

Introduction

Twenty-three manuscripts conform these Proceedings of the IV International Colloquium on Languages, Cultures, Identity, in Schools and Society, held in Soria, Spain, July 4-6, 2018. Dealing with different themes and sporting different angles, they all address the three main topics of the event.

Why language, culture and identity? Because, despite language seemingly being the factor most individuals associate with relocation-related issues, the impact of culture on individuals' sense of self cannot be overlooked. In fact, all three ingredients combine to make us who we really are.

Olga Misechko, Pallavi Pallavi, and Francisco Javier Olmedo, María José Latorre and Francisco Mateos address issues related to the presence of languages in contact in three different contexts: Ukraine, India, and Ceuta, the latter an autonomous Spanish city in northern Africa. Analyses of existing tensions related to the implementation and use of majority and minority languages in societal and educational environments are presented, as are conclusions about the sociopolitical implications and repercussions on the educational achievements of the respective student populations.

Three manuscripts describe the efforts of as many universities to facilitate the integration of minority students into their institutions. Thus, Melanie Flores, Saunti Knauth and Jason Stegemoller created online modules and instituted lunch sessions aimed at raising culturally sustaining awareness among faculty to help foster students' maintenance and development of their unique identities, strengths and talents. Amarilis Hidalgo describes the various programs developed by her institution to integrate and retain the increasing numbers of Latino students and heritage language speakers in Pennsylvania, while Fabiola Ehlers-Zavala describes similar efforts to accommodate the needs of university Pathway students in Colorado. The latter are international students showing potential for success despite falling short of meeting direct-entry requirements related to English proficiency and/or GPA scores.

Two articles focus on different aspects of teacher preparation programs. Danielle Freitas investigates the inner workings of a TESOL certificate program in Canada, zeroing in on how and whether plurilingualism is effectively incorporated into it, while Lottie Baker examines the beliefs about English Learners of mainstream teachers enrolled in a graduate certification program.

Dianne Excell describes the system used in the UK to identify and monitor the progress of learners of English as an Additional Language (EAL) and explains how the use of texts in students' L1 can help them develop literacy in English. This is also the main purpose of Marion Milton's suggestions for regular classroom teachers working with EAL learners in Australia. For her part, Gabrielle Jones addresses the limitations of cross-cultural and sociocultural analyses of Deaf reading practices in China, and how they can affect children. Lastly, two articles investigate students' translanguaging practices. Loan Cao does so with Vietnamese students learning Russian in a bilingual Russian-English program in Vietnam, while Kathy Bussert-Webb and Hannah Masso describe practices and strategies of Latinx children when writing texts and explore students' perceptions of Spanish.

In the context of classroom activities and strategies to increase student achievement, collaboration, and second language development, Marta Díaz examines the socialization practices of 4- and 5-year old children while they count words and letters during assembly time in class. Taryn U'Halie describes students' collaborative practices in Science and English Language Arts lessons, referencing a previous case study by Smith and Anderson. Pablo Celada, Altamira López, and Andrés González highlight the importance of debates in students' development of their oral skills and present the results of one such program aimed at fostering students' oral skills in English. Along the same lines, Francisco José Francisco explains his use of WhatsApp to help his students improve their knowledge of English vocabulary and grammar, as well as their reading skills. Alan Crawford walks readers through the main principles of the Natural Approach, one of the most successful approaches in second language acquisition since its development four decades years ago. Finally, Carlos López, Sylvia Celedón-

Pattichis, Ibrahim Demir, José Antonio Lecea and Mario Pattichis investigated Latinx students' attitudes toward computer programming and Math, finding out that collaboration can positively impact students' self-confidence and attitudes toward these subjects. These practices may be beneficial for Texas middle and high school teachers working in the dual language immersion programs described by Sheryl Santos-Hatchett.

Jelle Krol's, Adrián Martínez', and Aitor Ibarrola's manuscripts focus on language minority writers. Thus, Jelle Krol examines the work of four European authors using lesser-used languages in an attempt to give them the relevance they deserve; Adrián Martínez reflects on the linguistic and political implications of the publication of a Judeo-Spanish newspaper in Turkey; and Aitor Ibarrola dissects the use of English-Creole code-switching in a book by Haitian-American author Edwidge Danticat.

I would like to acknowledge the work put into their manuscripts by their authors, as well as the passion and dedication of all the participants in the Colloquium. Every year the event gives me the opportunity to meet many extraordinary individuals and learn so much from, and about, them. For this I am extremely grateful. It is in this spirit that the event will continue for years to come. Thank you all. Hoping to see you again in the future!

Francisco Ramos, Editor and Colloquium Director