

AAALGrads

THE AAAL GRADUATE STUDENT COUNCIL NEWSLETTER

CONNECTING: PAST, PRESENT, FUTURE

IN THIS ISSUE

BRIDGING THE GAP: FUTURE SOLUTIONS FOR PAST AND PRESENT WRITING PERFORMANCE OF “GENERATION 1.5 STUDENTS”

PAGE 10

HOW CAN L2 PRAGMATICS CONTRIBUTE TO A DIVERSE SOCIETY?

PAGE 13



AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

Congratulations to the 2020 AAALGrads design award winners, Rurik Tywoniw (Georgia State University) Tianfang Wang (Pennsylvania State University)!

LETTER FROM THE CO-EDITORS.....	2
LETTER FROM THE CO-CHAIRS.....	3
RECENT NEWS AND HIGHLIGHTS.....	4
INTERVIEW WITH 2020 DISSERTATION AWARD WINNER.....	7
FEATURE ARTICLES.....	10
RESOURCE REVIEW.....	16

LETTER FROM THE CO-EDITORS

The Spring edition of AAALGrads is designed around the theme of “Connecting: Past, Present, Future.” Applied linguistics in the 21st century looks both backwards and forwards in a dynamic manner to illuminate considerations around indigenous languages, language revitalization, decolonization of applied linguistics, and connections between local and global language use. We selected this theme to reflect the upcoming plenary sessions for the 2020 AAAL conference in Denver and to be included in these timely discussions.

To this end, the theme of “Connecting: Past, Present, Future” asks what connections between past, present, and future impact research or teaching and how is the field of applied linguistics responding to connections across time and space? The feature articles in this edition promote these reflections. Nasiba Norova utilizes this lens of thought to critically examine writing instruction for superdiverse students in the first feature article, “Bridging the gap: Future solutions for past and present writing performance of “Generation 1.5 students.” Then, Benio Suzuki provides a critical and personal look at how critical pragmatics could provide an intercultural perspective at the local level in “How L2 pragmatics can contribute to a diverse society?”. We were also pleased to have Dr. Ron Darvin, the 2020 AAAL Dissertation Award Recipient, share his experiences as a graduate student and his research focus on the intersections and mediations of language and power in digital spaces.

In the Resource Review, Xinyue Lu provides a book review of *Gameful second and foreign language teaching and learning* and positions this text as a well-integrated resource of research, theory, and practice on using game play in language learning spaces.

As our year as AAALGrads co-editors comes to a close, we look forward to the dialogue initiated and maintained by graduate students to promote connections across space and time in applied linguistics. We are certain that AAAL will continue engaging in conversations of language revitalization, transnational perspectives, and decolonization. AAALGrads is here to be a part of this inclusive community.

Nicole King & Nathan Thomas
Co-editors (2019-2020)

LETTER FROM THE CO-CHAIRS

As our year of service comes to a close during the 2020 AAAL Conference in Denver, we would like to take the opportunity to thank our wonderful members of the GSC Steering Committee, Diversity Sub-committee, Events Sub-committee, and Social Media Sub-committee. Without your hard work and dedication, we would not have been able to accomplish our goals that we set forth in the beginning of our service. As a result of the productive teamwork, the GSC has been able to increase our presence on social media, create and disseminate a climate survey for graduate students, continue our networking events at the conference, and redevelop our fundraising initiatives.

This year, the social media sub-committee organized four thematic webinars. The most recent webinar, Meet a AAAL Scholar, on Friday, February 7, featured Dr. Okim Kang, and it centered upon the effect of individual differences on the speaker production and listener perception of L2 speech. In addition to the webinars, the social media team has developed monthly blog posts featuring an array of topics such as work/life balance in academia, (dis)ability, international student motherhood in academia, and queering language education, among others. Recently, the team has created a series of blog posts dedicated to the upcoming 2020 AAAL Conference in Denver. Finally, the social media team has also featured monthly YouTube videos on topics such as netnography, research projects in SLA, book editing, and letters of recommendation. In all, the work of the social media team has allowed for the GSC to increase its presence virtually through various platforms.

In its first year as a sub-committee, the diversity sub-committee launched a climate survey of AAAL that was shared via our various platforms. We hope that the survey can provide valuable insights into AAAL graduate student members' perceptions of the climate and inform future initiatives. During the conference, we are pleased to offer three events for graduate students, starting with the Meet and Greet on Friday, March 27, from 8:00pm-10:00 pm. The event planning sub-committee has organized a lunch event, Balancing the Holistic Experience of Being a Graduate Student on Saturday, March 28, from 12:00pm-1:00 pm, and an evening event, Developing Strategies for Publishing and Interviewing Along the Way to the Job Market on Monday, March 30, from 7:35pm-10:00 pm. Finally, we created a Teespring store to expand our fundraising efforts for the Fund for the Future of Applied Linguistics. The store has a variety of products that feature the designs of our annual design competition winners. This includes the winners of the 2020 competition, Rurik Tywoniw and Tianfang Wang.

We hope to see everyone at the events we have organized during the conference. Please visit our website (aaal-gsc.org) for further information related to our social media platforms, upcoming events at the conference, webinars, blog posts, and YouTube videos.

James Coda and Nicole Deschene

RECENT NEWS & HIGHLIGHTS

Updates from the Social Media Sub-Committee

BY LAXMI PRASAD OJHA, GSC MEMBER-AT-LARGE

Continuing its legacy to support the professional development of the graduate student community, AAAL GSC social media sub-committee was engaged in various activities this year. The Social Media Sub-committee consisted of Josiah Murphy (Kent State University), Larissa Goulart (Northern Arizona University), Svetlana Koltovskaia (Oklahoma State University), Yi Wang (University of Arizona), and Yunjung Nam (Georgia State University), with Laxmi Prasad Ojha (Minnesota State University-Mankato) serving as the AAAL GSC Steering Committee Member-At-Large.

As a part of our efforts for the professional development of the graduate student community, AAAL GSC organizes webinars on various topics on a regular basis. We hosted our first webinar on September 29, 2019, "Diverse Pathways in Applied Linguistics: Preparing for the Job Market". Four scholars from the field of applied linguistics joined the webinar as panelists: Dr. Daniel Ginsberg (American University), Dr. Laura Hamman-Ortiz (University of Colorado-Boulder), Ms. Katlyn Thomas (Elite Educational Institute of Indonesia Landscape), and Dr. Bedrettin Yazan (University of Alabama). These panelists shared their experiences crafting job-related documents and provided tips for preparing documents, as well as preparing for interviews. Andrea Lypka (University of South Florida) was the moderator of the webinar. We organized our second webinar, "Stories of Surviving and Thriving in Academia with a Family" on December 8, 2019. Five scholars in the applied linguistics field contributed to the webinar as panelists: Dr. Brody Blumel (Delaware State University), Dr. James Garner (University of Florida), Dr. Leslie C. Moore (Ohio State University), Dr. Brooke Ricker Schreiber (Baruch College), and Ms. Mariana Romero-Gonzalez (Kent State University). The webinar was moderated by Svetlana Koltovskaia (Oklahoma State University). We had our third webinar on February 7, 2020 as a part of our "Meet a AAL Scholar" series in which Dr. Okim Kang (Northern Arizona University) presented on "Accent and Variability of L2 Speech". The webinar was moderated by Mohammadreza Dalman (Northern Arizona University). Those who were not able to attend the live webinars can view the PowerPoint slides and presentations on our website (<https://www.aaal-gsc.org/webinars>). We are planning one more webinar before the 2020 AAAL conference and hope to see you in attendance!

We also continued publishing blog posts on various topics around the year. This year we published posts such as "Co-Authorship in the Academy" by Jackie Ridley (Ohio State University); "Queering our Professional Spaces" by Joshua M. Paiz (George Washington University); "Integrating the New Mother Identity in Academia as International Graduate Students" by Kuo Zhang (University of Georgia); Language, Literacy, and Disability: Lessons from Rett Syndrome" by Dr. Usree Bhattacharya (University of Georgia); and "On the Importance of Attaining a Healthy Balance Between Work and Personal Life in Academia" by Dr. Tove Larsson (Northern Arizona University, USA, UCLouvain, Belgium, and Uppsala University, Sweden), among others. We will continue publishing blog posts related to the 2020 AAAL conference in Denver to make your travel and conference planning easy and meaningful. All the blog posts can be read at <https://www.aaal-gsc.org/blog>.

Our YouTube channel (www.youtube.com/channel/UCOvyZCPJd5HH0YQF096eCSg) features short interviews with faculty and graduate students on various topics related to the field of applied linguistics. This year we uploaded monthly videos on topics such as “Sobremesa and Community Initiatives” by Dr. Peter De Costa (Michigan State University), “Sobremesa Initiative and the Scholars of Color in Language Studies Facebook Group” by Jason Dylan Mizell (University of Georgia), “AAAL GSC Initiatives” by James Coda (University of Georgia), “AAAL GSC Diversity Sub-committee Initiatives” by María Ruiz-Martinez (University of Colorado-Boulder), “Fulbright Hays Group Abroad Project” by Dr. Wenhao Diao (University of Arizona), “Preparing Job Application Documents: Letters of Recommendation” by Dr. Paul Kei Matsuda (Arizona State University), “Book Editing Process” by Dr. Uju Anya (Pennsylvania State University), “Spanish as a Second Language” by Dr. Joseph Collentine (Northern Arizona University), and “Netnography” by Dr. Derya Kulavuz-Onal (Salisbury University). Besides these shorter videos, we have also uploaded the video recordings of the webinars on our YouTube channel.

We share events, activities, and resources through our social media outlets such as Facebook (<https://www.facebook.com/AAALGrads/>), Instagram (www.instagram.com/aaalgrads/), Twitter (<https://twitter.com/AAALGrads>), and LinkedIn (<https://www.linkedin.com/in/aaal-graduate-student-0573b818b/>) to support fellow graduate students. The Social Media Sub-committee will continue to reach out to the AAAL graduate student community and beyond to accomplish the mission of the association.

2020 AAAL GRADUATE STUDENT EVENTS

Graduate Student Meet & Greet

Friday, March 27, 2020

8:00pm - 10:00 pm

Sheraton Denver Downtown - Tower Court D

Come one, come all grads to our ‘meet and greet’ event to kick off the AAAL conference. This is a great opportunity to network!

Balancing the Holistic Experience of Being a Graduate Student

Saturday, March 28, 2020

12:00 pm - 1:00 pm

Sheraton Denver Downtown - Silver

Many graduate students struggle with balancing graduate school, work, family and social obligations / engagements and multiple personal, social, and academic identities. Through this roundtable event, graduate students identify a series of intentional actions to proactively promote and maintain health and engagement with hobbies and personal interests. Register at <https://www.aaal.org/events/2020-aaal-conference>.

Sobremesa

Saturday, March 28, 2020

6:30pm - 8:30pm

Hacienda Colorado

Sobremesa is a term in Spanish and Portuguese that can be used to represent the time spent socializing or nourishing the soul with friends and loved ones after a meal. All are invited!

Developing Strategies for Publishing and Interviewing Along the Way to the Job Market

Monday, March 30, 2020

7:35 pm - 10:00 pm

Sheraton Denver Downtown - Windows

Publishing and interviewing are two skills many graduate students often express some discomfort or anxiety about when they are mentioned. In this two-part workshop, graduate students will be provided with tips for both publishing in various venues and interviewing on the academic and non-academic job market. Register at <https://www.aaal.org/events/2020-aaal-conference>.

UPDATES FROM THE DIVERSITY SUB-COMMITTEE

BY THE DIVERSITY SUB-COMMITTEE

Since its establishment, the GSC Diversity Sub-committee has grown fast and integrated efficiently into the various tasks and missions of the GSC. This year, the GSC steering committee secretary and the committee members have developed and conducted a diversity climate assessment with the AAAL graduate students to assess inclusivity and accessibility within AAAL to inform GSC operations. With help from Jason Mizell, we also assisted in the high school outreach event and the sobremesa event. We have featured Jason in a recent GSC Youtube video in which he talked more extensively about the Sobremesa event and the high school outreach initiative.

AAAL Graduate Students Climate Survey

In an attempt to gain a deeper understanding of the needs of graduate students in AAAL from multiple and varied backgrounds, the GSC Diversity Sub-committee of AAAL developed a climate survey to distribute to AAAL graduate students through social media platforms and email lists. The survey invited the AAAL graduate students to evaluate:

- the success of AAAL GSC in valuing diversity and supporting members from different backgrounds,
- the success of AAAL GSC in fostering opportunities for communication and networking between diverse members, and
- student members' experiences with AAAL graduate student events

The climate survey was shared successfully with graduate members on January 27. The Diversity Sub-committee, therefore, aims to have a preliminary report of survey results by the AAAL 2020 conference in Denver and inform the GSC in terms of survey modifications and suggestions for future work with the graduate student population. The link to the survey is still accessible through our Instagram and Facebook. We look forward to hearing your input!

High School Outreach in Denver

In addition, the Diversity Sub-committee is working on assisting this year's high school outreach program. This event aims to establish and foster a community of practice in which students, teachers, and academics alike are taking part in holistic curriculum development that is theory-based and practice-informed. During the session, local high school teachers, students, and community members will have the opportunity to engage in intimate conversations surrounding a plethora of second language acquisition (SLA) theories, methodologies, and methods. This event will be held on March 30 during lunch hours.

The Diversity Sub-committee will continue to strive for inclusivity and diversity within and beyond the AAAL graduate student community. We look forward to working with graduate students with a similar commitment to our mission. You can find our information here and contact us about initiatives and collaborations!

<https://www.aaal-gsc.org/diversity-sub-committee>



Diversity Sub-committee
February, 2020

INTERVIEW WITH THE 2020 AAAL DISSERTATION AWARD RECIPIENT

BY NICOLE KING, GSC MEMBER-AT-LARGE

Dr. Ron Darvin is an Assistant Professor of Applied Linguistics at the English Department of The Chinese University of Hong Kong (CUHK). He received his PhD from the University of British Columbia, where he was a Vanier Scholar and where he received an Emerging Scholar Award from the Language and Social Processes SIG of the American Educational Research Association (AERA). His dissertation was entitled "Digital identities, educational inequities: Investigating social class and new literacies of migrant Filipino youth in the knowledge economy." His research interests include online language practices, social class, globalization, digital literacies, and investment. I had the opportunity to communicate with Dr. Darvin, the winner of the 2020 AAAL Dissertation Award, to discuss his research and his experiences as a graduate student in applied linguistics.

Nicole: For the applied linguistics graduate students unfamiliar with your work, could you briefly introduce yourself?

Ron: I'm an applied linguist who's particularly interested in issues of identity and the intersection of language, technology, and power. As digital technologies continue to mediate different aspects of our everyday life, they shape not only the way we use language, but also the way we think of ourselves, relate with one another, and make sense of the world. At the same time, how we're able to access and use these technologies is unequal, and my research focuses on how the inequalities of our digital repertoires and socialization shape the way we invest in specific language and literacy practices.

In 2015, Bonny Norton and I published a piece in ARAL that theorizes how investment in these practices is at the intersection of identity, capital, and ideology. As we navigate online and offline spaces, our linguistic and semiotic resources can be valued unequally, and we can be positioned

in different ways. Drawing on this model of investment, I argue that we should examine not only the relations of power between interlocutors online, but also the ideologies embedded in the design of digital platforms, their sociotechnical structures and algorithms. We need to theorize further how power operates in online spaces and shapes unequal modes of participation and opportunities for language acquisition.

Nicole: What led you to the field of applied linguistics, generally, and how did you decide on your specific field of study?

Ron: Growing up in Manila where there is a great class divide between those who speak English fluently and those who don't, I became intensely aware of the relationship between language and power, and how it intersects with issues of history, colonialism, and political economy. I did an MA in cultural studies where I examined how social class was represented in literature and film and as a university lecturer, I conducted workshops on critical literacy for teachers from different parts of the Philippines. I also spent some time doing communications for Intel, and this spurred a great interest in technology. When I migrated to Canada, I volunteered as a mentor for Filipino high school students who had just moved to Vancouver and I designed after-school programs to support their language needs. All these lived experiences led me to my interest in doing research on identity and investment, as they intersect with issues of language, technology, migration, and social class

I became intensely aware of the relationship between language and power, and how it intersects with issues of history, colonialism, and political economy.

Nicole: Could you speak to how you determined the focus of your dissertation and to the process of your research design?

Ron: Working closely with recently immigrated Filipino youth in Vancouver, I got to observe more closely how differences in their migration narratives and class positions shaped their dispositions and language and literacy practices. At that time British Columbia was just rolling out a new curriculum that pushed for more personalized, self-directed and “ICT-enabled” learning, and I wanted to understand how these changes could impact the social and educational trajectories of students who might not have access to the material, social, cultural and linguistic resources needed for more autonomous learning.

In pursuing this research interest, I looked to Bonny Norton’s theoretical toolkit of identity, investment, and imagined communities to understand how in the digital age, new forms of inequality and social exclusion emerge. As learners move across online spaces, our interactions are structured simultaneously by the physical and the digital world, by human and non-human interactants, and we are positioned in different ways. Investigating this dynamic required a methodology that enabled me to observe the material conditions of these interactions, and to interview participants about how they perceived their own communicative practices.

Nicole: What did you find from your dissertation research and how does it inform the field of applied linguistics more generally?

Ron: By examining the connections between learners, tools, and contexts of use, this dissertation challenges the notion of the “digital native” and draws attention to how differences in digital repertoires and socialization shape investment in diverse online communicative practices.

At a certain point though, I just had to tell myself to start filling up the blank screen in front of me with my own words, and to recognize that writing a dissertation is an iterative process.

As learners move across these new spaces of language acquisition, power operates not only through human actors, but also through the non-human interactants of physical environments, devices, sociotechnical structures and algorithms. Within these spaces, ideologies collude and compete, shaping new modes of inclusion and exclusion. By theorizing how power operates in the online social world, this dissertation seeks to contribute to applied linguistics research that seeks to examine how new forms of inequality emerge in digitally mediated communication.

Nicole: What did you find challenging about graduate school and the dissertation process? What advice would you give to current applied linguistics graduate students?

Ron: When I was new in graduate school, I would get so excited reading about all these ideas and constructs, that it was easy to fall down a kind of theoretical rabbit hole. There was always a new journal article to download and so many layers of meaning that had to be unpacked because we’re in applied linguistics and in love with words. At a certain point though, I just had to tell myself to start filling up the blank screen in front of me with my own words, and to recognize that writing a dissertation is an iterative process. It will continue to evolve, so we just have to start pounding on that keyboard and see where it leads us. Research is both an intellectual and personal pursuit, and while it’s easy to get lost in all these theories and constructs, anchoring ourselves to the why that we began with is what will allow us to plow through.

Nicole: How did you decide to apply for the AAAL Dissertation Award? What was the process like?

Ron: My supervisor, Bonny Norton, recommended that I apply for it and wrote me a nomination letter. Apart from getting a letter of support from another faculty member, I also had to write a 20-page summary of my dissertation. I've had the greatest luck to have had such an inspiring and supportive supervisor who had great faith in me, and for this I'm truly grateful.

Nicole: Could you speak to your experiences researching and teaching internationally?

Ron: Having had the opportunity to teach and do research in Manila, Vancouver, and Hong Kong always reminds me why I love being an academic. Not only are we connected with a global community of scholars, we get to go to be part of different worlds and to take a closer look at how we use language in diverse ways.

Nicole: How was your job search process? How did you balance considerations of fit, location, and job type? What advice would you give to graduate students currently on the job market?

Ron: When I did my job talk for The Chinese University of Hong Kong, I flew in from Vancouver on a Monday, did my job talk and interview the next day and flew out in the evening. The job search process could be exhausting, but it was also just wonderful to meet faculty and graduate students from different universities, and to get to know them. In preparing my presentations, I would always connect my work to relevant local issues and to the work of some scholars in the department I was applying for, and this helped me gain a better understanding and appreciation of these different places. In choosing the best fit, there's always a lot of things to consider, and that's why it's always important to treat the job talk as not only a way to showcase what you have to offer, but also to get a feel of whether this place is right for you.

I think when you're an academic it's easy to fall into the trap of feeling guilty about taking a break, but in the end, it actually is productive to clear your head for a day or two and just binge watch *The Crown* or go for a walk to remember that there's more to life than Bourdieu.

Nicole: How did / do you balance your personal and professional commitments and time?

Ron: While being an academic is not anything like a 9 to 5 office job, I try to stick to a schedule. I wake up pretty early Monday to Friday and work the whole day so that I can still leave my weekends free to meet up with friends for brunch or go hiking somewhere. I think when you're an academic it's easy to fall into the trap of feeling guilty about taking a break, but in the end, it actually is productive to clear your head for a day or two and just binge watch *The Crown* or go for a walk to remember that there's more to life than Bourdieu.

Nicole: Thank you for your time and thoughts. Are there any last points of consideration you would like to share with the AAAL Grad community?

Ron: If you think being a grad student is busy, just wait till you become a faculty member—so go have fun, make meaningful connections with people and enjoy the ride!

Dr. Ron Darwin,
Assistant
Professor at The
Chinese University
of Hong Kong
(CUHK)



BRIDGING THE GAP: FUTURE SOLUTIONS FOR PAST AND PRESENT WRITING PERFORMANCE OF “GENERATION 1.5 STUDENTS”

By **Nasiba Norova**
University of Massachusetts - Boston

Classrooms in the United States today are being filled with superdiverse students coming from different educational and linguistic backgrounds. This diversity among student populations is also characterized by their resident status, generational status, nationality, ethnicity, religion, and stratified classes which serve as a tool to distinguish certain student groups from others, thus creating “othering”. The Generation 1.5 students (Gen 1.5) are among those superdiverse students who are distinguished by generational status in society.

Depending on the age of entrance in the US, the students are classified into three categories: adult newcomers (Gen 1.25); adolescent newcomers (Gen 1.5); and child newcomers (Gen 1.75). The term Gen 1.5 was first coined by the two sociologists Rumbaut and Ima (1988) to refer to the students who move to the U.S from Asian countries during their childhood days because of different reasons such as their parents’ study, job, migration, and so forth. However, nowadays the Gen 1.5 population encompasses all foreign-born residents despite their country of origin. Technically, they are referred to as Gen 1.5 students because they fall between two generations; they neither belong to the first-generation adult immigrants nor belong to the generation of newly-born children in the US.

This article focuses only on the population of Gen 1.5 in the U.S higher education context, because these students are generally viewed as having specific characteristics of the second language (L2) and different from native English (L1) speakers and international (ESL) students who arrive in the US universities/colleges for continuing their higher education.

The paper intends to address the knowledge and skills current writing practitioners need to be aware of to accommodate the needs of Gen 1.5 students by reviewing past and present literature on Gen 1.5 students’ writing performance. Thus, the paper suggests some strategies writing practitioners can use to support the students’ linguistic and rhetorical needs.

The article is divided into three parts. The “Past” section reviews some articles featuring the writing performance of Gen 1.5 students published before 2010. The “Present” section reviews some literature on the articles published from 2010 to now. And finally, the “Future” section provides recommendations based on the past and present literature to provide equal opportunities to all students despite their generational status.

Past: Deficient orientation

Writing is one of the crucial indicators of success in the academic life of students, and a required skill ESL practitioners develop in Gen 1.5 students’ performance. One way to approach and identify this group’s writing ability, often termed as L2 writing, is seen in contrastive studies, where Gen 1.5 student writing performance is compared or contrasted with their L1 and ESL counterparts’ performances. Past scholarly queries on writing performances scrutinized grammatical error analysis, textual features, lexical choice rhetoric, and mechanics to name but a few.

Based on a review of empirical literature, some studies indicate slight resemblance (Doolan, 2010) or absolute absence of approximation to each other, or difficulty

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in meeting the writing content expectations in comparison to ESL students (Di Gennaro, 2009) performance. Comparing and contrasting the writing performance of the Gen 1.5 group to other students leads to a deficient perspective, because these students' writing development is not studied per se but viewed as having a deficient orientation.

Present: Revisiting Gen 1.5

One of the aspects linking the past and present scholarship together is a critical view on the use of the term Gen 1.5. The term represents demographic, linguistic, and academic partiality (Benesch, 2008), a pessimistic view on their success in the US context (Harklau et al., 1999), claims of attempting to gain American identity (Palmer, 2007), and racial bias (Faez, 2012). In response to criticisms, less discriminatory and less labeling titles are being initiated, such as, "long-term resident L2 learners" (Di Gennaro, 2016), "bilingual writer" and "resident L2 writer," (Doolan, 2016) or "resident ESL students" (Matsuda & Matsuda, 2009).

Present studies focusing on error analysis in writing production of three groups, Gen 1.5, L1 domestic students, and L2 international students, also revealed controversial findings. While some studies suggest that Gen 1.5 students are more likely to resemble their L1 counterparts in writing performance (Doolan, 2014, 2017), others suggest that Gen 1.5 error patterns lean more toward L2 writing (de Kleine & Lawton, 2018). A third faction indicated that Gen 1.5 students differed from both groups of writers (Doolan & Miller, 2012).

Having been informed of these research findings, this paper looks at past and present studies and lays bricks of futuristic optimism by suggesting the following strategies.

Future: Towards practical strategies

The future starts with a perpetuation of a neutral name: resident L2 students. Also, writing centers and special courses for resident L2 students with pending inclusion into mainstream classes can harness the following strategies to support their learners.

Writing Centers

Writing centers are great assets to resident L2 learners and may benefit these learners by exploring the use of the following strategies:

- work on making the writing process more effective by developing brainstorming, drafting, and proofreading stages of the writing process;
- work individually with resident L2 students to profile and keep track of their progress;
- focus only minimally on grammar instruction when it pertains to student errors;
- acknowledge and include the culture and native identity of the resident L2 student.

Resident L2 writing course

Though it can be a financial burden on the university budget, a special section of composition course for resident L2 students is critical for their further integration into mainstream classes. Such classes may benefit from having the following agenda:

- design the curriculum for students to fill the gaps in their comprehension and writing skills with deeper academic lexical support to facilitate their language acquisition;
- have curriculum embracing writing across disciplines which prepares the students to write in different genres and for a different audience;

- serve as a runway for students who will eventually take the mainstream First-Year Composition course.

Diverse Mainstream Classrooms

Having received instructions in the resident L2 writing courses, the students can merge with mainstream students to take First-Year Composition courses. To decrease some anxiety among resident L2 students, course instructors could:

- be prepared pedagogically to serve this group of students along with mainstream domestic students;
- design collaborative group-work engaging two groups of students to work together;
- encourage apprenticeship, mentor-mentee relationship between the students with gradual changing roles;
- design curriculum integrating culture, agency, and identity of each and every student;
- use inclusive language to avoid “othering” so as to motivate resident L2 students to learn;
- avoid promoting intuitive language, but rather focus on metalinguage and metacognition.

The past deficient orientation and present revisiting of the subject generate future solutions to bridge a potential gap that exists between resident L2 learners and their peers. Bridging this gap is critical to tackle the issue and to stop making them take non-credit bearing or remedial ESL classes. As resident students, they also have a right to finish their university degree at the same time as domestic students and pay as much as them. Taking extra credits means more time than other peers, having more workload and psychological stress, and importantly, paying more for tuition and ending up with higher loans. These consequences arise when Gen 1.5 students are placed in ESL classes and treated as “others” at home.

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HOW CAN L2 PRAGMATICS CONTRIBUTE TO A DIVERSE SOCIETY?

By Benio Suzuki
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Pragmatics is the study of the appropriate language choice in a certain context. Early years of second language (L2) pragmatics research have offered a general understanding of the acquisition of speech acts or conversational implicature based on the native-speaker model. Many L2 pragmatics studies have examined L2 learners' performance using Discourse Completion Tasks (DCT), role-plays, and pragmatics listening comprehension tests (see Kasper & Rose, 2002; Taguchi & Roever, 2017 for comprehensive reviews). However, researching the L2 speaker's performance based on the native-speaker norm may be insufficient to a better understanding of L2 speakers' pragmatic competence. Besides, L2 pragmatics research using the native-speaker norm can be problematic in a diverse society because many people interact with each other who do not share the same first language. What I believe is important what an L2 speaker thinks when speaking the L2. If both researchers and language teachers push learners to resort to only native-speaker pragmatics norms, it would ignore L2 speakers' subjectivity, which I believe is important for a diverse and harmonious society.

The role of subjectivity in L2 pragmatics

Subjectivity is defined as "the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world" (Weedon, 1987, p.32). The role of subjectivity in L2 pragmatics research has been investigated by several researchers (e.g., Ishihara, 2019; Ishihara & Tarone, 2009; Siegal, 1996). The concept of subjectivity and pragmatics are intertwined. Here is my story when I encountered some difficulty in expressing speech acts in English.

As an additive Japanese-English bilingual residing in Japan, I often face some difficulty in choosing words to express my gratitude. At Sophia University, Tokyo, it is not uncommon to observe Japanese-English bilinguals speak both languages interchangeably. In many instances, people in the TESOL program speak English for daily conversations. One day, I visited my supervisor to report my research progress. I prepared my report, printed it out, and took it with me. I intended to just report my research progress. However, my supervisor started to review it and gave me some feedback on my report. The professor finished reading the 10-page report very quickly. I thought she was tired because she teaches four undergraduate courses, two graduate courses, and supervises some undergraduate, M.A., and Ph.D. students. I felt I made her work extra for this revision even though I did not ask her. I was not able to express my thankfulness enough to her in English. I just said, "oh, I made you do this. Thank you very much" in English. After that, I reflected on showing gratitude in English. Here is my reflection about the words to show gratitude:

To express my gratitude from the bottom of my heart, I feel I cannot express my thankfulness skillfully...

I feel the English words to show gratitude sound superficial. In Japanese, I'd say "hontoni arigatou gozaimasu [Thank you very much]"

Then I'd feel the word in English carries weight.

In this reflection, my conscious thought about L2 pragmatics is portrayed and shows my conflict with L2 pragmatics choice. I even stated the above L2 speech act is seen as superficial and it does not carry weight. My desired identity is as a Japanese graduate student, who believes that his desired gratitude is not reflected in the L2 speech act of thanking. Some L2 pragmatics studies examine the relation between L2 speakers' subjectivity and their pragmatics choice (Siegal, 1996; Ishihara & Tarone, 2009).

The honorifics in Japanese indexes the social relationship between the speaker and the recipient. In Siegal (1996), one of her white Western participants, Mary, rejected a Japanese epistemic marker *deshoo*, which is possibly inappropriate depending on the interlocutor, to show her desire to be equal in gender and social status. Similarly, in Ishihara and Tarone (2009), some of their participants resisted using the honorifics to show their desired social identity. One of their participants, Mark, showed a clear resistance to the use of L2 Japanese norms. He believed that it was appropriate that taking care of higher-ups at the workplace as "a family member or a girlfriend" would work better in American culture.

A diverse city, Tokyo and L2 pragmatics

Japan has seen a rapid rise in the number of foreign migrants after the government has relaxed regulations and opened the door to incoming low-skilled foreign labor (Menju, 2019). Before 2015, I did not see that many foreign workers at the local convenient store. However, it is not uncommon for foreign migrants to work as cashiers at convenience stores, or as servers or cooks at restaurants these days.

One day, I took a friend of mine to a sushi restaurant. It was very crowded. When we arrived, a server came and said to me, "*soto de mattete* [wait outside]" in her foreign-accented Japanese. As a customer, I was shocked to be treated like that. When I encountered this foreign worker, I suddenly came to wonder: How do other Japanese people feel about this? Did this server not

ever receive harsh complaints from Japanese people? Generally speaking, in Japan, staff members need to treat customers like a king. It would probably be more acceptable if the server said, "*sho sho omachi kudasai mase* [would you please wait a little bit]" which sounds more polite. Another experience made me consider a different perspective.

The first experience at the sushi restaurant indicates the importance of raising local people's intercultural awareness.

In Tokyo, I was waiting in line for Turkish ice cream at a food stall. The server appeared to be Turkish speaking Japanese fluently. When I ordered the ice cream, the server just confused me with his joke. This server said "*hyakko?* [100 ice cream?]." I failed to understand his intention to be funny at this moment. For me, it is not so common to see servers telling jokes to people. Again, I came to think about other Japanese people's reaction to his service to me.

These two service encounters made me think about how L2 pragmatics research can contribute to a diverse society. The first experience at the sushi restaurant indicates the importance of raising local people's intercultural awareness. By raising intercultural pragmatic awareness, I hope any members of the Japanese diverse society can be lenient to deviated language use in Japanese. This awareness will be needed, especially for better communication in Japanese. The second example made me think about the importance of the speaker's desired identity as a friendly foreigner. Perhaps, if I were able to engage in the interaction with this Turkish man, I would be able to understand his funny intention. These intercultural experiences tell us the importance of intercultural communication for both members of the society.

A critical look at real-life language use would be beneficial for both researchers

and linguistic laypeople to interact with incoming foreign residents. Besides, learning about native-speaker norms when teaching children from migrants' families in Japan (Miyazaki, et al., 2013) would be helpful for the children to socialize themselves into a new community in Japan.

Implications and Recommendations for Future Study

In this essay, I mainly focused on a critical approach to L2 pragmatics research. By looking at L2 pragmatics from a critical perspective, L2 pragmatics research will be benefited for a better understanding of it (Ishihara, 2019). I believe critical pragmatic research (Ishihara, 2019) will shed light on the hidden side of L2 speakers' pragmatics choice. In the future, teaching and researching pragmatics from an intercultural perspective would facilitate the local members of communities to interact and maintain harmonious relationships with newcomers in the community. As McConachy (2019) suggests, both teaching and researching L2 pragmatics should be incorporated with multilayered processes to tackle "norms, assumption, ideology, and values as discursively articulated by speakers" (p.174) employing interpretation or reflection on specific pragmatics features. As for my practice, I would try to reflect pragmatics phenomena in real life from multiple perspectives: the recipient's and the speaker's, to maintain a good relationship. Future L2 pragmatics research would be benefited from such critical and multiple perspectives.

Teaching and researching pragmatics from an intercultural perspective would facilitate the local members of communities to interact and maintain harmonious relationships with newcomers in the community.

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RESOURCE REVIEW

Book Review

Reinhardt, J. (2019). *Gameful Second and Foreign Language Teaching and Learning: Theory, Research, and Practice*. Cham, Switzerland: Palgrave Macmillan.

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The interest in using games as learning activities for second or world language (L2) learning has long existed. Despite the growing interest in game-based language learning and the fast-growing gaming industry, there have not been many resources that can provide a solid introduction to the field. Jonathan Reinhardt's book comes out in a timely manner, providing an ambitious, comprehensive treatment that brings theory and research of language learning together with pedagogical implications for the use of digital games in L2 teaching and learning (gameful L2TL).

Reinhardt describes the central aim of this book as striving to promote gameful L2TL and to encourage researchers, teachers, learners, and players alike to actively participate in the development of effective gameful L2TL practices. A key distinction is made among game-enhanced (using commercial games not originally intended for L2TL), game-based (educational games), and game-informed (gamification) practices. This framework allows educators to explore the use of highly interactive, social, and event-driven scenarios of online games, as well as games particularly designed for L2 learning.

The first four chapters attune readers to the concept of gaming as learning practices which situate in the global practices of informal L2 learning, and in the theories of play and game. Chapter two introduces the

"learnful L2 gaming" in the "digital wild," providing valuable insights into the relationship between digital gaming and L2 informal learning. Chapter three explores the definition of play in human development from a historical point of view and how play theories can help us rethink L2TL, especially with regards to learner motivation. Chapter four deconstructs game from perspectives of game studies and game design, which offers usable and adaptable theories and frameworks for the study and design of gameful L2TL.

The second half of the book focuses on the proposed gameful L2TL practices and gameful L2TL research. In Chapter five, Reinhardt turns to the question of how gameplay is related to language learning, focusing primarily on second language acquisition (SLA) theories. Emphasis is given to the ecological perspective as it recognizes the emergent, dynamic nature of learning through gameplay in relation to the contextual learning potentials, or affordances, in gaming ecologies.

Jonathan Reinhardt's book comes out in a timely manner, providing an ambitious, comprehensive treatment that brings theory and research of language learning together with pedagogical implication.

Chapter six involves the adoption of vehicular games and pedagogical mediation, often in the forms of wrap-around materials that draw learner-players' attention to the language use through, in, and around the game. Three possible evaluation criteria (i.e., affordances, CALL appropriateness, and play preferences) and two approaches (i.e., a literacies-informed approach and a bridging activity approach) are introduced to help practitioners evaluate and design materials. The number of frameworks and dimensions included here may challenge some readers, but the author provides a practical guideline with concrete examples that allow readers with varied backgrounds to read selectively.

Chapter seven and eight offers fresh ways to conceptualize gamified L2TL practices and L2 educational games. Drawing upon implications from research, the author argues that game-informed and game-based practices should be designed and carried out based on the understanding of how games are designed and played in terms of its affordances and mechanics. Chapter nine provides detailed guidance for those who wish to research gameful L2TL. Starting from evaluating existing research to designing and implementing a study, the author illustrates that the process of gameful L2TL can be non-linear and emergent, as with other L2TL research. Chapter ten pulls the book together as the author reviews the fundamental themes of the book and looks into the future of gameful L2TL. The combination of game and AR, mobile, and VR technologies, along with new gaming practices like streaming and eSports, offers new areas for exploration.

The greatest strength of the book lies in the strong integration and cross-fertilization among theories, practice, and research.

The greatest strength of the book lies in the strong integration and cross-fertilization among theories, practice, and research. Informed by the praxis framework (p.3), the author starts with the synthesis of concepts and theories from research on play, game design, and L2 learning, which leads to new

understandings for the practices of gameful L2TL. He also informs the practices in the fields from which the synthesis has borrowed, in particular, SLA and L2 pedagogy. Each chapter opens with a particular question, followed by an introduction that describes its history, two to three sections with discussion, a summary of the core elements, and future project suggestions. This organization is particularly conducive to readers' digestion. One of the common problems of reference works is that they require their readers to have considerable knowledge of the issue discussed. However, in view of a potentially diverse readership, I found the current book to be clearly and interactively designed. In terms of possible critiques, I note that the book is mainly text-driven, with tables and figures illustrating statistical data and theoretical constructs. Integrating images would potentially enhance the readers' comprehension of game mechanics and affordances.

As digital gaming becomes a formative experience for people born in the digital age, this book is particularly useful for applied linguistics graduate students who want to know about how they might learn, teach with, and research games for L2 TL. Especially, with the support of the "project ideas" offered at the end of each chapter, graduate students may become more self-reflective about the potential applications of digital gaming to facilitate language learning and conduct more relevant research of Gameful L2TL along with the development of computer technology.



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