepage [www.onsem.info](http://www.onsem.info).  
Anmeldung bis zum 31. Juli 2019.



Foto: ©Peter-Andreas Hassiepen

### FOOD FOR THOUGHT

The success of OLE and what you get out of being a member of OLE depend on the members themselves. Come forward with ideas for forums, presentations. The more we communicate, the more ideas we will have.

If you don't feel comfortable presenting on your own, TEAM UP with somebody. It's more fun and effective to work together.

If you don't have funding for traveling, look out for conferences in your area. The next OLE conference is going to be in **Kurume, Kyushu in October**. (Date to be announced in the next newsletter.)

**OLE conferences are free and open to non-members! Please, help us get the word out to part-time teachers: They can get the OLE Newsletter by sending a request to: [jaltolesig\[at\]gmail.com](mailto:jaltolesig[at]gmail.com)**

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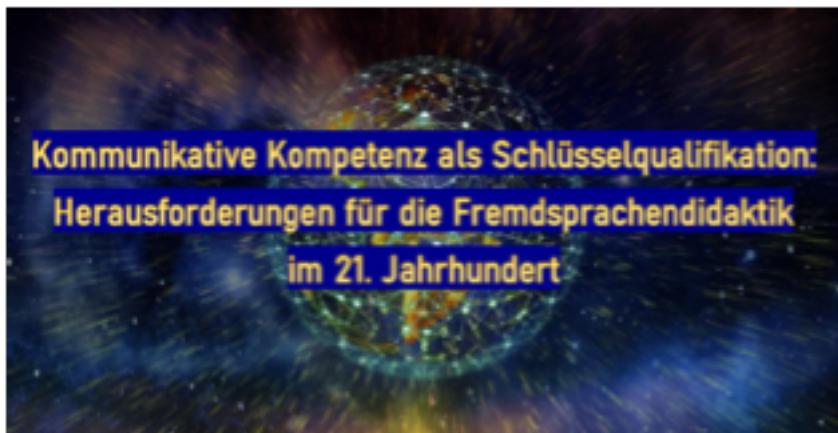
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### Conferences



**Ramkhamhaeng-Universität Bangkok,  
21.-23. November 2019**

5. Internationale Konferenz für Deutsch als Fremdsprache im Südostasien



Seit den 1970er Jahren steigt der Wunsch, Kommunikationsfähigkeit statt grammatischen Korrektheit in den Mittelpunkt des Fremdsprachenunterrichts zu stellen. Die angstfreie und flüssige Kommunikation mit Sprechern anderer Sprachen erfordert die Beherrschung einer Vielzahl von Kompetenzen, die über eine reine Weitergabe von Fakten und Informationen hinausgeht, besonders im Bereich Alltagssituationen. Überdies haben heute die neuen digitalen Technologien wie z.B. Facebook und Twitter zu neuen Formen der Kommunikation geführt. Der Begriff „Kommunikation“ ist darum mittlerweile so komplex geworden, dass traditionelle Definitionsansätze zu kurz greifen. Somit gilt es zu hinterfragen, wie der Begriff der Kommunikation und der kommunikativen Kompetenz im Fremdsprachenunterricht in Zeiten von Digitalisierung, Interkulturalität und Multimedialität neu zu bestimmen ist.

Beiträge können zu folgenden Themen eingereicht werden:

- Kommunikation / kommunikative Kompetenz und ihre gesellschaftliche / bildungswissenschaftliche Relevanz
- Kommunikation und kommunikative Kompetenz in der Fremdsprachendidaktik bzw. Modell/e von Kommunikation im Fremdsprachenunterricht im 21. Jahrhundert (Projekte, Ideen für die Zukunft etc.)
- Kommunikation und ihre sprachdidaktische Relevanz in multikulturellen Umgebungen
- Kommunikation / kommunikative Kompetenz und fremdsprachlicher Literaturunterricht: Möglichkeiten und Grenzen
- verbale und nonverbale Kommunikation im Fremdsprachenunterricht im digitalen Zeitalter bzw. Auswirkungen neuer Kommunikationsformen wie z.B. Facebook und Twitter auf die Fremdsprachendidaktik heute
- Kommunikation und Lehr-/Lernmaterialentwicklung
- Kommunikation und Lehrplanentwicklung

#### Termine:

Anmeldung: bis 30. Juni 2019

Abstract: bis 30. Juni 2019

Rückmeldung zur Annahme: bis 15. Juli 2019

Einsendung des vollständigen Beitrags: bis 30. September 2019

Tagung 21.- 22. November 2019

Exkursion „Die romantischsten Winkel von Bangkok: 23. November 2019

Alle Einsendungen bitte an das Organisationsteam unter: [dafy.bangkok.2019@gmail.com](mailto:dafy.bangkok.2019@gmail.com)

Tagungssprache: Deutsch

Die Tagungsgebühr (in Höhe von 1.500 THB) ist bei der Registrierung zu entrichten.

Weitere Informationen: <https://dafaean.wordpress.com>



Prof. Dr. Hermann Pank  
Friedrich-Schiller-Universität Jena



Prof. Dr. Chan Wei Meng  
National University Singapore



Prof. Dr. Karakoch Attaviriyasupap  
Sripakorn Universität



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### Conferences

第14回外国語教育及び研究についてのミニ学会 in Matsuyama  
テーマ: 外国語学習・東京五輪大会外国語学習  
開催予定日: 2019年9月21(土)&22(日)  
開催場所: 愛媛大学 愛大ミューズ3F 343会議室

14th FL Teaching and Research Mini-Conference in Matsuyama  
Theme: Learning FLs before the Tokyo Olympics  
Dates: Sat, Sept. 21&22, 2019.  
Venue: Ehime University, Room 343- Aidai Muse 3F



発表申し込み締め切り: 8月5日(月)24:00  
申し込み方法: メール(件名: 14thMatsu19)で  
reinelt.rudolf.my@ehime-u.ac.jp宛て  
演題名、発表者所属、A4縦、横40字×20行一枚、発表のタイトル、  
あらすじ(要約)、連絡先(TEL/メール)  
問い合わせ先: 愛媛大学 教育・学生支援機構 Rudolf Reinelt 宛て  
reinelt.rudolf.my@ehime-u.ac.jp  
〒790-8577 松山市文京町3 電話: 089-927-9359 (FAX兼用)

Proposal Submission deadline Mon. August 5, 24h.  
Send proposal by e-mail (title line: 14thMatsu19) to  
reinelt.rudolf.my@ehime-u.ac.jp including presenter name  
and association, presentation title, one page abstract,  
and contact information (T/F)  
Application address: Rudolf Reinelt, Ehime University, Center for  
General Education  
Bunkyo-cho 3, Matsuyama-shi, 790-8577 Ehime, Japan.  
(T/F) -81(0)89-927-9359 reinelt.rudolf.my@ehime-u.ac.jp

The map shows the layout of the Ehime University Matsuyama campus. A green arrow points from the street level to Room 343 located on the 3rd floor of the Aidai Museum building. Other buildings labeled include the Main Building, Library, and various research laboratories. A purple arrow indicates the main entrance from the streetcar. A legend on the right provides directions for various modes of transport and walking routes.

<http://www.ehime-u.ac.jp/access/johoku/index.html#anc01>

アクセス情報:

- 徒歩: JR松山駅からJR松山駅、松山市街まで  
車で: 伊予鉄バスにて利用の場合  
JR松山駅まで: 空港リムジンバス  
バス: 駅前バス停、松山市駅まで: 空港リムジンバス
- 徒歩: 松山駅下車→松山駅北口  
車で: 松山市内電車にて利用の場合  
JR松山駅前(古町方面)→市立美術館前下車  
徒歩: 松山市駅まで  
伊予鉄バスにて利用の場合  
市立美術館前(駅前)下車
- 徒歩: 一駅から  
伊予鉄バス内高車にてJR松山駅  
車で: 人道道方面行き  
JR松山駅北口下車→北へ徒歩約1分
- 空港: Matsuyama Airport → (Linebus) →  
Matsuyama JR Station → (Linebus) →  
Bus stop, turn left to Ehime University

以前開催された「第12回外国語教育及び研究についてのミニ学会 in Matsuyama」の全集「1アクティブ・ラーニングから最適化へ:新しい外国語教育及び学習」は、愛媛大学HPに掲載されています。  
URL: <http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukoku.html> の後  
<http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukokuProcConfPapComps3.html>

Rudolf Reinelt (ed.) (2018) From active learning to  
optimizing in new FL teaching and learning  
Rudolf Reinelt Research Laboratory, Ehime University,  
Matsuyama Japan, and are now available for download at  
<http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukokuProcConfPapComps3.html>

The 12th seminar's papers have appeared in the following volume:

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June, 2019

## Conferences

30º Congreso  
Internacional de ASELE  
Del 4 al 7 de septiembre de 2019.  
Politécnico do Porto (Portugal)

<http://www.aselered.org/>

### Internacionalización y enseñanza del español como LE/L2: plurilingüismo y comunicación intercultural

El Politécnico do Porto (Portugal) acogerá del 4 al 7 de septiembre de 2019 el 30º CIA - Congreso Internacional de ASELE (Asociación para la Enseñanza del Español como Lengua Extranjera). En esta ocasión, especialistas de todo el mundo en la enseñanza del español como lengua extranjera o segunda se reunirán para dialogar y debatir acerca de la **Internacionalización y enseñanza del español como LE/L2: plurilingüismo y comunicación intercultural**.

1. El español LE/L2 como lengua internacional
2. Comunicación intercultural y formación de profesores
3. Prácticas pedagógicas y competencia plurilingüe

**Proposal are too late but you can still attend the conference.**



### Intercultural Competence Conference

### Internationalizing the Curriculum: The Role of Intercultural Competence

Seventh International Conference on the Development and Assessment of Intercultural Competence  
January, 2020

Tucson, Arizona, and Online

**Keynote Presentation: Adriana Diaz (University of Queensland – Australia)**

**Plenary Presentation: Sharon Stein (University of British Columbia – Canada)**

**Proposal are too late but you can still attend the conference.**

# Other Language Educators

Newsletter No. 87

June, 2019

## OLE MATTERS

We would like to know more about our members!

Why don't you share some information about yourself? Please, send a good quality photo of yourself as well.

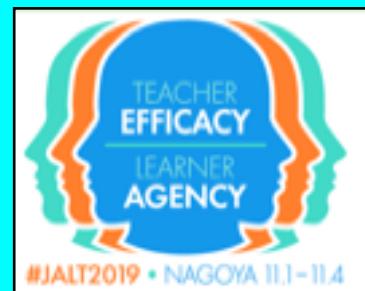
You can also write about your opinion related to an issue you feel strongly about. Or how about some teaching tips?

You can send us your stories at any time and they will appear in the next issue of the OLE Newsletter. They can be in your preferred language. If we get your contribution by September 1st, 2019, it will be in Newsletter No. 88.

Are you looking for like-minded teachers?

To do research together?  
To share teaching ideas or materials?

The OLE newsletter can assist you with that!



COMING SOON!  
**JALT 2019 in NAGOYA**

In the next issue, OLE Newsletter No. 88

You will be able to read the abstracts of the accepted papers of the OLE presenters.

SHOW YOUR SUPPORT BY ATTENDING THESE PRESENTATIONS AND FORUMS, PLEASE.

The National JALT Conference is a great occasion for meeting your OLE officers and fellow

# Other Language Educators

Newsletter No. 87 June, 2019

## Guidelines for contributions

OLE aims to be multilingual. We would like to have articles (for fellow teachers or something that could be used for teaching as well) in different languages. Using different scripts can be confusing and difficult when it comes to editing.

- ♣ Please use a unicode font, especially when writing in "exotic languages".
  - ♣ Send good quality **pictures in separate files**.
  - ♣ Send text in text files, rtf, txt, doc.
  - ♣ Indicate in the text where you want to insert the pictures.
  - ♣ Give titles to your pictures.
  - ♣ Please send a PDF version of the whole document in order to keep your desired layout.
- Publishing is a process where there should be communication between the concerned parties. You can contact: [jaltolesig\[at\]gmail.com](mailto:jaltolesig[at]gmail.com) even before you start writing to make the process easier, especially the first time.

**THANK YOU!**