

AAALGrads

THE AAAL GRADUATE STUDENT COUNCIL NEWSLETTER

APPLIED DIVERSITY

IN THIS ISSUE

CULTIVATING INCLUSIVE ENVIRONMENTS IN HIGHER EDUCATION

DIVERSITY IN MY MIND

DIVERSITY IN TERMS OF COMPLEXITY THEORY



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LETTER FROM THE CO-EDITORS

This third volume of AAALGrads is centered around the theme, “Applied Diversity.” We selected this theme in response to the growing discussions about diversity – or rather, the lack thereof – in our field. From the moderated talks at the most recent AAAL conference and the launch of the Twitter hashtag, #AAALSoWhite, it is clear that the lack of representation remains a problem in Applied Linguistics that we have yet to solve.

The theme, “Applied Diversity,” asks how we can actively apply what we have discussed in these dialogues about diversity. Whether it is applied to our research practice, our professional relationships, or our daily lives, the collection of featured articles in this edition highlights some ways in which conversations about diversity emerge from our field. The first article offers an example of how graduate students can organize a platform that gives a voice to those minoritized, whose struggles remain overlooked by the university. The second article is one student's personal reflection on experiencing diversity for the first time as an international student in the United States. The final article is a thought provoking piece that frames the concept of diversity using the Complexity Theory framework.

In an effort to better reflect our theme, we’ve also decided to add two new sections to this newsletter to provide more opportunities for graduate students to share their experiences. The Resource Review section introduces various resources that graduate students use for research and professional development. It is a genre that we hope will expand into all types of resources to enhance the quality of grad student life. The Creative Expressions section features the creativity of grad students by moving away from the traditional essay genre to incorporate more multimedia. It is our hope that this section will provide a platform for grad students to showcase their creative and artistic talents as they invite the reader to engage with their work and ideas.

As we continue to strive for more diversity in AAAL, we anticipate that AAALGrads will play an important role in bringing together multiple voices from graduate student members. We hope that with the new genres and theme in this edition of our newsletter, we are heading in the right direction towards promoting greater inclusion of different voices in our field.

Jessica and Amanda
Co-editors (2018-2019)

LETTER FROM THE CO-CHAIRS

Greetings from the Graduate Student Council!

After every AAAL conference, there is a change in leadership, and Rayoung Song (University of Massachusetts-Amherst) and I (Penn State University) are honored to introduce ourselves as the new co-chairs of the Graduate Student Council (GSC) Steering Committee. It is also our great pleasure to introduce the incoming members of the GSC: James Coda (member-at-large; University of Georgia), Jessica Lian (member-at-large; Georgia State University), and Shyam Pandey (secretary; Purdue University). It's hard to believe that we are now in our fourth year as a standing committee; we can only hope to maintain the progress our predecessors have made and to improve with new and continued initiatives. We are already hard at work planning several events that we hope will bring grad students and other members of the AAAL community together!

So, what have we been up to recently?

For starters, our incredible Social Media team — led by James Coda and assisted by Andrea Lypka (University of South Florida), Nicole Deschene (New York University), and Maria Ruiz Martinez (University of Colorado Boulder) — is planning a webinar series throughout the year to help grad students navigate academic life and engage in topical discussions. The first webinar, *Preparing for the Job Market: Crafting Documents and Finding Jobs*, was held on September 30. Our upcoming webinars include: *Navigating Academia as Minority Scholars* (November) and *Meet a AAAL Scholar Series: Preparing for the Conference* (March). In case you miss a webinar, please visit our AAAL GSC website to view the recordings. In addition to this webinar series, James and his team will begin developing a YouTube channel that will feature short interviews with grad students and faculty about various "hot" topics. In the coming weeks, a survey will be sent out to determine the content to be included. We sincerely value your feedback and encourage you to participate in the survey!

We are excited about this next initiative too. With the support of the AAAL Executive Committee, the GSC hosted a T-shirt fundraiser at the 2018 conference in Chicago. The T-shirts, designed by Huy V. Phung (University of Hawai'i at Mānoa), almost sold out! All proceeds will be used to provide additional funding for more grad student travel awards.

As in previous years, the GSC will be organizing three grad student events for next year's conference based on survey feedback from the events held in Chicago. Topics are still under discussion, but they will be specifically geared towards grad student needs and interests. We are recruiting conference event planning subcommittee members, and hope that you'll consider volunteering for a GSC event. It is a great way to network with future colleagues!

Have questions, suggestions, or feedback for the GSC Steering Committee? We value your input and take your concerns seriously! Please never hesitate to contact us with issues big or small: aaalgrads@gmail.com. To stay up-to-date with what the GSC is planning, we encourage you to follow us on our social media outlets on Facebook, Twitter, and Instagram, all @AAALGrads.

Michael and Rae

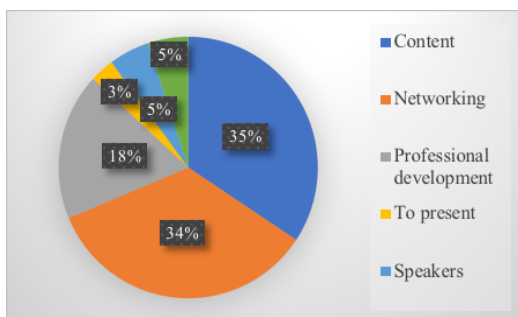
SURVEY RESULTS

What grads said about the 2018 AAAL conference

by Shyam Pandey, GSC Secretary

Supporting students' academic and professional development in Applied Linguistics is one of the major goals of the GSC Steering Committee. With this as our guiding principle, the GSC Steering Committee hosted three graduate student events at last year's conference in Chicago, Illinois. The first event held on Friday evening was the *Graduate Student Meet and Greet*, which was a networking event for grad students to get to know each other. During this event, GSC Steering Committee members also highlighted the graduate student events and opportunities to get more involved in AAAL. The second event held on Saturday afternoon was *Ethical practice in academia: Unpacking the AAAL ethics guidelines*. In this workshop, the AAAL Ethics Task Force presented the newly endorsed Ethics Guidelines, which are intended as a frame of reference to provide guidance for graduate students on ethical practices in three areas: research, teaching, and service. The third event held on Sunday evening was *Ask us anything: Graduate student forum on a successful academic journey*. This event was geared toward graduate students at all stages of their career. Some of the key topics addressed in this event were related to publication, grant proposal writing, the job search, and strategies for work/life balance. The invited early career scholars shared their experiences and offered some advice in round-table discussions. Following each event, workshop attendees were surveyed so that we may learn what is important to you, our fellow graduate students!

What is main reason for attending the workshop events?

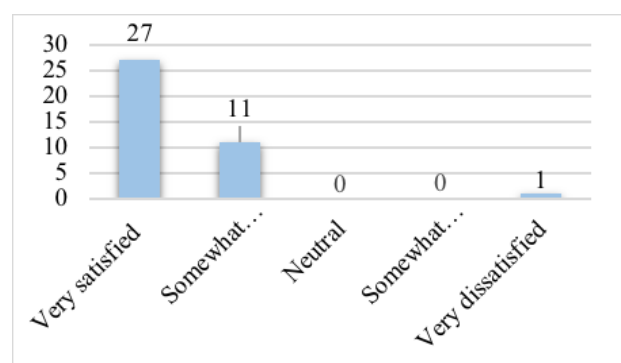


The top reasons for attending the day and evening graduate student events were for content of the workshops; this was followed closely by networking purposes and professional development reason. These survey results generated much discussion during our GSC Steering Committee meetings in the summer. That is, these results have been beneficial in helping us to determine ways to best structure our future events as participants attend for a variety of reasons.

How satisfied were graduate students with conference events?

Survey data from both the afternoon and evening event indicate that participants were largely very satisfied, and this was followed by somewhat satisfied with the events. These results are promising as our attendees have increased significantly from previous years! Now, some of you may be wondering how we determine these events. The short answer to this is that we rely

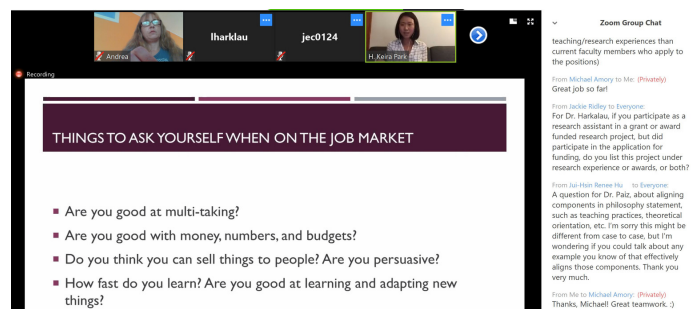
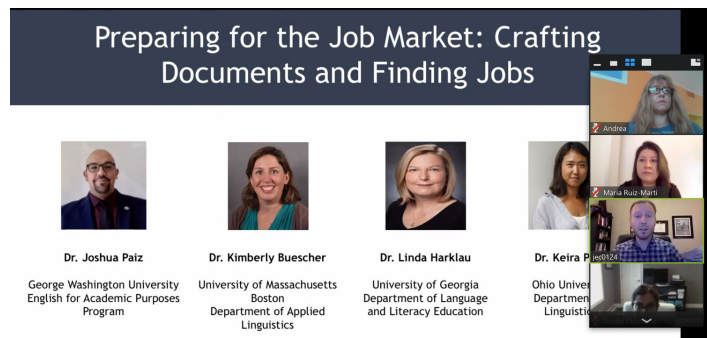
heavily on surveys submitted during the previous year's graduate student workshops. The final question on the survey asks participants to suggest event topics they would like to see held at the next AAAL conference. We do take your responses seriously and greatly value your input in selecting relevant topics. Stay tuned for more information regarding our event planning for AAAL 2019 and calls for volunteers. We look forward to seeing you in Atlanta!



RECENT NEWS AND HIGHLIGHTS

GSC Webinar Series of 2018-2019

Given the increasing competition and limited job security in the higher education job market and in some instances the inadequate career service support by universities or departments, graduate students often struggle to brand themselves for positions while engaging in research, dissertation or thesis writing, teaching, and publishing. The first AAAL GSC webinar of this year, *Preparing for the Job Market: Crafting Documents and Finding Jobs*, was held on September 30, 2018. This webinar provided forty-four attendees with an opportunity to hear about the transition from graduate student to academic professional. Moderated by James Coda from the University of Georgia, this webinar brought together four early career and more established scholars in the applied linguistics field to share tips for preparing job documents and the different aspects of job applications to students going on the job market. The panelists, Dr. Kimberly Buescher (University of Massachusetts Boston), Dr. Linda Harklau (University of Georgia), Dr. Joshua Paiz (George Washington University), and Dr. Keira Park (Ohio University) discussed their experiences crafting job-related documents and provided resources, practical insights, and tips for tailoring research, teaching, administrative, and diversity statements, cover letters, and CVs for the tenure and non-tenure track paths. Although participants overwhelmingly evaluated this webinar positively, they suggested that future professional development events should emphasize teaching position applications, self-care, and digital branding strategies to ensure online visibility. To learn more about the tips and resources shared by the panelists, you may watch the webinar recording and access the handouts shared by the panelists on the GSC website under "Events." The next webinar, *Navigating Academia as a Minority Scholar*, will be announced via the GSC Facebook page and website (<https://www.aaal-gsc.org/>).



MEET THE GSC STEERING COMMITTEE FOR 2018-2019

Michael Amory Co-chair



Michael Amory is currently a PhD candidate in Applied Linguistics at The Pennsylvania State University. His research interests include: applying a Vygotskian Sociocultural Theoretical (SCT) perspective to L2 language teaching-and-learning; the development of L2 teacher cognition; and the theory and practice of L2 teacher education. His responsibilities include serving as the graduate student representative in the AAAL Executive Council; co-leading Steering Committee meetings; overseeing the planning of two graduate student events at the AAAL conference; and collaborating with the AAAL conference planning committee.

James Coda Member-at-large



James is a PhD candidate in the Department of Language and Literacy Education (LLED) at the University of Georgia, with an emphasis in TESOL and World Language Education. His research interests include gender and sexuality in language education, issues of sexual diversity in language teaching and learning, and "queering" language education. His responsibilities in the Steering Committee include overseeing all aspects of the GSC's social media; recruiting and leading a team of student volunteers to grow GSC social media presence; developing and managing the GSC website; and organizing GSC events.

Rayoung Song Co-chair



Rae is a PhD candidate in language, literacy, and culture in the College of Education at the University of Massachusetts Amherst. Her research interests include how multilingual speakers use their linguistic and cultural repertoires to construct and negotiate their identities, and how they resist and/or recirculate certain language ideologies in the process. Her responsibilities include planning and leading Steering Committee meetings; overseeing the two graduate student events at the AAAL conference; and collaborating with the AAAL conference planning committee.

Jessica Lian Member-at-large



Jessica is a PhD candidate in Applied Linguistics at Georgia State University. Her research interests include sociolinguistics, language attitudes and ideologies, language brokering, language policy and planning, and linguistic landscapes. Her responsibilities include co-editing the AAALGrads newsletter; coordinating grad student activities with the Steering Committee; and recruiting and managing grad student sub-committees for the annual AAAL grad student conference events.



Shyam Pandey Secretary

Shyam Pandey is a Second Language Studies PhD student at Purdue University, where he is currently the ESL Coordinator of the Purdue Writing Lab. His research interests include multimodal composition, intercultural rhetoric, World Englishes, and teacher identity. His responsibilities include taking and maintaining meeting minutes; distributing minutes after each meeting with actionable items; managing the GSC Steering Committee database; and leading and collaborating in the planning of conference events for graduate students.

Cultivating Inclusive Environments in Higher Education: An Example of Graduate Student Leadership

By Stefan M. Vogel, Maredil León, Amy Takabori
University of Arizona

In applied linguistics, issues of diversity are inherently at the core of our profession and have gained a lot of momentum in past decades. We have even seen a trend for organizations such as TESOL and AAAL to create diversity task forces and issue position statements to address the importance of this topic in our field. Even though major efforts are being made at the institutional level, intellectual and institutional commitments to diversity often do not reflect interpersonal encounters on the ground. As authors of this article who represent, either individually or collectively, different facets of diversity — “non-native,” “non-heterosexual,” “non-male,” “non-Caucasian,” “non-domestic” — we know first and secondhand that in reality we have a way to go before catching up to our institutions’ stated goals for equity and parity. In this article, we lay out how our graduate student committee for equity, diversity, and inclusivity has successfully addressed this dilemma by facilitating a department-wide conversation about the experiences of minorities in higher education. Even though the three of us identify as minorities, our intention with this piece is to open the conversation about the need for diversity in higher education to all graduate students, whether they are marginalized or not.

Our Context and Committee

We are graduate students in applied linguistics and rhetoric and composition at the University of Arizona (a large public R1 in the Southwest), with teaching assistantships in the English department’s writing program. The English department runs one of the largest writing programs in the country and offers graduate programs in TESL, creative writing, rhetoric and composition, and

literature. To represent the needs and interests of the graduate students in these programs, we have a student-run organization called the English Graduate Union (EGU). For the past two years, the three of us have chaired a sub-committee of EGU, the Committee for Equity, Diversity, and Inclusivity (EDI), which has historically sought out opportunities to assess and support graduate students’ needs and concerns in their professional and scholarly lives.

Insights about Diversity

As EDI co-chairs, we’ve been reminded that one of the most difficult aspects of being a graduate student is learning to navigate the multiple roles we play within academia, such as that of student, researcher, instructor, or junior administrator. In fact, the role of teacher seemed particularly troubling for some of our graduate colleagues. We kept hearing about anecdotes of incivility in the classroom that made us realize the extent of disrespect, anguish, and mistreatment that some of our colleagues who identified as minorities were facing, despite graduate degrees, awards, honors, and years of expertise in teaching.

Our intention with this piece is to open the conversation about the need for diversity in higher education to all graduate students, whether they are marginalized or not.

These experiences include:

- The expertise of a minority instructor is challenged based on their accent.

- An instructor is given a lower rating on their student evaluations because they are not a native English speaker.
- Students use slurs because of an instructor's sexual orientation or gender identity.
- A female instructor is threatened and harassed by a male student who is dissatisfied with his grade.

Sadly, these forms of incivility are not the exception to the norm. In fact, student incivility is so widespread that there is a body of research that attempts to measure it and determine its causes. But this literature is inconclusive as to whether an instructor's identity markers play an influential role in uncivil student behavior. Some studies show that there is no significant difference between the incivility that minority and non-minority instructors experience (e.g., Bell et al., 2010), while others suggest that women and/or people of color do face more incivility than others (Lampman et al., 2009). The latter resonates with the experiences of our graduate student community: Graduate teachers in our department were feeling that classroom incivility was inseparable from their identity constructions.

Making Marginalized Experiences More Visible

Given that our department's commitment to diversity and inclusivity has traditionally been strong, we were frankly surprised when the graduate instructors who shared their experiences with us expressed the feeling that their struggles were often invisible to and isolated from the community at large. We now realize that in such a diverse departmental environment as ours, with students who identify, for instance, as non-cisgender, non-heterosexual, people of color, multilingual, or international, discussions about incivility may go unnoticed. In light of this, we see the need for institutions to make marginalized identities visible and to create spaces where experiences can be shared and problematized. After hearing of stories about incivility in hushed corners of instructor offices and hallways, we were motivated to bring these conversations out into the open.

Panel Discussion

To jumpstart this process, the committee organized a faculty panel discussion and Q&A session to discuss minority teacher identities and classroom incivility. We chose panelists that represented a wide variety of backgrounds. One of the speakers was a female international professor for whom English is a second language. Our second panelist was a Native American female, and our third instructor identified as transgender. In their powerful recounts of personal experiences as minority instructors, the panelists shared a range of strategies to deal with incivility and interpersonal struggles, such as detachment and creating support structures outside of the workplace; actively reclaiming one's heritage and identity through teaching and scholarship; or cultivating in our students a sense of acceptance, empathy, and criticality when we feel hurt by their words and actions.

With about forty attendees, the turnout at our panel was remarkable. A third of the participants were faculty, administrators, and staff, some of whom rescheduled meetings and classes so they could come. The graduate students who attended also seemed incredibly engaged and moved by our panelists' stories. Some of the students who shared experiences at our event seemed highly stressed, worried, and anxious. Since they feared that their minority identities and markers (such as a foreign accent) may have a negative impact on their careers, they expressed appreciation for the opportunity to hear the narratives of successful members of academia who identify as minorities. The lively discussions during and following the Q&A not only showed that the experiences of our panelists spoke to our audience; they also made marginalized identities visible and created an atmosphere of inclusivity, solidarity, and collegiality among graduate students, faculty, staff, and administrators. The committee realized, however, that many questions and concerns were still lingering and that the panel had only created an initial conversation about diversity.

Strategies Workshop

To continue the conversation that began at the first event, we organized a workshop that would help graduate students develop practical strategies to manage classroom incivility. We reached out to our campus' Vice Provost for Inclusive Excellence and Senior Diversity Officer, who agreed to facilitate the event. Again, the turnout was considerable, and many of the instructors — some of whom came from outside our department — shared what they had experienced due to their status and identity constructions. The workshop included strategies for classroom activities to challenge biases and microaggressions, followed by a therapeutic dialogue in which instructors shared their struggles openly. A large part of the conversation also revolved around how the invisibility of teachers' challenges was related to the wider institutional structures and the heavy toll they were taking on their mental well-being. The workshop concluded with collaboratively developing strategies by asking each other for advice. One idea that arose from this was to collect personal stories to create a collective narrative argument that we plan to bring to the University's Office of Diversity to advocate for our graduate students.

The Importance of Graduate Student Leadership

We believe that graduate students have a crucial role in leadership practices within academia. As our context shows, institutions and colleagues are willing to support minorities, but this may not be sufficient to address their well-being, leaving them instead to deal with these challenges in private conversations among themselves. We need bottom-up student leadership that bridges this gap by systematically assessing and addressing diversity needs. The work of organized student bodies creates potential to harvest departmental and campus-wide resources and to combine them with initiatives put forth by graduate students. Bottom-up efforts are crucial to creating sustainable institutional change. In our view, this includes changes in both policy and institutional culture that create safe environments for graduate students to

succeed academically, professionally, and with good health as their struggles are major impediments to their degrees and careers.

Our vision of a stronger community and the events coming out of it grew organically from attending to the needs of our peers, rather than our personal experiences with incivility. Although, in our case, we were three minority students organizing these events, the burden of creating change should not only be on marginalized colleagues who have experienced these struggles and therefore feel a need to rise to the challenge because no one else will. Rather, graduate student leadership should primarily stem from a shared desire to serve all in our community because we all benefit from a supportive institutional culture that cherishes empathy and understanding.

Tips for Exercising Graduate Student Leadership

As future instructors, researchers, administrators, scholars, program directors, and department heads, all graduate students should actively exercise leadership in diversity within their academic contexts to learn how to cultivate inclusive professional environments and to establish institutional support structures that are visible and easily accessible. Here are some actions we took that others, both minoritized graduate students and allies, might try at their institutions:

Realize that your colleagues may experience things that are hidden to you or that you cannot imagine happening to yourself. It is particularly important for those who have not experienced marginalization firsthand to listen to our colleagues' stories. Some strategies could include listening tours, student meet-and-greets, buddy programs, or anonymous reporting tools.

Generate spaces for conversations. If you don't have student organization support, you could start reading/discussion groups about topics related to diversity. In order to exercise leadership, you don't need to make big efforts; you can simply start conversations with those around you.

Identify organized bodies that can support conversations about diversity in your institution. These might include LGBTQ affairs, your diversity office, or a student governing body on campus. As mentioned in our example, collaborating with these official bodies can support your cause and give you the necessary tools (and funding) to generate conversations at a large scale.

Conduct research in your area. In applied linguistics, teacher identity has become a hot topic and a field with a lot of potential for the future. Considering that teacher identities are constructed and constantly negotiated in relation to social interactions and realities, it is important for graduate students to conduct identity research in their local contexts as a way to support minority instructors and possibly generate institutional change. There is also a large gap in the literature about student incivility towards minority instructors, especially phenomenological studies, which we hope others will also take up.

We understand that assuming official leadership roles can be intimidating as it represents an extra burden for already overwhelmed graduate students; however, the results can be very rewarding in terms of how much you can accomplish if you are striving for institutional change. What we described in this article are just minor steps on a very difficult road, but we hope that our example inspires other graduate students in multiple contexts to start navigating this path.

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Diversity in my Mind

By Tsukuru Kamiyama
Kent State University

I moved from Japan to Ohio in late August. Ten days after I arrived, college started. This is my first time being in the United States as well as learning in an American university. As a result, I have been exposed to diverse experiences within these two short months. Diversity here provides me with three benefits: raising awareness of the beliefs, assumptions, and values that form my Japanese identity; helping me strengthen my problem solving skills; and enabling mutual support between my friends and me. More importantly, I have come to realize that we can receive these benefits only by meaningful interactions with people from other cultures and not by simply being in a place with many different foreign people.

Although my undergraduate university in Japan also had hundreds of international students like my current American university does, I did not gain any benefit from the diversity. Now that I look back on it, this is not because I was a member of the majority or because I see more people from different cultures now than I did back then; it is because I had no meaningful interactions with international students. I had few chances to talk to any of them as I had none of them in my classes. I always used to hang out with my Japanese friends feeling that if the foreign students wanted to interact, they would reach out to me or one of the other Japanese students. Coming to Ohio and realizing how difficult it can be to reach out and start building relationships, I now notice these foreign students in Japan didn't know how to begin to approach people or they were too nervous to try, just like I was when I first came to Ohio.

My experience here is quite different from that in Japan. When I got to Ohio and started my new life, I was very excited and hopeful about what was going to happen: studying in graduate courses, meeting many people, and experiencing different things. After one week passed, I found myself alone despite attending many events and meeting a lot of people there. In fact, I got some phone numbers, but I did not know how to initiate conversations or plan an outing with them. And I could not help worrying, "What if the conversation does not go

well or, even worse, stops?

This thinking prevented me from asking anyone to hang out with me. And another week passed. Some of my classmates asked me if I wanted to join their study session. I happily joined them, and that was when I properly made friends and started experiencing the benefits from diversity. Kindly, they always invite me whenever they gather, and I join them whenever I can. Thus, we have been talking a lot about numerous topics from hobbies to religions. Through not only the meaningful conversations with my friends but also discussions in class, I came to realize the differences between people from different backgrounds and me. This has been making me more aware of the beliefs, assumptions, and values that shape me as a Japanese person and more capable of problem solving, and subsequently, enabling all of us to help one another.

**We can receive
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As for raising my awareness of what shapes my Japanese identity, when you have communication deep enough with racially or culturally different people, you will encounter conflicts or disparities that you would never notice while talking to people with the same background. This is where the

unconscious aspects of your mentality become conscious, which in turn leads you to perceive your identity clearer. My most vivid experience of this was when two of my American friends met each other for the first time. One day, I invited this male friend of mine to a gathering, where he met this female friend of mine for the first time, and one hour or two later they started arguing about the definition of a word. The conversation got so intense that I automatically cut into it and tried to stop them, but then both of them were surprised and told me that they were not quarreling or fighting, so I did not have to stop them. This experience forced me to notice the differences between my instinctive expectation and that of other people on how people should exchange their opinions. When we Japanese exchange our opinions, we try to understand what the other is saying and to figure out the gap between our opinions because we dislike conflicts and fighting. It seems Americans try to persuade the other person on the topic. Although there were so many international students in my Japanese college, I never had an opportunity to notice these differences, because I spent my whole time only with my Japanese friends who share the same way of thinking. Here, however, because I communicate deeply enough with my friends, who see the world differently than I do, the unconscious aspect of my mentality that creates my Japanese identity becomes conscious.

In terms of mutual support, when we share our recent issues, we can see each other's issue from other perspectives because my friends with different backgrounds and I have different perspectives and experiences. As such, we can come up with resolutions that the person in question has not been able to think of alone. One of the examples is when two of my friends who are from the U.S. and Argentina respectively (they are both graduate assistants) had Japanese ESL students in their classes at my current American college. They were worried about the Japanese students because they were always quiet in class and asked no questions; thus, they did not know if the students understood their instructions or what to do for them. I realized they had an assumption

that students always respond and answer them in class. If students do not, it means they do not understand. Then, I told them that Japanese students are too shy to speak in class and they usually need time to build rapport with others, especially with foreigners. I suggested staying after class and speaking with them in private to build rapport with them first. After a while, my friends told me they were doing well with the Japanese students.

Another example is when I was struggling with an assignment, my Argentinian friend told me that I should go see my professor to get help from him. I was surprised because Japanese people do not get help in Japan, because of the assumption that going to the professor for help on an assignment makes them look unintelligent and also could annoy the professor for taking up their time which results in being labeled as a troublesome student. Contrary to my fear, the professor welcomed me nicely and he told me about what I needed. As these above examples explain, I could give my friends a remedy that they could not think of alone because I saw the problem from a different perspective. One of them in return helped me with my difficulty because she opened my eyes by breaking my belief on how students should handle assignments. In this way, because the students in my master's course are diverse and talk about our concerns — which I did not do with any of the international students back in my Japanese university — different perspectives help people help each other.

I could give my friends a remedy that they could not think of alone because I saw the problem from a different perspective.

Both of my realizations of the differences between me and my non-Japanese friends on how we perceive the world and mutual support have given me insight into other perspectives. Because I have learned them explicitly, the new perspectives in turn have become my own options when it comes to solving problems. To put it another way, active communication with my friends from other countries makes me more competent to solve problems. For instance, in a class discussion, we were talking about students' misbehavior of not doing a task in class. I saw the problem in relation to their ability to accomplish the task and suggested making the task easier; my American classmate regarded it in relation to the boring nature of the task suggesting making the task more fun; my Spanish classmate said the students

might have had a family issue at that time, and she argued the teacher should talk to the families; my Korean classmate attributed the cause to the poor bond between the students and the teacher, and the teacher should do things that bring the teacher and students closer.

Now these different perspectives as well as those I earned through other experiences have become my options to use when I address issues, which are not limited to educational ones. I can consciously try each of those to analyze and solve any given issue and choose the one that works best, which I could not do before. As such, the more I listen to different perspectives, the more I am able to solve problems.

As my experiences above show, we can gain many benefits from diversity; namely, increasing our awareness of our subconscious way of perceiving the world that shapes our own identities, mutual assistance, and enhancing our competence to solve problems. In order to appreciate the advantages, we should meaningfully interact with people from overseas. We cannot receive the benefits by merely having diverse people around us. Given my experiences, here is what I would like to suggest we do. For those who are newcomers in a community, I know you are nervous and scared at first, but go outside, speak to people, and keep trying to do your best to integrate yourself into the community. In the end, you will be accepted and able to appreciate the advantages of diversity. For those who are in the majority of the community, it is easy for you to assume newcomers or the minority will approach you and get involved with your community, but take a further step to help them integrate into your community. Although it may require a lot of effort and time from you, when both of you experience diversity, you will find your effort and time totally worthwhile.

Tsukuru Kamiyama is a MA student in TESL Education at Kent State University. His research interests include second language reading, writing, and speaking.

Active communication with my friends from other countries makes me more competent to solve problems. You will find your effort and time totally worthwhile.

DIVERSITY IN TERMS OF COMPLEXITY THEORY

By Sarvenaz Balali
Texas A&M University

Diversity is defined by Merriam-Webster online dictionary as "The condition of having or being composed of differing elements." In more specific terms, it is defined as "the inclusion of different types of people (such as people of different races or cultures) in a group or organization." Diversity has been generally defined along the dimensions of race, ethnicity, gender, socioeconomic status, age, etc. By acknowledging diversity, we may develop an appreciation of individual differences, avoid forming stereotypes about other human beings, and communicate more productively across social, cultural, and geographical boundaries.

I believe, however, while defining diversity in terms of race, culture, and gender can provide valuable insight into the notion of diversity, confining "diversity" to a set of predetermined dimensions may result in forming rather simplistic, stereotypical images of diversity itself. In fact, I believe, the definition of "diversity" can develop constantly so that it will take on new aspects and provide us with an adequate understanding of the fact that each of us human beings are unique individuals who can contribute new dimensions to the concept of diversity.

Diversity is an important topic in interpersonal communications where people need to bridge individual differences and effectively communicate their intended meaning. It is particularly important in the context of foreign language education where students coming from diverse backgrounds with individual differences need to learn and adapt to a new language and culture. While diversity appears to be a challenge, educators can adopt effective, well-informed approaches to turn diversity into an advantage for foreign language

instruction. To this end, language educators will need to first develop a coherent image of the process of teaching (and/or learning) a foreign language in a foreign language classroom. Moreover, they will need to identify how diversity may influence and contribute to the above process.

In this paper, I attempt to consider the role of diversity in foreign language education within the framework of a brand new but well-established theory. I believe, through adequately theorizing the role of diversity, we can develop a more accurate understanding of how diversity impacts language education and how we can more effectively meet the challenge of diversity in foreign language classrooms. Since language teaching (and learning) is an immensely complex process, particularly in the context of diverse language classrooms, I will consider the impact of diversity on language education within the framework of complexity theory. Complexity theory is a new approach that has been put forward to describe the rules governing complex phenomena and systems. In the following sections, I will briefly introduce complexity theory and the common characteristics of complex systems. Then, I will examine how diversity may interact with the different aspects of the process of language teaching in diverse language classrooms as dynamic complex systems. Furthermore, I will consider how we may meet the challenge of diversity in the above systems.

Complexity Theory

Complexity theory originated in the physical and biological sciences. This theory has been put forth as an approach that may account for complexity, interconnectedness, and dynamism in complex systems (Larsen-Freeman & Cameron, 2008).

According to Larsen-Freeman and Cameron, the above theory identifies a few features that are common across different complex systems as follows:

Heterogeneity of the Elements

Complex systems are normally heterogeneous in nature and have many different types of components.

Dynamism

In a complex system both the components and their interactions change with time.

Non-linearity

In a complex system, the interactions and connections between the components are of non-linear nature. Therefore, the resulting change and the future state of the system may not be easily predictable.

Openness

Complex systems are "open systems" so that energy (and matter) can enter the system from outside.

Adaptation

Complex systems are capable of continuously adapting to changes in the environment and maintaining their order and stability while being dynamic.

Interconnectedness

The components of the complex system are interdependent. Moreover, the system as a whole is interconnected to its environment. Complex systems both adapt to and shape their context.

Self-organization

When a complex system goes through a dramatic change, it enters a new phase and is capable of self-organizing into a new pattern of behavior.

Diversity in Terms of Complexity Theory

Complexity theory is in fact a theory of "diversity" and "change" that attempts to explain the nature of change in heterogeneous, dynamic systems. In what follows, I will briefly discuss how student diversity interacts with other features of language education in foreign language classrooms as complex, dynamic systems:

- In diverse language classrooms, students themselves should be considered highly complex systems blessed with many different physical, intellectual, psychological and

socio-cultural attributes, thus contributing a wide-ranging "heterogeneity" to the language classroom as a higher-level system.

- Moreover, students' personal attributes and interpersonal interactions can change as the class proceeds. However, the more diverse the class is, the more the interactions within the class system and the resulting change will be of "complex" and "non-linear" nature.

- Language classrooms are "open systems" that are influenced and shaped by their context. Considering my personal experience as both a foreign language learner and instructor, I believe student diversity may provide a rich context for a language classroom, replete with resources that may benefit language education. In fact, diverse students with different individual abilities and sociocultural backgrounds may contribute a wide variety of unique potentials and original perspectives to the process of language learning.

- Finally, since diversity makes the process of change even more complex in language classrooms, predicting the patterns of "adaptation" and "self-organization" may be quite difficult in diverse language classrooms.

Diversity: A Challenge or an Opportunity?

Considering the above notes, we can come up with the general conclusion that while student diversity will result in unpredictable patterns of behavior in language classrooms, it can offer a wide variety of cultural and intellectual resources, turning diversity into an advantage for language education. Therefore, diversity may be both a challenge and an opportunity in diverse language classrooms. In order to study, manage, and apply "diversity" in (foreign) language education and research, language educators need to first recognize the all-inclusive nature of diversity. They should also develop an accurate understanding of diverse language classrooms as hugely complex systems.

Moreover, they will need to determine the internal as well as external forces that may influence the system's behavior and identify

the dynamics of change in their particular classrooms or educational settings. Then, foreign language educators should determine, precisely, what changes they want to stimulate in the system, and what type of order and stability they wish to encourage in the complex system of their classroom. For instance, in order to encourage advanced L2 communicative skills (as our desired change) in a diverse language classroom, we as educators will need to have an accurate understanding of our classroom environment and the factors involved in the process of developing communicative skills in our diverse classroom.

We will need to use a variety of resources and flexible methods that are adaptive to the needs of our diverse students at different stages of language learning.

To this end, we will need, for instance, to consider the educational resources, the timeframe allocated to classroom instruction, the potential opportunities for productive interactions among our students as internal forces that are more easily manageable within the classroom setting. Then we will also need to determine the relevant external influences such as diverse cultural norms, communicative styles, and intellectual abilities that our student body and the surrounding context may contribute to our classroom system. A careful examination of the above factors will help us set reasonable expectations about how our students may develop L2 communicative skills (our desired change) and make continuous progress towards advanced level L2 communicative skills in our classroom (our desirable dynamic stability).

Furthermore, we will need to use a variety of resources and flexible methods that are adaptive to the needs of our diverse students at different stages of language learning.

We may highlight shared potentials in the student body for instance, and employ topics of common interest to initiate meaningful, productive interactions where language learners from diverse backgrounds can share their peculiar experiences and unique perspectives. In our global world today, social and mass media have considerably bridged the gap among people from diverse backgrounds and provided common grounds for productive communication. Therefore, these media, I believe, may function as dynamic resources replete with topics of common interest that can be used to initiate interactive communications in language classrooms.

Interactive communication is an important factor that can facilitate the effective co-adaptation of diverse students within educational settings. For instance, through interactive communication, students can learn about and adapt to new norms and styles of communication through which they can cooperatively communicate their perspectives on different topics. This process of co-adaptation, when monitored and well-directed, can eventually lead to the whole class adapting and self-organizing into the new desirable condition of order. Managing and applying diversity can be particularly productive in ELF education, where English is to be used internationally and meaning can be co-constructed by international users to communicate new thoughts and diverse values.

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RESOURCE REVIEW

Gabmap – a web application for mapping dialectal diversity: Bringing insights from research to the dialectology classroom

BY FALCON RESTREPO-RAMOS, UNIVERSITY OF FLORIDA

Finally, you have collected a ton of data through careful fieldwork over a span of several weeks or even months in some remote research site for your PhD dissertation. Then you eagerly reach the point to analyze the data that has been so diligently coded. Now the pressure relies on your ability to use the computational tools that will help you analyze all the data sets and find meaning to years of study and planning for your graduate research. In my case, I traveled to a language contact scenario in the Caribbean and collected sociolinguistic data in the form of speech data and geotagged photographs of public signage (i.e. photographic material assigned with individual geographic coordinates). Aside from the beautiful beaches and pristine waters, the Archipelago of San Andres, Colombia, served as a unique opportunity to conduct a linguistic landscape analysis of the public signage that reflects the outcomes of contact at the level of society between a creole language and Spanish, while mapping the linguistic diversity of the three inhabited islands that compose the Archipelago: San Andres (the main commercial and political hub), Old Providence, and Santa Catalina. Since this research site consists of three delimited geographic areas, I took over 1800 photographs of the signs around the islands, each of which, were associated with a geographic coordinate on site. This allowed me to have two sources of data for this linguistic landscape analysis:

- 1) pieces of written language that revealed a linguistic ascription by different signage authors (i.e. the government, the private sector, and the community) in specific sites of the islands, such as beaches, downtown, ethnic neighborhoods and the airports; and
- 2) geographic coordinates of each photographic observation that pinpoints the exact location of the signage. At this stage, the challenge consisted of incorporating these two data sources to comprehensively analyze the linguistic material and add an innovative geolinguistic component.

Now enter Gabmap (Nerbonne et al, 2011). Gabmap is a dialectometric analytical tool designed to perform statistical analysis of cartographic and sociolinguistic data. This web application (available online at <http://www.let.rug.nl/~kleiweg/L04/webapp/bin/home>) can be used in a variety of projects to analyze any kind of sociolinguistic data that can be associated with geographic coordinates. Precisely, the only two data sources required for this tool coincide with the same data I have for my linguistic landscape analysis: a Google Earth file that contains the coordinates of each photograph with a KMZ extension and a spreadsheet with the sociolinguistic variables coded for each observation. Although this may seem very simple, it may take some time to adapt to the learning curve.

Mainly, every place of observation must match exactly the name of the place marks within the Google Earth file. Failure to do this causes the main source of error when attempting to use the program, as the place of observation might be frequently misspelled, producing an error hard to detect. After this challenge is overcome, the versatility and ease of use of this computational tool allow the user to produce a cartographic visualization of the data and conduct a very convenient statistical analysis for the most sophisticated users, such as measurement of linguistic distances, multidimensional scaling and cluster analysis. The products of these analyses are presented in maps and figures that can be downloaded.

Young scholars and senior students in different programs can benefit from the flexibility and usefulness of Gabmap either as a tool for sociolinguistic research or as an engaging project for the dialectology classroom.

Bringing these insights from research to the 4000-level Dialectology classroom can also be a very rewarding experience for minors and majors in Spanish, linguistics, and other related fields. Students in my Spanish dialectology class are introduced to dialectometric analysis through a class project in which they associate geographic coordinates with sociolinguistic data (mostly obtained through online sociolinguistic corpora) to visualize dialectal differences on Gabmap. The success of this course component has greatly depended on scaffolding students at every stage of the project. By reserving specific days during the semester to work exclusively on this project, students delve, step by step, into the design, development, and finalization of the dialectometric analysis. This is done by creating workshops with simple and specific tasks, while providing feedback, guidance, and assistance during class time. In a class survey delivered during the semester, 75% of the students reported that they were motivated or highly motivated to continue with the class project, while 92% highly rated this course component as “beneficial in bridging the gap between theory and practice” and 75% deemed this class project “beneficial in applying course concepts to real-world applications”. The results of this class project were presented at a student symposium open to the public and the university community.

In sum, young scholars and senior students in different programs can benefit from the flexibility and usefulness of Gabmap either as a tool for sociolinguistic research or as an engaging project for the dialectology classroom.

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Falcon Restrepo is a doctoral candidate in Hispanic Linguistics in the Department of Spanish and Portuguese Studies at the University of Florida. He is currently working on his dissertation on the sociophonetic variation of bilingual rhotics in the Archipelago of San Andres, Colombia. He is also interested in language policies, attitudes, and practices at the public level through the linguistic landscape of contact scenarios. You can find more about him and his work here: <https://people.clas.ufl.edu/frestrepo/>

LANGUAGE LEARNING STRATEGIES AND INDIVIDUAL LEARNER CHARACTERISTICS: SITUATING STRATEGY USE IN DIVERSE CONTEXTS

BY NATHAN THOMAS, UNIVERSITY OF OXFORD

Well-known experts as well as new scholars in the field of language learning strategies (LLS) contributed twelve chapters to this edited volume. The book is organized into four parts with three chapters each. All chapters tie in to the overarching theme of viewing strategies as situated, individualized, and influenced by the diversity of and within varying contexts.

Part 1 attempts to deal with some of the theoretical issues that are abundant in the discourse of LLS. Chapter 1 presents a progressive view of LLS rooted in complexity theory. Oxford, Lavine, and Amerstorfer posit that individual learner characteristics and the diverse contexts in which learning takes place influence strategy usage. Oxford has pushed the field further by being the first to conceptualize LLS as nested systems (originating in Oxford, 2017), filling a theoretical gap that has existed for quite some time. This contribution carries on throughout the other chapters, as LLS continue to be viewed as individualized and situated in diverse contexts. Moving from theory to practice, in Chapter 2, Cohen focuses his discussion on the implementation of strategy instruction (SI), while Griffiths investigates how fourteen successful language learners, each of a different nationality, view different aspects of their own language learning experiences. As someone who enjoys grappling with theoretical issues (see Thomas & Rose, 2018), I found Part 1 the most thought-provoking due to Oxford's reconceptualization of LLS and Cohen's teasing apart some of the central issues related to classification and SI.

Part 2 discusses research methodologies. In Chapter 4, Gkonou represents qualitative

approaches, using learner diaries and semi-structured interviews with highly anxious learners. Mizumoto and Takeuchi offer a lot of information that could be beneficial to graduate students considering quantitative research, as the authors explain the statistical aspects of questionnaire analysis using language that non-experts can understand. They recommend decision tree-based methods as an alternative to conventional approaches to questionnaire analysis in LLS research. This could potentially dissuade novice researchers from traveling down the same well-worn path as hundreds of previous LLS studies.

Chapter 6 justifies using a mixed-methods approach to exploit quantitative tools to generate data that can be analyzed qualitatively. The main takeaway is noteworthy: viewing strategies in isolation is not as important as a macro view of strategic learning.

It is most valuable for its theoretical and methodological discussion more so than the empirical research.

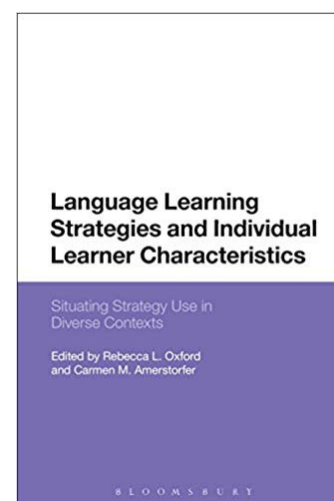
Part 3 shines a light on learners. In Chapter 7, Gu takes a critical look at LLS research in China, asking for whom is the research intended and if it has achieved its purpose. He states that LLS research has made its way to classrooms, albeit not to the extent that it should. Psaltou and Gavriilidou investigate how different variables affect Greek primary and secondary students' strategy selection and subsequent usage in Chapter 8, while Pawlak reports on how English majors at a Polish university use pronunciation learning strategies. Pawlak highlights the "urgent need to adopt a finer-grained view" of strategies, one that accounts

for different types of tasks, learner characteristics, and strategy clustering/chains that learners use (p. 194). Perhaps this is a challenge for graduate students looking to contribute something new to the field. Part 4 focuses on preparing teachers for SL. Chamot provides a detailed description of a master's program she taught on that incorporates SL training for its teacher candidates. Graduate students transitioning into teaching careers should take note; they can glean much useful information from seeing how Chamot incorporates SL into her courses. Bielaw and Mystkowska-Wiertelak's chapter reports on a study that highlights the positive influence of affective SL on strategy usage and test anxiety, while Chapter 12 exposes the dearth of studies on strategy assessment with young language learners. The authors provide a clear argument for longitudinal, mixed methods research that is context specific, age appropriate, and doubles as a pedagogical tool. This chapter is noteworthy for its coverage of an area in need of further research and the practical suggestions it offers. Moreover, the role of teachers in the transformative process of becoming an effective, strategic learner is all but lost in most recent definitions (see Thomas & Rose, 2018). This chapter reminds us of their importance and further emphasizes Gu's recommendation for practitioner-friendly research in the previous section.

All in all, this volume provides an excellent resource that highlights contemporary research in the field while offering new directions for future research. However, I found it most valuable for its theoretical and methodological discussion more so than the empirical research. More often than not, authors report significant limitations, especially in their study's design. Nevertheless, for graduate students, this slight drawback in research quality in some of the studies offers identifiable gaps to be filled. I would not be surprised if some of the less empirically sound studies are improved upon by the authors themselves but also recommend that graduate students read this volume to guide their own research, building on the current ideas.

Book Review

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Nathan Thomas is a postgraduate researcher in Teaching English Language in University Settings (TELUS) in the Department of Education at the University of Oxford. His interests are wide-ranging, but current projects pertain to language learning strategies and self-/other-regulation. He can be contacted at nathan.thomas@education.ox.ac.uk.

CREATIVE EXPRESSIONS

GOTESL: An example of diversity

BY JOSIAH MURPHY, KENT STATE UNIVERSITY

Diversity is a hot topic right now, but what does it look like in real life? I present to you an example in GOTESL, the Graduate Organization for Teachers of English as a Second or Foreign Language at Kent State University. This organization was founded specifically to provide exposure to and hospitality for graduate students from a plethora of countries via socialization, professional development events, and networking. After graduation, we all plan to teach and/or research language learning. With half of our members coming from outside the USA, GOTESL is able to serve as a hub for cross-cultural discussion and collaboration. Our different stages of life, religious affiliations, sexual orientations, economic classes, skill sets, teaching philosophies, home languages, and nationalities serve to broaden our knowledge and appreciation of people who go through life with other perspectives. We share insights on classroom management, effective activities, research design, and resource recommendations. Professional networking connects us to job openings and research partners in other countries.

Peer support is also an important part of our mission. GOTESL study groups provide editing for classmates who struggle with certain aspects of English, yet also give validation to L2 English writers as they seek a platform for expression of World Englishes. Members serve as cultural mediators who provide a safe space for those dealing with homesickness, culture shock, and sensitive questions about politics, violence, poverty, and more. We even tackle prosaic yet meaningful issues such as how to pronounce our students' foreign names and whether assigning English names is a good idea. Along with the serious issues, we also make time for fun at weekly gatherings to go out on the town, play games, cook homemade meals, and teach each other as many languages as possible. GOTESL shares characteristics with other student organizations, but what sets us apart is the intentional diversity we celebrate along with the richer collaboration that follows. This influences our receptivity to alternative perspectives, creativity in problem-solving, familiarity with other languages, and willingness to work with colleagues from other cultures. To view a photo presentation of GOTESL's diversity in action, please follow this link:

<https://prezi.com/view/bHe9EGnRUnQzWzGBptas/>.

Keep clicking on the Prezi to zoom in on each photo and caption sequentially.

Josiah Murphy is an MA student in Teaching English as a Second Language (TESL) at Kent State University (Ohio). Her interests include multilingual psycholinguistics; the intersection of translation, religion, and language revitalization in minority ethnolinguistic communities; and building cross-cultural communities of professional practice and friendship.

The Online Teacher's Lounge

**BY ANNA ADAMS, MATTHEW WONG, AND TED DAISHER
KENT STATE UNIVERSITY**

The following video is based on a real and ongoing chat room of graduate-level TESL students at Kent State University. This group is composed of first and second language English speakers from various backgrounds with different personalities. For this piece, the five characters were created to emulate the personalities of the group: Bella (L2), JoMarch (L1), Nguyen (L2), Victor (L2), and Wang (L1). Together, they chat online to collaborate on various issues that arise in their program to help support each other. In this video, the group is discussing a specific issue from their teaching practicum course. They have to use a form of assessment, writing portfolios, that many members of the group are unfamiliar with. The following chat illustrates the different strengths of each group member and ultimately the importance of having diverse perspectives in problem solving.

Bella. An Italian international student interested in teaching EFL in China.

JoMarch. A Scottish-Irish American who is interested in the psycholinguistics of multilinguals, as well as revitalizing ethnolinguistic minority languages.

Nguyen. A Vietnamese international student who received his bachelor's degree in Malaysia. He is interested in psycholinguistics, philosophy, and theology.

Victor. A Saudi Arabian international student who received his bachelor's degree in linguistics. His professional experiences include teaching EFL to university students in Saudi Arabia.

Wang. A Chinese-Filipino American. He taught English for two years in Thailand and is interested in K-12 ESL Instruction.

Together, they chat online to collaborate on various issues that arise in their program to help support each other.

Click on the following URL to watch the video: <https://youtu.be/8jTNRX8TM3g>

Anna Adams is a MA student in TESL Education at Kent State University. Her research interests include second language writing.

Matthew Wong is a MA student in TESL Education at Kent State University. His research interests include pedagogy and methodology for second language reading.

Ted Daisher is a MA student in TESL Education at Kent State University. His research interests include quantitative methodology and second language reading.

Call for Proposals for the AAALGrads Newsletter Spring 2019 Edition

Theme: “Building Community” in Applied Linguistics

We are in need of writers for the Spring 2019 edition of the AAALGrads Newsletter. Please consider submitting a proposal! If selected, you will be asked to write a featured article, a resource review, or a creative piece that addresses graduate student interests and issues related to the topic of building community to be published in late February.

Building community is an important area of interest among researchers, practitioners, and graduate studies in the field of applied linguistics. Yet from the discussions at recent AAAL conferences, it is clear that more needs to be done to address how we can continue to build and strengthen community in the field of applied linguistics. For this upcoming edition of AAALGrads, we ask, what does community mean to you? How should we build community in our field and in our research practices?

By inviting graduate students to write about this topic, we hope to welcome multiple perspectives. To this aim, we extend our call to include resource reviews (e.g., books and technological tools), creative pieces (e.g., poetry, art, and video), and featured articles. Whether you choose to write an article, review, or creative piece, you should relate to the topic of building community. Proposals will be selected based on the suitability and applicability to this topic.

You may submit a proposal (approximately 300 words) for the following sections:

Feature Article

A featured article should be about 800-1200 words. It should address one or more of the following questions:

- What does community mean to you?
- How can we build community in our field and in our research practices?
- Why is building community an important issue for graduate students to discuss?
- How can graduate students work to build and strengthen community?

Resource Review

A resource review should be about 500-800 words. It should critique material (e.g., books, textbooks, and technological tools) that might be helpful to graduate students. You are expected to have read and/or used the reviewed material before you write your review. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness for graduate students. Both positive and negative reviews are welcome! (Humor is appreciated!)

Creative Expressions

Creative Expressions is designed to feature the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, art, and/or a high quality video related to graduate student life. Creativity and freedom of expression are encouraged, but please remember you will have to submit electronically. Personal experiences related to diversity are encouraged!

Guidelines for Proposals

The proposal should

- be approximately 300 words;
- state a title for the manuscript;
- provide your name; department and institution; degree and area of study;
- identify the section of interest (e.g., featured article, resource review, or creative piece);
- include a brief overview of what you plan to submit;
- express your ability to commit to the timeline (provided below) in a short statement.

Proposals should be submitted in a Word document and emailed to AAALGrads@gmail.com with the subject heading "GSC Spring 2019 Newsletter" on or before **Monday, December 17, 2018, 11:59 PM EDT**.

Tentative Timeline	
Monday, December 17, 2018	Proposals are due.
Monday, January 7, 2019	Authors will be notified of acceptance.
Monday, January 28, 2019	First draft of manuscripts are due.
Monday, February 4, 2019	Editors will provide feedback to authors on their first drafts.
Monday, February 11, 2019	Final drafts of manuscripts are due.



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Jessica Lian is a Ph.D. candidate in Applied Linguistics at Georgia State University in Atlanta. Her research interests include sociolinguistics, language attitudes and ideology, language brokering, language policy and planning, and linguistic landscapes. Jessica switched from Classics to Applied Linguistics after almost six years working in higher education in Hong Kong. She was a Fulbright ETA (2009-2010) at the Hong Kong Institute of Education (now Education University of Hong Kong) where she taught English for Academic Purposes to university students. She helped develop the English writing center at the City University of Hong Kong, and taught at the Community College of City University in Hong Kong as a visiting assistant lecturer. She is currently a Language and Literacy Initiative Fellow at Georgia State University. Her dissertation explores the bilingual interactions of adult language brokers from the lens of translanguaging and resemiotization.

Amanda Giles is a Ph.D. candidate in the Department of Curriculum and Instruction at The University of Alabama. Her research interests include collaboration between ESL and mainstream content area teachers, literacy, language policy, and effective assessment practices for ESL students. She currently is an ESL teacher at a middle school in the southeastern U.S. where she currently works to promote equitable educational outcomes for ESL students. She has diverse teaching experiences, which include Spanish and English/language arts. She also served as a volunteer English teacher in Ecuador. Her dissertation research examines how ESL and content teachers' collaboration influences content teachers' learning to plan for and teach ESL students and explores how this collaboration influences ESL students' participation in the mainstream classroom.