I have two goals for my part of this newsletter. I will offer thank yous and describe highlights of the LSP SIG’s business meeting, which we will host on the opening day of AERA’s annual conference in Chicago (April 16 at 6:15-8:15 pm). In another column I provide a brief overview of the SIG’s history from my perusal of 35 years of newsletters, which are now posted to our website—thank you, Katie Bernstein, for your technological expertise! (To access the newsletters, go to: http://www.aera.net/SIG058/NewsAnnouncements/tabid/11469/Default.aspx.)

The purpose of the retrospective is to prepare us to explore the SIG’s roots as a resource for thinking forward. But first, I turn to the LSP business meeting and the annual conference in Chicago (April 16 at 6:15-8:15 pm). In another column I provide a brief overview of the SIG’s history from my perusal of 35 years of newsletters, which are now posted to our website—thank you, Katie Bernstein, for your technological expertise! (To access the newsletters, go to: http://www.aera.net/SIG058/NewsAnnouncements/tabid/11469/Default.aspx.)

The purpose of the retrospective is to prepare us to explore the SIG’s roots as a resource for thinking forward. But first, I turn to the LSP business meeting and the annual convention.

The SIG business meeting provides us with opportunities to gather with friends and meet new people, discuss what members have accomplished—and are accomplishing, and envision our collective potential and future. This year we have invited some of the past recipients of the SIG’s Emerging Scholar Award, including the inaugural recipient, Karen Wohlwend (2006), who will moderate, Beth Buchholz (2013), Audra Skukauskaite (2009), and this year’s winner, Patriann Smith; also, included will be Peter De Costa, a LSP SIG member and the 2012 recipient of the Second Language SIG Dissertation Award. The panelists will briefly describe their current research, point to influential texts, and contribute to a discussion on the importance of the roots of our SIG and future directions and opportunities.

We will also celebrate the career of David Bloome, past SIG chair and this year’s winner of the Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship. Congratulations on your awards, Patriann and David! We will also introduce Diana Arya, the SIG’s newly elected Treasurer, and Minseok Choi and Melissa Gonzalez, our new Graduate Student Representatives. Welcome, Diana, Minseok, and Melissa—and thank you to all who participated in the voting!

As I prepare to begin my role as Past Chair, I first thank previous and current SIG officers for helping to construct and maintain the (re)shaping of the SIG. For the past two years Mariana Souto-Manning has done an outstanding...

(Continued on page 5)
and please bring colleagues and graduate students along with you.

As you enjoy this year’s program, I invite you to:

(a) submit proposals to the LSP SIG so that our presence can continue to expand—the number of proposals submitted influences the number of sessions AERA awards the SIG, so it is important to continue to submit to the SIG; and

(b) volunteer to review proposals (note the early deadline)—for more information, please go to your AERA homepage and scroll down to “2016 AERA Annual Meeting” and click on the link “Call for Volunteers.”

Thank you again. I look forward to seeing you in Chicago and to welcoming the new LSP SIG Program Chair, Sarah Vander Zanden!

Mariana Souto-Manning, Ph.D.
Associate Professor
Teachers College
Columbia University

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THURSDAY, APRIL 16

12:00 to 1:30pm
Building on the Strengths of Bilingual/Multilingual Students and Their Families: Considering Literacy Processes, Discursive Moves, and Affective Possibilities
Hyatt, East Tower - Purple Level,

Riverside West
Roundtable Session 2
Chair: Sarah Meredith Vander Zanden, U. of Northern Iowa
Papers

- Inclusive Literacy Practices Facilitate Positive Identity Negotiations for Young Bilinguals - Lindsey Moses, Arizona State University
- Latino Children’s Exposure to School Practices Through Older Siblings in Immigrant Families - Amanda Kibler, University of Virginia; Natalia Palacios, University of Virginia; Ashley Elizabeth Simpson Baird, University of Virginia; Rebecca Bergey, University of Virginia
- When "To Be, or Not to Be?" Is NOT the Question: Exploring Writers-in-Becoming in Youngest English Learners’ Dialogic Literacy Practice - Huili Hong, East Tennessee State University

2:15 to 3:45pm
Language and Social Processes Within and Across International Contexts
Hyatt, East Tower - Purple Level, Riverside West
Roundtable Session 2
Chair: Hye-Young Park, University of Illinois at Urbana-Champaign
Papers

- The Discursive Construction of Lower-Track Students: Ideologies of Ability, Meritocracy, and the Politics of Education in Singapore - Kate T. Anderson, Arizona State University
- Exploring Tertiary-Level Muslim Uyghur Students’ Identity Construction Through Multilingual Learning and Use in China - Xiyuan Guo, The Chinese University of Hong Kong; Michelle Mingyue Gu, Chinese University of Hong Kong
- Toward Transnational Praxis: A Critical Discourse Analysis of Blogs About International Volunteer Experiences - Kate E. Kedley, University of Iowa
6:15-8:15pm
Language and Social Processes SIG Business Meeting, Marriott, Sixth Level, Indiana/Iowa

FRIDAY, APRIL 17

8:15 to 9:45am
Critical Sociocultural Studies of Classroom Discourse
Marriott, Tenth Level, O’Hare
Chair: Cynthia J. Lewis, University of Minnesota

Papers
- Playing With Power: Collaboration and Conflict in Small-Group Interactions - Anne Crampton, University of Minnesota; Jana LaBella, University of Minnesota
- Navigating Discourses of Literacy and Identities in Reading Groups - Stephanie Rollag, University of Minnesota - Twin Cities; Kay Rosheim, University of Minnesota - Twin Cities
- Negotiating Pedagogical Tensions Through Resistive Acts - Tracey Pyscher, University of Minnesota; Rachel Hatten, Edina High School

2:15 to 3:45pm
Emergent Forms of Dialogic Pedagogy: How Culture, Policy, and School Conditions Shape Local Teacher Enactments
Marriott, Fourth Level, Grace
Chair: Adam Lefstein, Ben Gurion University of the Negev
Discussant: Judith L. Green, University of California - Santa Barbara

Papers
- Bucking the Monologic Script of a Mandated Curriculum - Maren S. Aukerman, Stanford University; Lorien Chambers Schuld, Fort Lewis College
- The Epistemic Status of Knowledge in Classroom Discourse: Dialogic Potential and Its Partial Fulfillment - Itay Pollak, Ben Gurion University of the Negev
- Dialogic Teaching in the Context of Common Core: Plural and Contingent Oracy Practices - Maureen P. Boyd, University at Buffalo - SUNY; Valentyna Mykula, University at Buffalo - SUNY; Young Ae Cho, University at Buffalo - SUNY
- Dialogic Teaching to the High-Stakes Standardized Test? - Adam Lefstein, Ben Gurion University of the Negev; Aliza Segal, The Hebrew University of Jerusalem; Ben Gurion University of the Negev; Julie Snell, King’s College London

SATURDAY, APRIL 18

8:15-9:45am
Language and Social Processes SIG Poster Session
Sheraton, Fourth Level, Chicago VI&VII
Poster Session 8

10:35am to 12:05pm
Revisiting Longitudinal Language Ethnographies: The Case of Bourdieu and Reflexivity
Marriott, Sixth Level, Michigan/Michigan State
Chair: Michael James Grenfell, University of Stirling

Papers
- Looking Inside and Out: Researcher as Self-and-Other - Cheryl A. McLean, Rutgers University
- Reflexive Layers and Revisiting Research: What Might We Know Across Time? - Catherine F. Compton-Lilly, University of Wisconsin-Madison
- Working Through Self-Reflexivity in the Contexts of Critical Literacy Research - Rob Simon, University of Toronto; Gerald Campano, University of Pennsylvania
- The University as the "Imagined Other": Making Sense of Community-Coproduced Literacy Research - Kate Herman Poli, The University of Sheffield
- Bourdieu, Language, and Reflexivity: In Theory and Practice - Michael James Grenfell, University of Stirling

Discussant: Joanne C. Larson, University of Rochester

SUNDAY, APRIL 19

10:35am to 12:05pm
Young Children’s Language and Social Processes
Sheraton, Fourth Level, Chicago VI&VII
Poster Session 12
Social Processes in Young Children’s Internally Persuasive Discourse - Sobyun Meacham, University of Northern Iowa
From the LSP Program Chair (cont.)

SUNDAY, APRIL 19, continued

12:25 to 1:55pm
Language and Social Processes SIG Mentoring Workshop and Roundtable Conversation: Creating Dialogue Across "Generations" of Scholars
Marriott, Fifth Level, Kansas City
Workshop
Chair: W. Douglas Baker, Eastern Michigan University
Facilitators:
- Karen E. Wohlwend, Indiana University - Bloomington
- Rob Simon, University of Toronto
- Judith L. Green, University of California - Santa Barbara
- Katie Bernstein, University of California – Berkeley
- Allison S. Wyhoff Olsen, Montana State University

MONDAY, APRIL 20

10:35am to 12:05pm
Discursive Moves in Teacher Education
Roundtable Session 29
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Papers:
- Analyzing Discourses Toward Justice: Teacher Candidates and the Construction of Critical Literacy Pedagogies - Maggie Struck, University of Minnesota; Erin Beeman Stutelberg, University of Minnesota
- Performance, Perspectives, and Power: Former English Learner Preservice Teacher Candidates Discuss Literacy in Secondary Classrooms - Betina Hsieh, Cal. State University - Long Beach; Jacqueline Paredes, Cal. State University - Long Beach
- What Does Social Justice Sound Like? Discursive Moves to Prepare Teachers for Diversity - Amy Carpenter Ford, Central Michigan University

12:25 to 1:55pm
Negotiating Multiple Literacies Across Social Contexts
Hyatt, East Tower - Gold Level, Crystal BC
Roundtable Session 32
Chair: Stuart Greene, University of Notre Dame
Papers:
- Background and Relevance in Text Selection - Kim Skinner, Louisiana State University; Audra Skucasukaitė, University of the Incarnate Word
- Being and Becoming: Memory as a Discourse of Writerly Identity - Beth A. Buchholz, Indiana University
- Clashing Frameworks: The Unexplored Issues Limiting Teachers’ Professional Development Literacy Learning - Danielle Lillge, University of Michigan - Ann Arbor

From the Newsletter Editor

As I learn with and from my colleagues in the Language and Social Processes SIG, I, too, am grateful. This is a group of thoughtful and committed problem posers and problem solvers with varied perspectives and experiences. In the role of newsletter editor I have the pleasure of connecting with members and collecting thoughts in one of the persisting historical documents that is part of the SIG. The newsletter reflects our collaborative spirit; we offer insights from multiple voices as well as information and updates, including a sample of publications from members. While newsletters can be viewed as a small contribution to an organization, they offer us a pathway to examine our roots and point to new routes. After closely examining past newsletters, Doug has generously shared his thinking and his synthesis is included here. The information shared this year is the proverbial tip of the iceberg and I encourage you to join our exciting sessions to delve deeper.

Finally, I would like to acknowledge the support of the LSP SIG officers, especially Beth Yeager, Doug Baker, and Mariana Souto-Manning for their guidance. I look forward to my new role as Program Chair and to continuing to work alongside Kate Anderson in the Newsletter Editor role and our incoming Treasurer, Diana Arya. With your invigorating and innovative proposals, we can make every effort to uphold the vision of the LSP SIG and create a vibrant program next year.

Sarah Vander Zanden
University of Northern Iowa

Join us in 2016
“Public Scholarship to Educate Diverse Democracies”
Friday, April 8 - Tuesday, April 12, 2016
Washington, DC
Greetings from the Chair (cont.)

(Continued from page 1)

ing job of preparing and organizing the SIG’s program for the annual conference, and she will ignite us as chair. As you can see, Sarah Vander Zanden has crafted another beautiful and informative newsletter and is ready to begin her two years as Program Chair. Kate Anderson has worked diligently to build the SIG’s membership and is prepared for the role of newsletter editor.

The Graduate Student Representatives, Katie Bernstein and Allison Wyhoff Olsen, continue to generate enthusiasm among the SIG officers for their vision, commitment and industriousness in inviting potential members into the SIG—they launched Twitter and built onto the Facebook page Vivian Vasquez initiated. At last year’s annual conference in Philadelphia they hosted a successful social for doctoral students and early career scholars and plan to do so again in Chicago. Contact them if you are interested or know someone who is. Take the bold step! In fact, they have also initiated and organized a mentoring session for graduate students and early career scholars (Sunday, April 19 at 12:25!).

Thank you also to Audra Skukauskaite and Louise Jennings and their committees for selecting this year’s Emerging Scholar Award and the second Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship, respectively. And finally, thank you, Beth Yeager, Vivian Vasquez, Judith Green, David Bloome, among many others, who have supported me through the process of my eight years as an officer. I am honored to be a part of the SIG’s rich tradition and look forward to serving as Past Chair.

W. Douglas Baker

Message from the Treasurer

Short. Sweet. That’s the way to share musings as a Treasurer and Membership Chair. When you’re preaching to the choir don’t risk losing their interest, right? In the two years I’ve served in this position, we’ve seen a great many new members join. I believe it has much to do with the cohesive yet pluralist collective that our SIG officers and their leadership comprise, not to mention the vibrant graduate student community development our outgoing graduate student representatives (Katie and Allison) have orchestrated. I’d like to avoid sounding like a broken record, especially for those of you who read the note I wrote for last year’s newsletter for inspiration each morning, but I feel that our SIG offers warm, collegial, interdisciplinary around a range of interconnected issues that is hard to come by. I’m not a fan of the silo, and that’s why the Language and Social Processes SIG is so important to me. Whatever your degree, home department, favorite theory or epistemological –ism, if you are passionate about intersections of language, interaction, and learning (in its most broadly defined sense), and at the end of the day it’s all always about people (and their beings and doings) for you, then this must be the place. I look forward to hopefully seeing most of you at the business meeting and our many worthwhile sessions.

-Kate Anderson

JOIN US!
THURSDAY, APRIL 16
6:15PM - 7:45PM
Language and Social Processes SIG Business

New or Contemplating Membership?

- Attend the business meeting: Thursday, April 16 at 6:15 pm
- Join graduate students & early career scholars for dinner at Theory, April 17
- Join our Facebook group: LSP SIG on Facebook
- Follow us on Twitter: @LspSig
As Graduate Student/Early Career Scholar Representatives, we have been hard at work to ensure that LSP is a welcoming and helpful place for new scholars. Our projects during our two year term have therefore centered around helping these scholars connect, both “horizontally,” with other new scholars, and “vertically,” with more senior members of the SIG. We have three exciting initiatives underway to support this goal:

1) First, to create connections among early career scholars, we’ve established an annual Graduate Student/Early Career Scholar Social Gathering at the annual conference. At last year’s dinner in Philadelphia, 15 new scholars came together to share ideas, experiences, and advice over pasta and wine. This year, in an effort to create more movement at the event, we’ll host a Graduate Student/Early Career Scholar Happy Hour, where we will eat, drink, and get to know one another’s work. This event is open to all grad students and early career scholars and will be held at Theory bar (in the private room at the back) on Friday, April 17, 5-7p. Theory is walking-distance from the hotels. Food will be provided and there will be plenty to eat, so come hungry and stay the whole time, or just stop in for a bit before your dinner plans. Please RSVP here http://goo.gl/forms/574F5iD6Nf by April 3.

2) Our second project was to create connections across “generations” of LSP scholars, and this year, LSP will hold its first annual Paired Research Mentoring Session at AERA. Twenty-five graduate students and early career scholars have been paired, based on their work, with a senior scholar who will read and discuss their works-in-progress with them at a session on Sunday April 19. After these conversations, the session will continue with three roundtable discussions, from 1:20-1:55:

- **Our Roots & Routes**: Mapping of significant work in the LSP field (led by Judith Green)
- **Defining ourselves**: What do we mean by “language” and “social processes” and how do our definitions shape the borders/boundaries of our research? (led by Rob Simon)
- **Connections between research questions, methods, and theory in our field**: What is the relationship between the questions we ask and the methods we choose? What **should** the relationship be? (led by Karen Wohlwend)

These roundtables are open to all! Even if you missed the call to participate in paired mentoring, you are welcome to come at 1:20 for the roundtables.

3) Finally, to foster connections within the SIG as a whole, we have revitalized our Facebook group (https://www.facebook.com/groups/1423636351209251/) and created a twitter handle (@LspSig). We encourage you to join and to tweet/post about your sessions before AERA, as well as during the conference with #LspSig. These are also good places to share articles as they come out throughout the year, as well as other opportunities (lectures, films, jobs, etc.), questions, or news. And if you have no idea what we are talking about with tweeting, hashtags, or posts, and you want to know, grab us at the business meeting and we are happy to show you!

It has been a true pleasure to serve LSP as Graduate Student/Early Career Scholar Representatives for the past two years, especially with this remarkable board. It has given both of us the confidence to reach out and make our own new connections and to stretch our own comfort zones. Thank you! We hope to see you all at one of our events this year.
Recently, I read through nearly all of the SIG’s newsletters (from 1982 to the present) to gain an historical perspective of the group, a practice Judith Green, co-founder of the SIG and inaugural recipient of the Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship, encourages. These newsletters, now posted on the LSP SIG website, provide readers with opportunities to explore past decisions and perspectives of the SIG, to raise questions, and to envision possibilities for building on rich history. Over thirty-five years ago Barbara Hutson and Judith founded the SIG (1979), which has consistently produced newsletters that provide members with notes from the officers, information about its program at AERA’s annual conference, book reviews, lists of members, notifications of events, calls for manuscripts, among other items. (By the way, if you have access to any of the newsletters missing from the list, please send me a copy, and Katie Bernstein will upload it. To peruse the newsletters, go to: http://www.aera.net/SIG058/NewsAnnouncements/tabid/11469/Default.aspx.)

In 2009, newsletter editor Beth Yeager initiated the “Oral History Project” by interviewing Judith and uncovering the history of the SIG’s name (v. 30.1, Spring 2009, pp. 5-6). For the next three volumes Mariana Souto-Manning and I solicited perspectives from other past chairs, including Judith, David Bloome, Vivian Vasquez, Celia Genishi, LeAnn Putney, Louise Jennings and Joanne Larson. Their reflections and the newsletters make transparent some of the purposes and perspectives of the SIG and invite us to contribute to its developing mission.

The purposes of the SIG, according to the current bylaws (Article IV), “are to explore directions in and issues of language and discourse practices, literacy, learning processes and social contexts through studies grounded in sociocultural, constructivist and constructionist perspectives.” The mission reflects complexities of researching language-in-use in educational settings and a shift from embedded aspects of the SIG’s original name, “Developmental Psycholinguistic Processes” (see “Membership Form,” v. 6.2, Spring 1983). The bylaws suggest further complexities: the two-page draft proposed by Chair Celia Genishi of the “Language Development” SIG in 1984 included five articles (see v. 7.2, Spring 1984); the current bylaws are described in eight pages and include seventeen articles.

The early 1980s proved to be a moment, as Celia reflected for the “Oral History Project,” when “publications by SIG members and their close colleagues…impelled us to move in new directions” (v. 32.1, 2011). For example, she lists Judith Green and Cynthia Wallat’s Ethnography and Language in Educational Settings (1981), Richard Duran’s Latino Language and Communicative Behavior (1981), Louise Cherry Wilkinson’s Communicating in the Classroom (1982), and Anne Haas Dyson and Celia Genishi’s article in Language Arts called “Whatta ya tryin’ to write?: Writing as an interactive process,” which “demonstrated the inextricable links between orality and literacy.”

After the present name was agreed upon in 1990, Chair Ginger Weade stated that the SIG had elicited “positive responses from SIG and non-SIG members” (v. 13.2, Fall 1990). Two years later, Chair Jerri Willet stated, as a result of the name change, “we have broadened our appeal, bringing not only new faces to the SIG but also new ideas and the possibility of new connections across research interests” (v. 16.1, Fall 1992). However, as David pointed out years later, “I wonder whether the name has affected opportunities for cross-disciplinary conversations, especially between cognitive and social perspectives of language” (v. 31.1, 2010). Celia added, “The current name of our SIG, Language and Social Processes, may or may not be expansive enough for the leading-edge work of early career scholars…who maintain a focus on the social and linguistic, while also moving comfortably within the worlds of digital literacies” (v. 32.1, 2011).

As David and Celia suggest, the history of LSP’s naming reflects questions about how SIG members
and others, including potential research partners, view the purpose and potential of the SIG. Through the newsletters, themes make transparent the focus of the SIG. For example, not only has the SIG examined language use in educational settings and its impact on student learning, it demonstrated early on a “commitment to diversity and to interdisciplinary research,” as Celia stated (v. 7.2, Spring 1984). The SIG, for example, sponsored a preconference on “language development among cultural, racial and linguistic minorities” (v. 10.2, Spring 1987), which became a precursor for a SIG sponsored session at the 1988 convention, which AERA found to be “such a compelling program” that it was not counted against the SIG’s normal allotment (v. 11.1, Fall 1987). Nearly, twenty-five years later, Chair Malu Dantas’s description of the SIG reflects the influence of these perspectives and previous sessions:

[the SIG focuses on] complexities of conducting research with linguistically diverse, multilingual students; how methodologies support and constrain what we can know; the interdisciplinary nature of language studies and the interplay of perspectives, scales and levels of analysis; and examples of language, literacy and learning studies in classrooms and local communities in national and international contexts. (v. 29.1, Spring 2008)

Through the “Oral History Project,” Judith said, “To understand the contributions of the SIG, we must consider the commitment of SIG leadership to maintaining an interdisciplinary forum for exploring the different traditions to the study of the relationship of language and education” (v. 30.1, 2010). She describes how from “the earliest times, the SIG sponsored thematic sessions to explore current directions and issues in research across ages of participants, social, cultural and linguistic groups, and institutional and community settings.”

The goal of these sessions was to bring together a diverse group of scholars across disciplines and organizations to make visible developing directions. These sessions served—and continue—to make new directions accessible to AERA members in areas such as language development, anthropological linguistics, sociology and language, language socialization, language development, language and cognition, language and identity, language and learning relationships, second language learning, indigenous perspectives on language, learning and literacy, and language in social contexts, among other social, cultural, linguistic, cognitive and academic issues. (v. 30.1, 2010)

David, this year’s recipient of the Gumperz Award, described contributions of the SIG in newsletters separated by twenty-five years, which allows us to observe changes in perceptions as to the value of the SIG “to the field of educational research”:

Through our sponsorship of SIG sessions and symposiums at AERA, we have provided the field with theoretical constructs and models for looking at classroom processes and schooling; knowledge about children’s language development and its use in educational and other settings; knowledge and perspective about bilingual children in educational settings; knowledge about the language development of special children; and, methods and frameworks for researching language both in and out of the classroom. And these are only some of the contributions made through the SIG! (v. 8.2, Spring 1985)

Through the “Oral History Project,” David pointed to three main contributions of the SIG, and his diction and descriptions suggest processes and practices in generating knowledge of and for the field, including building of a community of scholars interested in the complex relationships of language and social processes as they play out in educational research..., [addressing] the need for an understanding(s) of language in studies of classroom education and learning..., [including] sharing new theoretical perspectives about language for use in educational research and new methodologies..., [and contributing] to the knowledge base of the field. This includes that body of scholarship explicitly oriented to language and social processes in education, as well as educational research more generally. (v. 31.1, Spring 2010)

As we consider the SIG’s intellectual history
and make transparent theories and reasons for our continued interest in contributing to educational research that focuses on issues of language, poignant questions emerge: What should the SIG focus on? How can the SIG best support its members and invite new ones, especially those from other fields or disciplines to examine language in educational settings? As technological innovations unfold, how will what counts as language in educational settings shift, and how will research efforts uncover how learning happens—and the consequences for students—in these (virtual) spaces?

And, how can we build on our commitment to diversity and to interdisciplinary research? If we view diversity as the “new norm” (Genishi & Dyson, 2009) and as a resource (i.e., of language, of perspective, of methodology, etc.), how can the SIG, for example, support members in exploring what difference a difference makes (e.g., Green & McClelland, 1999), or in examining assumptions and making transparent the perceived value of difference within groups from multiple disciplinary perspectives (e.g., Mannix & Neale, 2005), or in positioning themselves as researchers in particular ways for selected purposes (e.g., McCorkel & Myers, 2003)?

In other words, how can the SIG address the reflexive turn, or as David and his colleagues urge, how do we build “increased reflexivity” (Bloome et al., 2005, p. 48), and become a center for language-in-use studies? As Judith, David, and Celia suggest, how do we generate further opportunities for inter-disciplinary and trans-disciplinary work necessary to further explore how language is integrated into unfolding educational settings and technologies, or how diversity of languages is a resource for learning, particularly now that local, national and international contexts are becoming more interwoven?

As you consider these types of questions, consider perusing the SIG newsletters. You will find examples of scholarly journeys of some of our now senior members. Periodically, you will also find intriguing topics addressed in more depth. For example, Courtney Cazden contributed a “letter from members of the Department of Applied English Language Studies at the University of Witwatersrand, South Africa, concerning Frank Smith’s… book Whose Language? What Power?” The letter raised questions about ethical behavior of researchers (v. 17.1, Fall 1993).

The newsletters also reveal persistent issues that officers must address (e.g., membership renewals, competitiveness of available slots at the annual convention, transition of officers, support for members and invitations to new members—particularly graduate students and early career scholars, and the need for volunteers to help build the conference program). However, most importantly, through the process of reading through the newsletters and contemplating the roots and routes of the SIG, you might discover possibilities for its future and your place in it.

References


Call For 2016 Nominees
Emerging Scholar Award
The John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship

The Language and Social Processes SIG dedicates its Business Meeting program to making visible the roots of our special interest group and the work of its members (roots of), honoring those on whose shoulders we stand (routes to) as we explore current and future possibilities in research placing language and social processes at its center. In this spirit we present two awards; the Emerging Scholar Award and the John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship. We will present both awards at the LSP business meeting and encourage you to consider nominations for the 2016 meeting.

Emerging Scholar Award
LSP SIG members who are graduate students or recent graduates (graduated no more than 3 years prior to the award date) are eligible to apply. Candidates are to submit texts that focus on language and social processes in education to the LSP SIG award committee. The text may be a paper, a web page, or related product and may have been recently published or considered publishable. The text topics must focus upon language and social processes in education and must be considered scholarly products, such as empirical research studies, theoretical papers, reviews of research, or considerations of educational practice, among other texts. Any AERA member may nominate a candidate, who must be a member of the LSP SIG (joining the SIG at the time of nomination is permitted). The application includes the nominating letter, a cover letter from the candidate, a vita, and a hard copy of the text.

Emerging Scholar Award Selection and Eligibility:
Submissions will be scored based on overall quality; extent to which the topic of the text addresses language and social processes of education; significance for research, theory, and/or practice; and other appropriate criteria. The scoring rubric will also include criteria that address the candidates’ scholarship history as evidenced in their vita, the candidates’ cover letter, and a letter from the scholar who has nominated the candidate. The award committee may determine that none of the entries in a given year meet the standards set for the award, in which case no award will be given that year.

Emerging Scholar Award Committee
The Emerging Scholar Award Committee is be made up of at least 3 LSP SIG members, one of who will serve as Chair of the committee. If you are interested in participating as a committee member or chair please contact the LSP SIG chair. For information regarding the Emerging Scholar Award please download the informational PDF from the LSP website.

Monica Waterhouse, Université Laval - 2012 Emerging Scholar Award Recipient

(Re)instantiating the Affective in Language and Social Processes
I am honoured, as a past LSP Emerging Scholar Award recipient, to share an update on my scholarship and what I am thinking about now. When I received the award, I described my work as situated in poststructuralism. Chiefly concerned with the diverse powers of language itself – to produce, to create, to reify, to disrupt – poststructuralism enables the asking of political questions: What does language do and how does it function in social contexts? More specifically my dissertation research (Waterhouse, 2011a) drew on the conceptual repertoire of Gilles Deleuze to examine how multiple literacies at play in an adult immigrant English second language program work as processes of becoming (Deleuze & Guattari, 1987), that is, processes of transformation that impact learners in unpredictable ways. This research attended to the complexity of social assemblages in terms of the relationality between heterogeneous elements (languages, literacies, students, teachers, classrooms, cultures, etc.). It emphasized the power of literacies to transform both individuals and their relations with the world.

In my current research I continue to follow such trajectories; however, under the influence of two recent trends: first, the increasing prominence of post-humanist and new materialist theorizing which effect a radical decentering of the rational human subject; and second, the...
“affective turn” in language acquisition research (Pavlenko, 2013) which is producing a number of sociocultural studies which situate emotions in social contexts imbued with relations of power. These two trends have led me to wonder about the problems posed by emotions themselves in the context of social life in language classrooms and in the complex relations between individuals. In this respect, I have found Sarah Benesch’s (2012) book invaluable as she takes up Deleuzian concepts to make a distinction between emotions and autonomous affects as “unstructured, prelinguistic, and unqualified bodily intensities” (Benesch, 2012, p.39).

Affect is fundamentally collective; it is the capacity of a body (human and non-human) to affect and be affected, to transform and be transformed, through encounters with other bodies (Deleuze & Guattari, 1987). Affects may actualize as emotions, but they express the pre-conscious, visceral response to an encounter, before that response is named as a particular emotion. The notion of affect replaces “the conventional question of what emotions are with what emotions do” (Benesch, 2012, p.5) in classrooms and other social contexts.

Concretely, what do affects contribute to my thinking about language and social processes? In diverse societies language education policy is tightly tied to agendas of social unity (Fleming & McGivern, 2007) and so, not surprisingly, government-funded immigrant language education programs typically have a twofold mandate: to teach the official language(s) and to facilitate the social, cultural, economic, and political integration of newcomers into their new country. Educational institutions are tasked with fostering “social cohesiveness… In this perspective, challenges extend beyond linguistic competencies” (Lussier, 2011, p.60). Additionally, earlier research points to the affective nature of the integration process experienced by newcomers in language classrooms (Cole, 2012; Waterhouse, 2011b). Yet a myopic focus on employment preparation in immigrant language education programs often ignores these affective complexities (Guo, 2013). Waterhouse and Mortier-Faulkner’s (2014) content analysis of key policy and curriculum documents informing government-funded language programs for adult immigrants in Canada affirms that these programs do not acknowledge the affective dimensions of integration; emotions are framed either as a psycho-cognitive trait of individual learners, or as a learning outcome (E.g., discerning a speaker’s emotional state from tone of voice). Neither framing is able to account for the complexities of affects as social processes. Thus, by employing rhizoanalytic research approaches that tap into affective ways of thinking and knowing (Hickey-Moody, 2013; Masny, 2013), and arts-based inquiry methods in language education “to increase researchers’ attention to complexity, feeling, and new ways of seeing” (Cahnmann-Taylor, 2008, p.243), I am pursuing projects which explore: how adult second language educators respond to affects/emotions arising in their classrooms, and how an arts-based, affective pedagogy for adult immigrants might meet the dual objectives of newcomer language programs: language learning and the social integration of immigrants.

References
The Dr. John J. Gumperz Memorial Award for (Distinguished Lifetime Scholarship) is established in memory of Dr. John Gumperz, linguist, anthropologist, and developer of Interactional Sociolinguistics, whose lifelong commitment to learning and developing ideas served as a role model as well as laying a foundation for deconstructing deficit models of education based on linguistic performance. This award recognizes and honors the lifelong distinguished scholarship of a senior scholar whose program of research in language and social processes and professional service have made significant contributions to our field and to the work and vision of the Language and Social Processes Special Interest Group. The LSP SIG has a long tradition of encouraging the future of our field as well as making visible the roots of and routes to current and future research. With the Dr. John J. Gumperz Memorial Award, we seek not only to recognize the work and contributions of our senior scholars, but also, like Dr. Gumperz, their capacity to serve as role models for commitment to learning and to exploration and development of ideas.

Eligibility: A nominee for senior scholar will have been working in the field for at least twenty years. While the award's emphasis is on lifelong contributions to research in language and social processes and to the Language and Social Processes SIG, it is open to nominations by any AERA member of any senior scholar meeting the eligibility criteria. The senior scholar’s program of research places research focused on language and social processes in education at the forefront; the scholar’s professional service will also be considered, particularly in terms of contributions to the field and to the work and vision of the Language and Social Processes SIG (evidenced through review of the CV, including list of publications as well as professional service, letter of nomination, and other supportive letters and/or materials).

Materials to submit: Nominations should be based on the fact that this award is intended to recognize the lifetime contributions of the awardee to research on language and social processes and to the Language and Social Processes SIG. The nomination materials will include a nominating letter (from the scholar making the nomination), a vita, and any additional letters (up to three) and/or materials in support of the nomination.

Criteria: The nomination will be assessed by the following criteria using a selection rubric that will address the candidate’s scholarship history (program of research), as well as professional service and contributions to the field and to the work and vision of the LSP SIG, as evidenced in the nominee’s vita and a letter from the scholar who has nominated the candidate, as well as what is evidenced in any other support materials (i.e., letters of support and/or other support materials). While it is not anticipated, the award committee may determine, based on AERA guidelines, that, based on submitted nominations, none of the entries in a given year meet the standards set for the award, in which case no award will be given that year.

*Nomination due date TBA in September.
Member Publications

Kate Anderson


Doug Baker


Shannon Daniel


Peter De Costa


Judith Green


Member Publications (cont.)

http://www.tandfonline.com/action/showAxaArticles?journalCode=hped20#.VQCciRhVhBe


Ruth Harmon


Louise Jennings


Amanda Kibler


Candace Kuby


Amanda Kibler (cont.)


Candace Kuby


Diana Masny


Ramón Martínez


Mary Rice


Leah Saal


Leah Saal (cont)


Audra Skukauskaite


Rob Simon


Mariana Souto-Manning

Mariana Souto-Manning (cont.)


Sarah Vander Zanden


Louise Wilkinson

Louise C. Wilkinson (cont.)

Wilkinson, L.C. guest editor, in press, Special Issue of the Journal of Mathematical Behavior on the Language of Learning Mathematics, (Note: the full APA citation is not available, as these are not published with page numbers, but appear on the journal's website: http://www.journals.elsevier.com/the-journal-of-mathematical-behavior).

Contents of the Special Issue: Journal of Mathematical Behavior (2015)

Louise C. Wilkinson: The language of learning mathematics
Alison Bailey, Anne Blackstock-Bernstein, & Margaret Heritage: At the intersection of mathematics and language: Examining mathematical strategies and explanations by grade and English learner status
Beth Herbel-Eisenman, Kate Johnson, Samuel Otten, Michelle Cirillo, & Michael Steele: Mapping talk about the mathematics register in a secondary mathematics teacher study group
Judit Moschkovich: Academic literacy in mathematics for English learners
Kay O'Halloran: The language of learning mathematics: A multimodal perspective
Robert Sigley, & Louise C. Wilkinson: Ariel’s cycles of problem solving: An adolescent acquires the mathematics register
Wolff-Michael Roth, Kadiyie Ercikan, Marielle Simon, & Romeo Fola: The assessment of mathematical literacy of linguistic minority students: Results of a multi-method investigation
Elizabeth Uptegrove: Shared communication in building mathematical ideas: A longitudinal study

Karen Wohlwend


