

F A L L   2 0 1 3

# Second Language Research

A Special Interest Group of the American Educational Research Association



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## Save the Date!

**AAAL 2014**  
**March 22-25**

AAAL will hold its annual conference in Portland, OR.

**TESOL 2014**  
**March 26-29**

TESOL will hold its annual convention in Portland, OR.

**AERA 2014**  
**April 3-7**

Come join us in Philadelphia for the annual meeting!

**ACTFL 2014**  
**Nov. 21-23**

ACTFL will hold its annual convention in San Antonio, TX.

## From the President

Dear Members and Friends,

The 2013 Annual Meeting in San Francisco was a great success for the Second Language Research SIG. We heard that sessions were well attended and lively discussions took place during those sessions. We also awarded our second dissertation award winner, Dr. Peter DeCosta, and he shared his research with us during our business meeting. As you will see in the list of accepted proposals, Philadelphia promises to be another exciting year for our SIG!

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## From the President (cont'd)

At our business meeting in San Francisco we also spent time discussing several ways that the SIG could improve interaction among members, share ideas, research projects, and so forth in a more timely manner than just here in this newsletter. One suggestion was to create a Facebook page for members to do just that. Our technology guru, Dr. Ho-Ryong Park, volunteered to create our page and we will be launching the page to the public very soon! We are very excited to see how you all use the page, and we are open to your suggestions on how to make the page more useful to you. Please watch for announcements soon!

We also welcomed several new officers to the SIG this spring. Dr. Amanda Kibler was elected to the position of Program Chair, Dr. Hoe Kyeung Kim as the newsletter editor and Dr. Deoksoon Kim as the Secretary/Treasurer. Dr. Erica Dotson was appointed as the chair of the Awards Committee and Drs. Hidehiro Endo and Ho-Ryong Park were appointed as chairs of Membership. Any members interested in getting involved in the SIG can contact any of us to let us know of your interest. An immediate place to be involved is in serving as a reviewer for the Awards Committee. Contact Erica or me for more details.

I want to briefly address the issue of awards. We have finally received official recognition of all of our awards by AERA headquarters and we are moving forward in recognizing not only incoming scholars through our dissertation award, but also the Second Language Research SIG Mid-Career Award and Second Language Leadership through Research Award. Please read the calls for nominations in this newsletter and spread the word. We want to receive your nominations!

Finally, I want to thank our dedicated SIG members who served as proposal reviewers for the 2014 conference. We receive more and more proposals each year, and it is a lot of work to review. Many of our members review for several SIGS and Divisions, and I know it is a big commitment to give up your time to review. So please accept our sincerest gratitude, because without your devotion to the SIG it wouldn't be possible to do what we do.

Looking forward to seeing you in the city of brotherly love!

Sincerely yours,

Paul Chamness Miller, Ph.D.  
AERA SLR SIG Chair (2013 – 2015)  
Akita International University



## Message from the Program Chair

I am pleased to announce the following accepted papers and symposia that will we will feature at the conference in Philadelphia. It was a difficult task, as we had 48 proposals, and only had enough space to accept 27 papers and 2 symposia. Look for more details about sessions, dates and times in the spring newsletter.

I would like to offer a very special thank you to everyone who volunteered their time to review all of these proposals. Your thought and care in providing constructive feedback certainly facilitated the decision-making process. Thank you, as well, to all of those who volunteered to serve as chairs and discussants.

Amanda Kibler, Ph.D.  
AERA SLR Program Chair (2013-2015)  
University of Virginia

### Accepted Symposia (in alphabetical order by title):

- *From NCLB to Common Core: How Do New Standards Affect Practices and Policies for English Learners?* Kate Menken, Ester J. de Jong, Katherine Alva, Lorien Chambers Schuldt, Megan Madigan Peercy, Melinda E. Martin-Beltran, Bedrettin Yazan, Felice Atesoglu Russel, Deborah K. Palmer, Kathryn I. Henderson, Dorothy Wall
- *Pre-Service English as a Foreign Language (EFL) Teacher Education in Asia: Issues and Perspectives*, Guofang Li, Cuong Huy Nguyen, Yanjiang Teng, Youngeun Jee

### Accepted Papers (in alphabetical order by title):

- *A Moral Cosmopolitan Perspective on Language Education*, Gonzalo Obellerio
- *Appropriating the Language of Science: Latino/a Middle School Students, their Teachers, and Their Parents*, Martha A. Allexsaht-Snider, Cory A. Buxton, Shaknazova Kayumova, Elif Karsli, Susan Harper
- *Examining Math and Science Self-efficacy and Anxiety in Fifth Grade English Learners*, Alison Elizabeth Baroody, Eileen G. Merritt, Sara E. Rimm-Kaufman
- *From attitudes to settings: Factors that make a difference in attaining multilingual proficiency*, Jin-Sook Lee
- *How can Learners with German as a Second Language be promoted in VET?*, Nicole Kimmelmann
- *Identity and Motivation: Learning to Read Simultaneously in a First and Second Language*, Liv Thorstensson Davila
- *Implementation of an aesthetic art curriculum for English learners*, Audrey Figueroa Murphy

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- *Innovation or Limitations?--A Comparative Study of Mentoring in a Foreign Language Teacher Certification Program*, Wenxia Wang
- *Investigating Different Methods of Vocabulary Instruction in a Science Summer School Program for English Learners in Elementary School*, Christopher Daniel Barr, Lauren Artzi, Diane August
- *Investigating Teachers' Perception of Integrating Multimodality into Classroom Practices*, Youngjoo Yi, Jayoung Choi
- *Language Acquisition Trajectories of English Learner Students in California: Examining Student and School Factors*, Renatta Defever
- *Language Training for Primary-School Pupils with Migration Background - Challenges of Implementation*, Raphaela Schätz, Heinz Mandl, Jan Hense
- *Linguistic Benefits of Study Abroad: Boren Award Recipient Gains in Oral Language Proficiency*, Leah Mason
- *Listening to What Second Language Teachers Say about Communicative Language Teaching*, ChiuYin Wong
- *Long-term English Language Learners' Perceptions of Their Language and Academic Learning Experience*, Won Gyoung Kim
- *Makiguchi Tsunesaburo and Language, Value-Creative Composition Instruction, and the Geography of Identity in Community Studies*, Jason Goulah
- *Makiguchian Perspectives in Language Policy and Planning*, Kazuma Hatano
- *Morphological Awareness Development and Reading Comprehension in L2 English*, Dongbo Zhang
- *Mutual Growth and Engagement: Student Teacher and L2 Writer in an Asynchronous Online Writing Tutorial*, Pei-Jie Jenny Chen
- *Phenomenological Study of the Lived Experiences of English Learners*, Jennifer Stegall
- *Research on Soka Pedagogy: Applied Science as a Method of Inquiry into Truth, Value and Identity*, Michio Okamura
- *Science Inquiry Centered Argumentation Model (ScICAM) for Young English Language Learners*, Lori Ann Norton-Meier, Yuliya Ardasheva, Thomas R. Tretter, Sherri L. Brown
- *Self-Efficacy Profiles among English as a Second Language Learners*, Do-Hong Kim, Chuang Wang, Mimi Bong, Hyun Seon Ahn
- *Understanding Sources Chinese Students Used to Build Self-Efficacy in Learning English in an American Institution*, Huifang Zuo, Chuang Wang

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- *Understanding the Motivational Factors for Urban, Non-Heritage Language Learners of Chinese*, Ailing Kong, Thomas Farren, Aubrey H. Wang
- *Variations in Language Use by Preschool Dual Language Learners in Two Immigrant Communities*, Maria Christina Limlligan, Sidai Dong, Amanda Miller, Christine M. McWayne, Jayanthi Mistry, Betty S. Zan, Kimberly Brenneman, Daryl B. Greenfield
- *ikakwiy nîhiyawiyâñ: An autoethnographic study of urban adult Indigenous language learning*, Onowa McIvor

## Message from the Newsletter Editor

Thank you to all of you who submitted news about your recent professional activities to share in this Fall newsletter! Please send your news for the spring to me ([hoekim@binghamton.edu](mailto:hoekim@binghamton.edu)) by March 1, 2014, so that the spring newsletter can be sent out before the AERA annual meeting in April. These items can be recent publications, promotions or new positions, awards, projects underway, and other information you wish to share with the SIG.

Best wishes,

Hoe Kyeung Kim, Ph.D.  
AERA SLR Newsletter Editor (2013-2015)  
Binghamton University



## Message from the Membership Chairs

Dear SLR Members,

Thank you all for your membership and support for our AERA SIG. We currently have 238 members including many of the leaders in our field. We are pleased to welcome 89 new members who have joined since January, 2013.

If you know of other scholars and educators in AERA who are interested in Second Language Research (which includes research on *multilingual education, dual language education, second language acquisition, bilingualism, TESOL, world languages, applied linguistics, the intersection of culture and language, and the professional learning of teachers in these areas*) please encourage them to join our SIG and attend our sessions at AERA. Please encourage graduate students to join as a mentoring opportunity. *AERA Members can add a new SIG to your AERA membership by following these steps: Log in at www.aera.net with your new Username and Password.*

1. *On “My AERA” page scroll down to “Membership”*
2. *Click on “Purchase additional SIG Memberships”*
3. *Check the box next to “Second Language Research” (\$10/year student, \$15 regular)*
4. *Click “finish”*
5. *Check out*

*Don’t forget to renew your existing membership! If you are a SIG member this year, from the “My AERA” page you can simply click on the blue button “Express Renewal.” This will automatically renew your AERA membership with your current SIGs.*

If you know someone who would like to find out more about our SIG before joining, encourage them to attend the business meeting at AERA for a great opportunity to connect with others in our community.

See you in Philadelphia!!

Ho Ryong Park, Ph.D.  
AERA SLR Membership Co-Chair (2013-2015)  
Murray State University

Hidehiro Endo, Ph.D.  
AERA SLR Membership Co-Chair (2013-2015)  
Akita International University

In our “Advancing the Conversation” section of the newsletter, we invite a scholar to address a pressing and timely issue or concept in the teaching and learning of second and world languages. In the article below, SIG member Ryuko Kubota discusses a critical look at the multilingual/plurilingual turn.

## A Critical Look at the Multilingual/Plurilingual Turn

Ryuko Kubota  
*University of British Columbia*

Recently, I proposed a colloquium for an applied linguistics conference on plurilingualism and language teaching. In the proposal, my co-organizer and I mentioned that the concept of plurilingualism often runs into conflict with the current dominance of English in language teaching in many non-English-dominant countries. We then received feedback on our proposal from another scholar, who claimed that the global dominance of English is passé and it has been replaced by multilingualism—a more nuanced and complex situation in which the market saturation of English has opened up opportunities for other languages. This comment was surprising to us. In the end, the proposal was accepted including our original argument, but I pondered upon the reviewer’s reaction since it resonated with another comment made by a reviewer of my unsuccessful grant application—that multilingualism is the norm in our contemporary society and thus my proposal, which was to investigate language choice of East Asian business people in non-English-dominant parts of Asia, failed to demonstrate originality. Yet, if multilingualism is indeed the norm, why do many governments in Asia and other parts of the world increasingly emphasize learning English rather than multilingual development? My intent was to challenge the dominant ideology which posits that English is universally used for transcultural communication in the world.

True, many recent publications in our field discuss multilingualism (as a societal phenomenon) and plurilingualism (as individual competence) as well as concepts about communicative practices, such as translanguaging, code-switching, code-meshing, and metrolingualism, signifying the multilingual turn (May, 2014). This trend reflects the scholarly impetus to challenge the monolingual bias in second/foreign language education and second language acquisition research, which has traditionally presumed that the goal of learning is to become like a native speaker who possesses complete knowledge of the language. This trend supports mother tongue education for second language learners and challenges the superiority of conventional linguistic norms.

While the multilingual turn is certainly encouraging and promising, it raises at least the following two questions: Will the multilingual turn help second language learners gain socioeconomic mobility in mainstream society? Will it transform the dominance of English worldwide? The first question is actually not new. In the 1970s and the 1980s, the whole language approach was promoted based on a humanistic and student-centered philosophy of teaching reading and writing by focusing on meaning-making processes rather than faithfully reproducing static linguistic forms. In fact, there is a parallel between the whole language approach and the multilingual turn in that both attempt to disrupt the conventional ideas of language system and language practice as static and bounded, allowing alternative ways of expression (e.g., invented spelling in the case of the former). Yet, the whole language approach was questioned by minority scholars such as Delpit (1995), who argued that this approach, however humanistic and progressive, would likely perpetuate achievement gaps between middle-class children, who are already equipped with basic reading and writing skills, and working-class and

minority students, who lack them. In the current turn to multi-lingualism, even if teachers begin to focus on linguistic pluralism, various expectations in the real world for high stakes testing, academic writing, and publishing will remain the same. Then, would the multilingual turn benefit our second language learners in real-life contexts?

Second, as we tried to address in our colloquium proposal, the dominance of English in education continues to be prevalent worldwide. Many public and private institutions in non-English-dominant countries are establishing English-medium academic programs based on the idea that English is the ultimate international language and that English competence will increase people's socioeconomic mobility (Kubota, 2011). Societal multilingualism is, of course, observed widely along with increased flows of people, information, and commodities. However, it has replaced neither the prevalent ideology about the superiority of English nor the increased emphasis on teaching English in education policies.

In thinking about these gaps, it might be useful to critically reflect on why we propose a certain academic concept, who benefits from it, and what societal impact our academic discussions create (or do not create). We are reminded by two-decade-old criticisms of postcolonial theory that the original impetus of postcolonial studies in North America to challenge essentialist ways of understanding culture and identity of the Third World has been replaced by a trendy language game utilizing First World philosophical thoughts without paying much attention to the struggles and realities in the Third World. Indeed, "(h)owever much postcolonial intellectuals may insist on hybridity and the transposability of locations, not all positions are equal in power" (Dirlik, 1994, p. 343). While focusing on the "multi" and the "plural" constitutes an important research agenda for second language educators, another task seems to be to critically reflect on whether and how these ideas actually make the lives of our students better.

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## Member News

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## Awards

**Jason Goulah** was awarded the 2012-2013 DePaul University *Excellence in Teaching Award*.

**Diane Tedick** and co-author **Laurent Cammarata** (a Ph.D. graduate of the Second Languages and Cultures program) have just been awarded the 2013 ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education for their article titled “Balancing content and language in instruction: The experience of immersion teachers,” which was published in 2012 in the *Modern Language Journal*, and for their contributions to research in content-based language instruction and immersion education.

## New Positions and Promotions

**Yuliya Ardasheva, Ph.D.** accepted a new position Fall 2013 as Assistant Professor in ESL/Bilingual Education, Department of Teaching and Learning, Washington State University Tri-Cities.

**Jason Goulah, Ph.D.** was promoted with tenure to Associate Professor of Bilingual-Bicultural Education at DePaul University.

**Hoe Kyeung Kim, Ph.D.** joined the Graduate School of Education at SUNY Binghamton in Fall 2013 as an associate professor with tenure.

**Monica Waterhouse, Ph.D.** received her first tenure track position in ESL teacher education this year as Assistant Professor in the Departement de langues, linguistique et traduction at Universite Laval in Quebec, Canada.

**Youngjoo Yi, Ph.D.** joined the Foreign and Second Language Education program at the Ohio State University in Autumn 2013 as an associate professor with tenure.

**Dongbo Zhang, Ph.D.** recently left Singapore's National Institute of Education and joined Michigan State University's Department of Teacher Education this fall as an assistant professor.

## Pictures from the 2013 AERA SLR SIG business meeting



*This year's AERA SLR SIG  
business meeting was held in  
San Francisco!*



## Call for Nominations!

### *Dissertation Award*

The Second Language Research Special Interest Group of AERA honors the writer of an outstanding dissertation completed during each calendar year. The award goes to the dissertation research that best demonstrates the following criteria: solid theoretical base, sound methodology and data collection, originality, and promising contribution to the field of second language research.

Candidates must have completed and filed their dissertation between January 1, 2012 and December 31, 2013 and must be members of the Second Language Research SIG. The candidate, dissertation chair, or members of the candidate's dissertation committee may make nominations by sending:

- a) A cover letter with the candidate's name, address, telephone, and e-mail address;
- b) Supporting statement as to why the dissertation is worthy of this award; and
- c) A 250-word abstract of the dissertation.

Submit nominations by January 15, 2014 to Dr. Erica K. Dotson, ericadotson@clayton.edu. Please send the letter and the abstract as an attachment for efficient distribution. Late submissions will not be considered. Finalists will be asked to submit an article-length manuscript based upon the dissertation for blind review. At a minimum, we suggest that candidates include the following:

- a) Problem statement and a description of the context (or contextualization) in which the research took place;
- b) Review of the literature including the contribution your dissertation makes;
- c) Design of the study;
- d) Analysis of the data;
- e) Recognition of the limitations of the study and checks for untrustworthiness of the study;
- f) Implications; and
- g) Recommendations for further research and instructional practice.

Manuscript length: 20 pages preferred (excluding bibliography, tables, notes); longer article acceptable, depending on merit. Please send the manuscript electronically as an attachment.

The winner will be officially recognized at the AERA Annual Meeting in 2014 during our SIG business meeting. If the winner is able to attend, he/she will make a presentation of their study at this time. In addition to a plaque formally recognizing the achievement, the winner will receive a complementary one-year membership in AERA, as well as membership in the Second Language Research SIG.

Sincerely,

Erica K. Dotson, Ph.D.  
AERA SLR Awards Committee Chair (2013-2015)  
Clayton State University

## Call for Nominations (cont'd)

### *Faculty Awards*

#### *The Second Language Research SIG Mid-Career Award*

This award honors an outstanding researcher who has developed a research agenda for more than six years to a maximum of fifteen years beyond the conferral of the doctoral degree. The award is designed to recognize an individual with a promising program of research on significant issues in the field of second language.

Nominated mid-career researchers will be evaluated on the aims and potential outcomes of their work, as well as the overall degree to which their research advances knowledge in the second language field, contributes to students', teachers', teacher educators', communities', or families' well-being, and influences the creation, collection, and analysis of data. The nominated researcher's noted contribution must have been published in publications that reach audiences either in peer reviewed journals for researchers and/or practitioner-oriented journals, widely-disseminated reports from professional organizations or scholarly publishing entities such as university presses or other academic presses.

The nominator must be a member of AERA, and the nominee must become a member in order to be fully considered for the award. Nominees must also become members of the L2 SIG in order to be fully considered for the award. Nominations must include:

- a) A one-page letter of nomination explaining why the nominee is qualified to be a Mid-Career Award recipient;
- b) The nominee's most recent curriculum vitae;
- c) Two representative scholarly publications related to this award; and
- d) Two letters of support from individuals familiar with the nominee's contributions in the areas of teaching or teacher education. Letters of support must elaborate on how the research demonstrates the qualities listed in the paragraph above. Self-nominations will not be accepted.

Please send nominations to: Dr. Erica K. Dotson, Awards Committee Chair, ericadotson@clayton.edu, or in package postmarked no later than January 15, 2014 to the following address: Clayton State University, Department of Teacher Education, 2000 Clayton State Boulevard, Morrow, GA 30260

## Call for Nominations (cont'd)

### *Second Language Leadership through Research Award*

This award recognizes senior scholars who have made significant and exemplary contributions throughout their research, teaching, and professional service in the field of Second Language Research. Contributions should reflect the purpose and goal of the SIG: (1) to advance knowledge related to second language education, (2) to encourage scholarly inquiry related to second language education, and (3) to promote the use of research to improve teaching and learning. Nominees must meet at least two of the following criteria:

- a) Nominees must have played an active and long-standing role in the field of second language research;
- b) Nominees must be highly respected and recognized by others (nationally and internationally) as a leader in the field on issues critical to second language education and must have actively promoted the use of research to improve the teaching and learning of second languages;
- c) Nominees must have carried out original and innovative research that has been recognized by experts as having a major impact in our understanding of second language education and that has been published in a format widely available to other researchers and practitioners; and,
- d) Nominees must have played an active role in the preparation of high quality and innovative materials for second language teaching and teacher education; and
- e) Nominees must have supported others—in particular new and younger scholars—to further their research and teaching in the field through mentoring, collaborative research, professional development, and other similar activities.

Nominations for this award will be accepted from AERA members no later than January 15, 2014. Nominations of past or current scholars, as well as emeriti researchers will be accepted. Self-nominations will not be accepted. The nominee must be a member of the AERA L2 SIG or become a member before he or she will be fully considered for the award. Nominations must clearly explain how the nominated scholar has met the criteria described above. The committee will also review additional supporting documentation, including, but not limited to, letters of support, Curriculum Vitae, and personal websites.

Please send nominations to: Dr. Erica K. Dotson, Awards Committee Chair,  
[ericadotson@clayton.edu](mailto:ericadotson@clayton.edu), or in package postmarked no later than January 15, 2014 to the following address: Clayton State University, Department of Teacher Education, 2000 Clayton State Boulevard, Morrow, GA 30260

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