

AAALGrads

THE AAAL GRADUATE STUDENT COUNCIL NEWSLETTER

DIVERSE PERSPECTIVES

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LETTER FROM THE CO-EDITORS

The Fall 2019 edition of AAALGrads is designed around the theme of “Diverse Perspectives.” We selected this theme after perusing the upcoming plenary sessions for the 2020 AAAL conference in Denver which encapsulate a variety of perspectives, from indigenous language revitalization, to the potential of decolonizing our work, to the language and literacy experiences Latinx children. This quick content analysis led us to considerations of the perspectives of AAAL graduate students and awareness that not all perspectives experience accessible representation.

To this end, the theme of “Diverse Perspectives” asks how we can critically consider the meaning of diverse perspectives, reflect on the space for our perspectives in the field of applied linguistics, and begin and sustain these contemplations in our research, teaching, and learning. The feature articles in this edition initiate these reflections and call on us to apply and examine these concepts in our daily lived experiences. The first article critically investigates systemic racism in language studies and the role of linguistic responsibility moving forward. The second article provides five practices in teaching and researching to nurture and sustain diversity of perspectives. The final article discusses the plenaries at the recent EAP in Ireland conference which called upon attendees to critically examine how diversity is viewed in research and teaching spaces internationally. Across the three papers, the authors note the role of language and of linguists to incorporate inclusive and accessible perspectives.

We have also maintained the Resource Review initiated by the previous co-editors, Jessica & Amanda. The resource included in this issue was also selected within the theme of “Diverse Perspectives.” It is a book review of the text *Transforming Higher Education Through Universal Design for Learning: An International Perspective* (2019), which presents teaching suggestions promoting inclusivity and accessibility for all students. While there were no contributions to the Creative Expressions section, we look forward to showcasing the creativity and diversity of thought and expression in the spring.

We hope that as AAAL continues moving forward in its efforts to promote diversity-related initiatives, research, and service AAALGrads will serve as a space inclusive to the diverse perspectives and lived experiences within applied linguistics. We strive to be a part of the critical conversation illuminating authentic efforts to promote diversity and questioning, as needed, to move this dialogue forward.

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

LETTER FROM THE CO-CHAIRS

James Coda (University of Georgia) and I (Nicole Deschene, New York University) are thrilled to be the co-chairs of the Graduate Student Council (GSC) Steering Committee for the 2019-2020 academic year. We also have the pleasure of working with Nicole King (member-at-large; Ohio State University). This is the fifth year of the GSC as an organizational body, and we look forward to continuing all of the successful initiatives developed since its inception. Moving forward, we are excited to provide graduate students with even more engagement and professional development opportunities.

Supporting and expanding diversity in the GSC is the most important initiative to us. Last year, we organized a webinar called, Navigating Academia as a Minority Scholar. This year, we proposed a new diversity sub-committee which includes members Ming-Tso Chien (University of Maine) and Meagan Driver (Georgetown University). This sub-committee will assist in ensuring that diversity is present and centered within future webinars, the website, social media, and any events put forth by the GSC Steering Committee. In conjunction with the new initiative for a diversity sub-committee, Nicole King proposed a new graduate student award, Graduate Student Award for Service in Relation to Diversity Efforts.

There will be four graduate student events at the 2020 AAAL conference. The GSC Steering Committee is currently recruiting members for the event planning sub-committee. The sub-committee will be hosting the graduate student meet-and-greet on Friday evening, a lunchtime roundtable event, Balancing the Holistic Experience of Being a Graduate Student, and an evening workshop event, Developing Strategies for Publishing and Interviewing Along the Way to the Job Market. The diversity sub-committee will be co-hosting the Sobremesa event at Hacienda Colorado on Saturday evening.

The social media sub-committee will be organizing thematic webinars, monthly blog posts, and monthly YouTube videos. They have also added LinkedIn to the list of social media platforms that they will be managing. The social media sub-committee members include Yi Wang (University of Arizona), Josiah Murphy (Kent State University), and Eunice Nam (Georgia State University).

Finally, James Coda has been exploring the potential of a student-run journal within AAAL GSC by reaching out to universities with successful student-run journals. A student-run journal could offer opportunities for graduate students to take on leadership roles before graduating.

If you have questions, suggestions, or feedback for the GSC Steering Committee, please contact us at aaalgrads@gmail.com. We value your input and take your concerns seriously. If you would like to stay updated, we encourage you to follow us on YouTube , Facebook , Twitter , and Instagram, and to visit our website, aaal-gsc.org .

Nicole and James

MEET THE GSC CO-CHAIRS FOR 2019-2020

James Coda Co-chair



James is a Ph.D. candidate in Teaching English to Speakers of Other Languages (TESOL) and World Language Education (WLE) in the Department of Language and Literacy Education (LLED) at the University of Georgia. His dissertation work seeks to understand the experiences of LGBTQ-identified language educators and the intersections of their identities in the classroom. As such, his research interests include gender and sexuality in language education, issues of sexual diversity in the language classroom, classroom identities, and queering language education. As a former middle and high school Spanish teacher as well as an adult ESOL instructor for a community program with Hispanic women in Greenville, North Carolina, James approaches identities in the classroom as central to the process of language teaching and learning. Currently, James serves as the co-chair for the GSC Steering Committee. 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. He can be reached at jec37307@uga.edu.

Nicole Deschene Co-chair



Nicole is a PhD student in Bilingual Education at New York University, Steinhardt School of Culture, Education, and Human Development, Department of Teaching and Learning. Her research interests include language maintenance, heritage language learners, and language policy. Nicole serves as the co-chair of the GSC Steering Committee. 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. She can be reached at nicole.deschene@nyu.edu.

How was the 2019 AAAL conference?

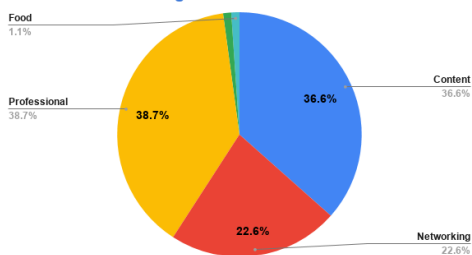
BY NICOLE KING, GSC MEMBER-AT-LARGE



Two of the priorities of the Graduate Student Council are to provide professional development opportunities for graduate students and to support the graduate student community through community-building opportunities. To this end, the GSC sponsored three events at the 2019 AAAL Conference in Atlanta. On Friday, March 8, the GSC hosted a Meet & Greet to provide graduate students with tips on conference attendance from networking to selecting presentations to attend and to welcome graduate students to the AAAL community. On Saturday, March 9, the Event Planning Subcommittee organized a panel discussion with early career scholars on Utilizing Your Networks for Publishing and Job Hunting. Then, on Monday, March 11, the Event Planning Subcommittee recruited eight early scholars with diverse careers, in both industry and academia, to discuss tailoring CVs and cover letters for specific job postings in the workshop Preparing a Winning Professional Portfolio. The GSC conducted surveys after the panel discussion and the workshop to learn what the attendees thought about the events.

Why did graduate students attend the workshop events?

Reasons for Attending the Events

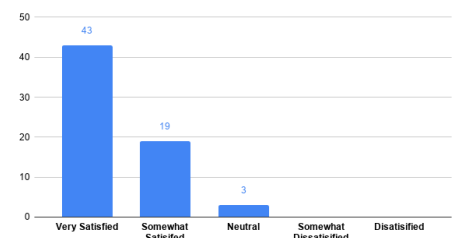


Graduate students attended these events primarily for the purposes of professional development (38.7%), the content presented (36.6%), and as networking opportunities (22.6%). They indicated on their survey forms that the greatest benefits to these events were the breakout sessions, the panelists' discussion of their experiences, the provision of specific questions to ask on interviews, specific advice on tailoring CVs to job postings, and more general advice on professionalization.

Were graduate students satisfied with conference events?

In general, the graduate students were either very satisfied with the events (43 out of 65 responses) or somewhat satisfied (19 out of 65 responses). Only 3 people indicated neutrality about the success of the events, and no one indicated that they were dissatisfied in any way.

Overall Satisfaction with Events

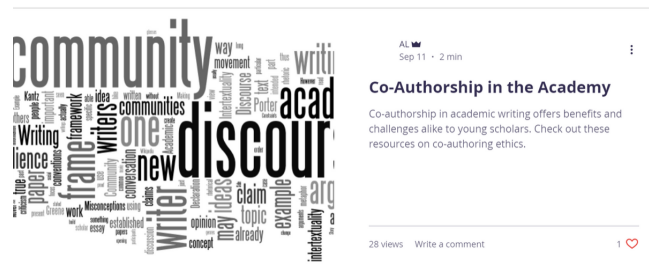
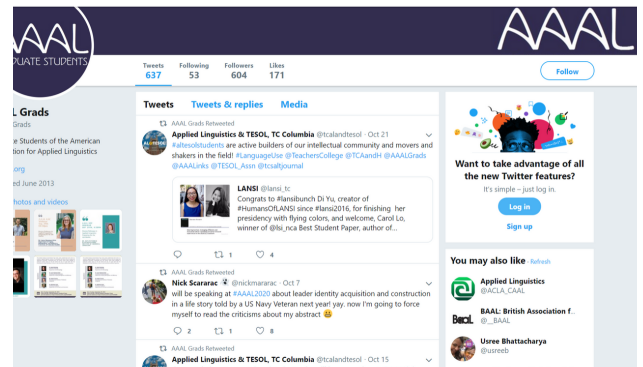


The results support the discussions the GSC Steering Committee engage in to develop quality and engaging workshops for the AAAL graduate student community. We will use this very informative feedback to guide the design of the events and the recruitment of the panelists or workshop leaders for the 2020 conference. Further, to support the initiatives of community building and promoting authentic efforts which support diversity and inclusivity, we have added a fourth GSC-sponsored event for Denver. We look forward to seeing you there!

RECENT NEWS AND HIGHLIGHTS

Social Media Update 2019-2020

The AAAL social media team this year is again striving to continue its mission of responding to the needs of our students as well as providing professional development support. In the Spring 2019 semester, the AAAL GSC social media team launched our first YouTube channel that features short interviews with faculty and graduate students. Since the initial launch of the channel, we have provided monthly videos on topics such as letters of recommendation, the Fulbright Heys Group Abroad Project, and Sobremesa, among others. Going forward, we will continue to expand our presence on the YouTube channel, and it is our hope that it will serve as an additional resource for our graduate students across the globe. In addition to our presence on YouTube, we have cultivated more of an online presence through our other social media outlets such as Instagram, Twitter, Facebook, and the newly created LinkedIn AAAL Grads page. Through the various aforementioned social media platforms, we hope to provide our graduate students with topics that are of interest and support the needs of our graduate students.



As part of the mission to provide opportunities for professional development, the AAAL GSC social media team recently offered the webinar, “Diverse Pathways in Applied Linguistics: Preparing for the Job Market”, on September 29, 2019. The panelists, Dr. Daniel Ginsberg (American University), Dr. Laura Hamman-Ortiz (University of Colorado Boulder), Katlyn Thomas (Elite Educational Institute of Indonesia), and Dr. Bedrettin Yazan (University of Alabama) offered tips related to interviewing, preparing job documents, and discussed various career paths for those who are preparing to enter the job market this academic year. The moderator the webinar was Andrea Lypka (University of South Florida). For graduate students who were unable to attend the webinar, please view the presentations and webinar on both our website (<https://www.aaal-gsc.org/diversepathways>) as well as our Youtube channel (<https://www.youtube.com/channel/UCOvyZCPJd5HH0YQF096eCSg>). Future webinars this academic year will center upon the following topics: family life as a graduate student, meet a AAAL scholar, and navigating the conference as a minority scholar. We hope to see everyone at the upcoming webinars! Please stay tuned to our social media outlets for updated details regarding the date and time of our future webinars.

Choosing The Right Name For Racial Discrimination in Language Studies

By JPB Gerald

City University of New York - Hunter College

Whether we are speaking of Applied Linguistics or my own subfield, English Language Teaching, Language Studies has a problem with what I will temporarily refer to as racial discrimination. I hope this point is not considered controversial, yet Ryuko Kubota has spent more than a decade analyzing this issue from several angles (Kubota & Lin, 2006; Kubota, 2019), and I doubt we would feel the need for an issue on diversity if this were not the case.

Nevertheless, the use of the term diversity obscures the deeper issues at play, and is often diluted into a call for diversity of thought that contributes to ongoing racial erasure, leaving us precisely where we began. This fuzzy diction may not be intentional, yet the resultant lack of clarity harms the minoritized and prevents us from, as this issue has called for, creating spaces for new perspectives in our practices. Accordingly, I want to encourage us to use our growing skills as scholars of language to explicitly address one of the biggest barriers in our field by thinking deeply about our terminology, and in so doing, I want to dispense with the mealy-mouthed phrase racial discrimination and select the best descriptor for these issues from among the following choices: *white supremacy*; *racism*; and *systemic racism*.

I want to encourage us to use our growing skills as scholars of language to explicitly address one of the biggest barriers in our field by thinking deeply about our terminology.

If you are reading this and bristling at the assertion that one or all of these terms are relevant to Language Studies, I will briefly remind readers that assessment of proficiency and appropriate output is largely based upon the assumptions of the white listener (Flores & Rosa, 2017). Although one might contend (and correctly so) that what we refer to as race is not a biological fact, this does not obscure its relevance and potential danger for those who have been categorized as racial "Others," be they students or educators. Although I am a person of color myself, I started my career on the wings of what I now see as white supremacy.

On the Wings of White Supremacy

accepting a job teaching English in South Korea by virtue of my status as a native speaker despite lacking more than the faintest of qualifications, as this status is what is sought by many employers (Ruecker & Ives, 2015). (I later learned that I was only hired due to my “elite” educational pedigree.) I chose to devote myself to the career, but there is no particular incentive to do so. Even here in North America, more experienced educators of color often feel slighted compared to their white counterparts (Ramjattan, 2019). It would not be inaccurate to refer to the racial discrimination in our field as white supremacy and leave it at that. Nevertheless, I believe it is worth considering other options, for a few reasons.

First, although I believe this all descends from white supremacy, there are certainly environments in which there are few white students or educators, yet racial discrimination persists (Talmy, 2010). This does not invalidate the term, yet it thus requires more of an explanation, and that, in my view, renders the argument less effective. Secondly, white supremacy conjures images of violent racial oppression, as well it should. Unfortunately, for white scholars and educators who have not devoted time to a deep understanding of the tenets of frameworks such as Critical Race Theory and Critical Whiteness Studies, this association may be too discomfiting to lead to productive discussion and adaptive change.

The issue at hand is the lack of careful consideration, and when we choose our terminology without precision, we remain locked into the perpetuation of systemic racism.

On Racism

This second point is the main reason why choosing racism as the comprehensive descriptor for racial discrimination in Language Studies is also potentially troublesome. This inherent discomfort with honest racial discussion is borne of what is now commonly called “white fragility,” or “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves” (DiAngelo, 2011, p. 54). Because of this phenomenon, even someone as transparently hateful as President 45 knows enough that he must disavow the label of racist and place it on others. In this country, we see racism as the result of individual bad actors, and even those of us who are aware of its ordinariness and primacy (Gillborn, 2015) are loath to feel implicated in its perpetuation. Racism, the story goes, is done by Bad People, which we are not, and so, again although it is accurate, to use racism would be to engender too much denial to be productive.

Systemic Racism

This is why I see systemic racism as the most effective term for centering and counteracting these issues. Anything that does not mention race by name is doomed to ignore it, as a lack of diversity could refer to just about anything. Yet using systemic as a modifier allows those who are uncomfortable to stand just far enough away from the issue so as not to feel threatened. Systemic racism remains as accurate as racism or white supremacy, and connotes both overwhelming size and susceptibility to change by individual actors.

With all of this said, though, is it not cowering in fear to the majoritized to choose a term based on avoiding their discomfort? I disagree for the reasons listed above, but I do not reject this stance if espoused by someone considering the topic thoughtfully.

Ultimately, we linguists are free to make different choices on this so long as we are thinking deeply about the decisions we make.

As students, scholars, and teachers of language, it is our responsibility to use our skills and experience to fix the fissures in our field by choosing our words with care and consideration. We owe it to our field, we owe it to our students, and we owe it to ourselves, because systemic racism is extremely dangerous, no matter what we choose to call it.

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JPB Gerald is a doctoral student at the City University of New York - Hunter College, pursuing an EdD in Instructional Leadership, which he thinks is an overly broad title but is unable to change the name of the program. His current day job is in employee professional development but his background, interests, and Master's degree are in TESOL. He lives in Queens with his wife, puppy, and near-future child, and he loves to run

Creating Spaces for Diversity of Perspective in Research and Teaching

By LaMarcus J. Hall, Indiana State University &
Dr. Aaron J. Griffen, DSST Public Schools

The nomenclature of diversity is quite often lost in the ideology that diversifying people and things is how we create a more inclusive and equitable outcomes in our society. That is far from the truth in Diversity Equity and Inclusion. Race matching in teaching, Gender matching in mentorship, and/or Social matching in programming are only surface level check boxes when developing programs and strategies for ensuring the success of graduate students during their programming and afterward. To create spaces for new perspectives in our research and teaching practices we must respond to and nurture diversity of perspectives among our approach to teaching and research:

- *Accepting the diversity of lived experiences in research*
- *Normalizing the unique approaches to teaching practice*
- *Diversifying development and training to match diverse cultural ways of knowing*
- *Eliminating barriers and structures that hinder success for non-traditional research and scholarship; and*
- *Celebrating culturally different contributions as knowledge capital.*

We extend previous discussions on how Diversity, Equity and Inclusion is defined in education and programming (Griffen, 2018) and how being intentionally diverse and inclusive in research methods and practice promotes the mitigation of race, class,

Accepting the Diversity of Lived Experiences in Research

ethnicity, abilities and gender in the findings, in the limitations, or in the recommendations for future study (Griffen, 2019). The answer to furthering research and methodology in research is in the diversity of the lived experience. Barriers to such a simple complexity are calls against all bias in research, where graduate students of color are often reminded and informed that they must leave out their personal experiences when writing and cannot conduct studies on other people of color because it is too personal and could lead to bias. However, isn't all research personal and a slant toward bias?

That is their positionality in the human story – which their research is now a part.

One can argue that research is supposed to be color blind, gender blind, unbiased, and/or culture blind; however, the researchers themselves are not color blind (though some claim to be), they are not gender blind, and or most definitely not culture blind. There is a reason why researchers choose a particular method and subject of study. They do not choose their study objectively. They go into the study biased, in hopes of finding a, yet, discovered or confirmed reality to which they can speak.

Therefore, the diversity of lived experiences in research is an acceptable practice and notion. Graduate students should be allowed to interject their personal stories in their writing and research. That is their positionality in the human story – which their research is now a part. To

force students to write without passion and emotion forces diverse individuals to conform to a master narrative where those deemed non-diverse are deemed correct and perfect while all diversity is deemed inferior and thus not worthy to be called research. *Passion does not bias research; the willful ignorance of lived experiences biases research.*

Normalizing the Unique Approaches to Teaching Practice

When teachers attempt to circumvent the “tried” and “true” methods of yester year, they are deemed ineffective and in some cases abnormal (defiant), particularly teachers of color. In teacher preparation in particular, there are minimal courses on the advancements of culturally responsive and relevant teaching, save for a few universities dedicated to the specific practice. Because of this lack of specific practice, the uniqueness that teachers of color and/or non-traditional teachers bring to the profession is often lost on claims of “inexperience”, “defiance”, “not well prepared”, “not a good fit”, and/or “incompetent”.

Non-traditional teachers can be described as those who did not go through a traditional teacher education program. They majored in something other than education and may bring a lived experience to the practice. To overcome, teacher preparation programs and school networks must normalize these unique approaches to practice as potentially giftedness in practice. These are the social justice approaches, the multicultural curriculum integration, the call and response, and the organized chaos that ensues with every learning activity in the classroom. These exemplars provide for divergence from the factory model of teaching, which produces thinkers instead of factory workers.

Diversifying Development and Training to Match Diverse Cultural Ways of Knowing

Leaders who are responsible for development and training must learn the diverse cultures of the staff they are leading and recognize the cultural knowledge they are bringing to the organization. The issue they face is that, quite often, the development and training they promote, like teaching methodology is grounded in what 20% of the world prefers – Individualistic (Hammond, 2014). When we treat our new staff as individuals vs. the collectivists many of them are, particularly, staff of color, we make them invisible before they ever teach a class. The invisibility begins from the first time a woman of color is told that her hair is not appropriate, or a man of color is told that he talks too loud or too much in staff meetings. Failure to promote diversity in the development and training thorough critical professional development (Ford,) results in messaging that their purpose is to be a “checked box”, a “token”, and “symbol” of progress, not a contributing member of the organization.

Eliminating Barriers and Structures that Hinder Success for Non-Traditional Research and Scholarship

There are cases where a student of color is told by a dissertation chair that they cannot conduct research on a particular subject because of their potential bias in the research. Yet, there is rarely a question of biased intent when research on people of color and other marginalize groups by those responsible for the marginalization and oppression. Because they used “objective” data, the capital “T” is the best way. This is logical and factual and is false. A controlled experiment without consideration of a mitigating factor will always produce the results a biased researcher wants to find. Then, it is decades later when the research community realizes the research was flawed – Mass Incarceration, War on Drugs, Eugenics, Salem Witch Trials, Tuskegee Experiment - to name a few. Therefore, the research community must reconsider what counts as quality research.

Quality research is diverse and non-traditional as they will push the barriers of normalcy. Research should not be designed to produce results, but to produce findings that inform us of our practices we need to change to better the conditions of our society.

Celebrating Culturally Different Contributions as Knowledge Capital

When a different type of student comes into a graduate program or a different kind of researcher (one who quotes hip hop passages in their writing to make a point) do not render them as inferior or not meeting the standard. Remember, the standards were put in place by folks who had no one to challenge the standard in the first place. Their cultural experience is their contribution to the knowledge concept. What they bring in their uniqueness is their gift. Rather than wallow in fear and the problem of their misunderstanding, graduate programs should see the culturally different contributions as knowledge capital. Recognize the alternative approaches that will be accessed and the diverse lens for which the organization and research community would benefit.

Implications and Recommendations for Future Study

Why must there be a capital "T" in research? Why must there be a question of bias when one conducts qualitative research as a person of color on people of color?

- No one dares do research on something they do not have some sort of personal stake, whether it be for a grant, to forward scholarship, or to graduate from a graduate program.
- All research is personal. Therefore, predominantly White journals should publish more scholars of color and dissertation committees should accept more dissertation proposals by students of color.

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Dr. Aaron J. Griffen is the Director of Diversity, Equity, and Inclusion for DSST Public Schools.

EAP IN IRELAND: PUSHING BOUNDARIES AND PROMOTING INCLUSIVITY, REPRESENTATION AND DIVERSITY IN IRELAND'S ENGLISH FOR ACADEMIC PURPOSES FIELD

By Jessica Garska, Trinity College Dublin

Marian Hurley, Dublin International Foundation College, Cork

Julie Butters, University College Cork &

Emma McCarthy, Griffith College Cork

EAP in Ireland is a young organization formed in 2017 over a cup of coffee at a conference in Cork, Ireland. Dedicated to a grassroots approach, EAP in Ireland's aim is to provide a space for English for Academic Purposes (EAP) professionals to share perspectives, experiences, best practices and research. We hope to create a community for those involved in any capacity with academic English within and, indeed, beyond Ireland..

Since the organisation's inception, we have hosted workshops, reading groups and seminars around Ireland. We have also held two conferences, each attracting over 100 delegates from around the world. Our second annual conference, held on October 5, 2019 at University College Cork had as its theme 'English in Academic Contexts: Drivers of Collaboration, Innovation and Creativity'. Our specific aim for this second conference was to discuss a diversity of topics, include a range of disciplines and give space to perspectives not typically considered at EAP conferences. One of our key aims for the event was to bring together scholars from within and outside our field, and to enrich the conference by the inclusion of a variety of worldviews and experiences. Although a diverse learner body and collaboration with colleagues from other disciplines characterises the work of the typical EAP practitioner, EAP conferences seldom leave space for the discussion of what we do from the points of view of those whose academic and professional lives are affected by our work.

By placing an accent on the diversity of stakeholder perspectives on EAP practice, we set out to challenge delegates to think again about how we envision, conceptualise, make visible and act upon this very diversity in our own practice.

This concern was reflected nowhere so strongly as in the plenary papers delivered at the conference, which gave us pause to consider both the immediate and long-term impacts of our work as EAP practitioners.

Language in Constructing Gender Identity

The first of these was delivered by Sara-Jane Cromwell of University College Cork, who spoke of her personal experience of gender dysphoria and highlighted the importance of language in constructing gender identity. The talk was artfully crafted and forcefully brought to light how we, as educators, can create inclusive environments in our classrooms using care and attention in our linguistic representation of colleagues and students. Referring to her own experiences of stratification and exclusion in education, and in terms of class and gender, Cromwell illustrated through the prism of her personal story how students in our classrooms may face identity issues and struggles.

Our world and our classrooms are diverse and will continue to diversify, especially here in Ireland where emigration has been the traditional norm, but is now outpaced by immigration, which reached significant levels only in the 1990s. This surge in immigration has brought unprecedented diversity to the country and its educational institutions and yet, as Cromwell reminds us, many identities remain invisible, and our concept of diversity must extend further to make them visible and to strive for a truly inclusive educational system. She challenged the audience to think about where the role of the lecturer ends and the support for struggling students begins. Cromwell argued that meaningful support for students facing identity struggles comes through representation in the classroom. She explored how misgendering, careless language use and (in)visibility of diversity in the classroom can impact our students.

She reminded us that our materials choices, from basics such as language and visuals, can promote inclusion and diversity, impacting our students' identity and expression.

The assembled educators were strongly reminded of our shared responsibility not only to consider our choices, but to enact inclusive practices.

Teaching Against Whiteness

Karl Kitching of University College Cork was our second plenary speaker. His talk focused on our multiple identities, whiteness, English-first policies and teaching against whiteness. Opening by asking the audience to call to mind the images they associate with the English language, Kitching asked if the community of educators believed our society treats our students equally.

Exploring everyday racism, Kitching problematised the concept of whiteness, re-situating it in its socio-economic context.

Turning his attention to the damage caused by English-only policies, he pointed to the problematic aspects of English language teaching which reinforce the idea that languages other than English are less valuable, and that, therefore, those who use them, too, are inferior. Kitching further tackled the question of language, and in fact bilingualism, as an index and driver of social and socio-economic privilege by pointing to the enactment and enforcement of social and socio-economic superiority through of Irish-medium education in Ireland. He then discussed how inclusivity, engagement and support of minority teachers, languages and varieties is vital. Echoing Cromwell's argument on inclusion through our teaching choices, Kitching argued that our choice of classroom materials and use or rejection of textbooks based on their inclusiveness or exclusiveness can allow the process of teach against whiteness to commence in earnest. Using the famed "Where are you from?" YouTube video in which an American woman of Korean heritage is questioned by a white American man about where she is really from, Karl underscored the microaggressions our students experience daily and demonstrated the importance of making these visible and of questioning them and problematising them.

On Neoliberalism

Alex Ding of University of Leeds, then, delivered our final plenary, speaking on neoliberalism in the contemporary university. Ding raised important questions around the increasingly blurred line between public and private institutions in a system which profits enormously from EAP and associated programmes. University discourse today is marked by discussion of capturing markets, and of what may happen when key international markets dwindle, signalling the contemporary conceptualisation of education as a business. Ding posited that neoliberalism works in universities in part due to the complacency of academics. He suggests that the prevalence of neoliberalism in the contemporary academy creates pervasive precarity, which has a particularly strong impact on EAP professionals, who may often

be left wondering why they continue to work in EAP.

The impact of neoliberalism in higher education will be reversed only by practical action with reflexivity, agency, identity, association, knowledge and scholarship as possible routes.

He then explored the crucial importance of freely sharing knowledge. As he aptly states, it is mean to withhold scholarship.

Additional Themes

Among the thematic threads emerging from the papers delivered at the conference were the role of technology in enhancing and developing EAP practice (Claire Hiscock, Marshall Stauffer and Jeanne O'Connell, Jo Fayram and Lina Adinolfi, Stergiani Kostopolou, Helen Hickey and David King), and collaborative practice in the EAP classroom and beyond (Alison Leslie, Jonathan Smart, Peter Levrai and Averil Bolster, Aoife Ní Mhurchú). Interesting contributions on Academic Literacies (Paul Breen), assessment (Bee Bond), and materials development (Deirdre McKenna), and pedagogical approaches and values (Cathryn Bennett, Brian Daughton, Mark Hennessy, Micky Ross). Scholarship of pre-sessional and international foundation programmes presented engaged with curriculum and assessment (Jessica Garska), student perceptions (Richard Silburn and Fiona Long) and lexical development (Andrew Drummond), and a timely contribution on the possibilities of audio feedback was offered by Adina Pirtea and Karl Nightingale. Other themes addressed included trauma-informed language learning (Melanie Johnson), the use of disciplinary literature (Jeni Driscoll), translanguaging (Carlos Rafael Oliveras) and the place of the learner in Ireland's internationalisation strategy (Conor O'Reilly). Jane Bell and Jane Richardson spoke about diversity in EAP teacher induction. Malgorzata Drewniak addressed a less commonly area of EAP practice in her talk on English for PhD writing.

Conference Resources

The organisers and the conference committee extend their sincere thanks to delegates, speakers, sponsors and volunteers for making this stimulating day of collegial interaction and professional development possible. Both abstracts and speakers' slides can be consulted at www.eapinireland.org/eapinirelandconference/



Jessica Garska



Marian Hurley



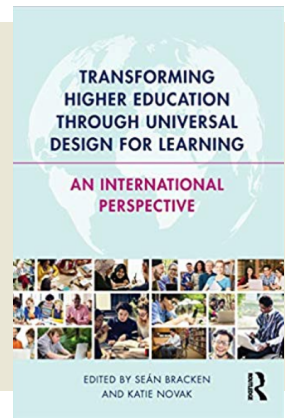
Emma McCarthy



Julie Butters

Jessica Garska is a PhD student at Trinity College Dublin studying pre-sessional EAP curriculum and assessment design. She is a co-chair of EAP in Ireland, a professional association for those who are involved with academic English within Ireland in any capacity, with her co-authors: **Marian Hurley** (Dublin International Foundation College, Cork), **Julie Butters** (University College Cork), and **Emma McCarthy** (Griffith College Cork).

RESOURCE REVIEW



Book Review

Bracken, S. & Novak, K. (Eds.). (2019). Transforming higher education through universal design for learning: An international perspective. Abingdon, Oxon: Routledge.

BY ZHENJIE WENG, THE OHIO STATE UNIVERSITY

The exponential growth of students from diverse and “non-traditional” backgrounds (e.g., students with various forms of disabilities, international students, students with different gender identities) in higher education all over the world challenges the one-size-fits-all and inflexible educational system which has mainly catered to privileged populations. However, this changing nature in higher education inevitably questions the traditional ways of teaching and learning supported by the system, which results in different levels of curriculum and instruction reformation in higher education in the 21st century. Therefore, a volume such as this one that demonstrates the design and implementation of the educational framework-Universal Design for Learning (UDL)-in a variety of linguistic, geographical, and socio-cultural contexts is greatly anticipated.

This volume, edited by Bracken and Novak and released in 2019, is a timely publication, corresponding to the global trend of creating inclusive learning environments and educational practices to strengthen individual students’ learning experiences. The publication on UDL which deeply values variability also reflects the increasing awareness of the hidden problems in current instructions and the concerted effort made to “accommodate and challenge all students, and foster the development of innovative technologies and critical next generation skills” (Bracken & Novak, 2019, p. 5).

In general, UDL is built upon three core principles, namely, (1) **providing multiple means of engagement**, (2) **providing multiple means of representation**, and (3) **providing multiple means of action and expression** (Bracken & Novak, 2019, p. 5). The first principle stresses varied ways of engaging and motivating students; the second principle underscores diverse teaching methods, information display, as well as the clarity of language use; the last principle highlights multiple strategies teachers should use to assess students’ learning outcomes. The three fundamental principles indicate the importance of accessibility and diversity in teaching practices to help all learners realize their full potentials. The first principle stresses varied ways of engaging and motivating students; the second principle underscores diverse teaching methods, information display, as well as the clarity of language use; the last principle highlights multiple strategies teachers should use to assess students’ learning outcomes.

The three fundamental principles indicate the importance of accessibility and diversity in teaching practices to help all learners realize their full potentials.

Furthermore, this book is well-organized, and its content is comprehensive and insightful. This volume consists of five sections and 19 chapters. Each section contains an overarching theme, and the chapters are written by leading scholars in the field. The authors share research or experience-based strategies in creating a system, conducive to transforming teaching and learning from the institutional level to the faculty, student, and curriculum and assessment levels. More specifically, section one on inclusive practice suggests open dialogues among stakeholders, including students, academic staff, and organizational leaders, to solve problems, like misconceptions about prior learning and unconscious agendas that have inhibited progress. Section two on partnership with key stakeholders demonstrates that while using UDL in curriculum design, students are given much agency, which requires instructors to explicitly explain the pedagogical goals of the course so that students can be maximally engaged in this transformational process and to form collaboration between students and instructors.

Section three on multiple identities and student engagement illustrates that to engage and optimize learning outcomes of students from multicultural backgrounds, faculty need to anticipate a diverse range of student learning requirements and avoid ambiguity of learning process. Particularly, Chapter 10 is on the adoption of UDL to promote multicultural education with international students. Fovet, the author of the chapter, recommends the transformation of pedagogy to take international students' linguistic, social, and cultural needs into consideration. Fovet provides the strategies he uses while working with international students around the three core principles of UDL and calls for literature examination on the use of UDL with international students. The last two sections pivot around inclusive learning through digital literacy and technologies. The use of facilitative technologies can accommodate to individual students' learning needs, reduce barriers in learning, and maximize learning opportunities.

Given the wide scope of overview on the dynamic ways of using UDL, this book will be beneficial to a wide range of audience. Policy makers can sharpen their "awareness about the types of learning environments and the modes of learning experiences that are likely to strengthen students' learning experiences" (Bracken & Novak, 2019, p. 3). Faculty and Graduate Teaching Associates in higher education can draw upon different strategies and guidance provided in the book to promote inclusive learning experiences in their classrooms. Particularly, with the fact that international students in some graduate level classes are the majority, to transform the traditional ways of teaching and learning and using UDL as a supporting role to the existing practices is an urgent need. For teacher educators, the cases and reflection tips in each chapter can be used as exemplars and guidance in teacher training.

Last but not least, this book delivers an essential message that to create an equal and inclusive environment in higher education entails the collaboration among different stakeholders and the courage to challenge the status quo.



Zhenjie Weng is a doctoral student at the Ohio State University in the Foreign, Second, and Multilingual Language Education program in the Department of Teaching and Learning. Her research interests include teaching and learning of second language writing, critical reading, teacher identity, teacher agency, and technology use in educating ESL/EFL students with disabilities.

Call for Proposals for the AAALGrads Newsletter Spring 2020 Edition

Theme: “Connecting: Past, Present, Future” in Applied Linguistics

We are in need of writers for the Spring 2020 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 connection across time and space to be published in late February or early March 2020.

As evidenced by the plenary presentations at the upcoming conference, 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. For this upcoming edition of AAALGrads, we ask, what connections between past, present, and future impact your research or teaching? How is the field of applied linguistics responding to connections across time and space?

By inviting graduate students to write about this topic, we hope to welcome critical dialogues on intersectionality over time and across spaces. To this aim, we extend our call to include featured articles, resource reviews (e.g., books and technological tools), and creative pieces (e.g., poetry, art, and video).

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

A **featured article** should be about 800-1500 words. It should address one or more of the following questions:

- What connections between past, present, and future impact your research or teaching?
- How is the field of applied linguistics responding to connections across time and space?
- What directions and conversations do you see for the future of applied linguistics?
- How have language revitalization efforts changed over time?
- What is the way forward for decolonizing research and teaching in applied linguistics?
- How does applied linguistics support connections in global and local language use?

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. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness.

The **Creative Corner** is an experimental section 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. Or

Guidelines for Proposals

The proposal should

- be approximately 300 words;
- provide your name; department and institution; degree and area of study;
- identify the section of interest (e.g., featured article, resource review, or creative corner);
- for featured articles only: be related to the topic of diversity;
- 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 Newsletter” on or before Tuesday, December 31, 2019, 11:59 PM EDT.

Tentative Timeline

Tuesday, December 31, 2019: Proposals are due.

Friday, January 10, 2020: Authors will be notified of acceptance.

Friday, January 31, 2020: First draft of manuscripts are due

Monday, February 10, 2020: Editors will provide feedback to authors on their first drafts.

Monday, February 17, 2020: Final drafts of manuscripts are due.



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AAALGrads Newsletter Co-editors



Nicole King is a Ph.D. candidate in Foreign, Second, and Multilingual Language Education in the Department of Teaching & Learning at The Ohio State University. Her dissertation work focuses on the lived experiences of second and third grade multilingual students at a public French immersion elementary school in the Midwest. She seeks to illuminate how elementary multilingual students language and translanguage their sense of self across two years of participant observation, in interactions with peers and teachers and across multiple modes of communication. Her research interests in multilingual patterns of interaction, multimodal literacy practices, and translanguaging stem from her experiences as a former elementary and middle school teacher. Nicole serves as the member-at-large for the GSC Steering Committee and the co-editor of the AAALGrads newsletter. Her responsibilities include coordinating grad student activities with the Steering Committee and recruiting and managing grad student sub-committees for the annual AAAL grad student conference events.



Nathan Thomas is a postgraduate researcher in the UCL Institute of Education. He has published in leading academic journals such as Applied Linguistics, Applied Linguistics Review, ELT Journal, Language Teaching, System, and TESOL Quarterly. His research interests are wide-ranging, but current projects pertain to language learning strategies, self-/other-regulation, and English medium instruction. During his previous study at the University of Oxford, he completed a diachronic analysis of explicit definitions and implicit conceptualizations of language learning strategies in published papers from 1975-2019. This project utilized content analysis and various corpus-based techniques. Prior to taking up his role as co-editor of the AAALGrads newsletter, he served on sub-committees for the annual AAAL graduate student conference events. Nathan also works with other professional organizations such as on TESOL's Research Professional Council and as a manuscript reviewer for the Asia Pacific Journal of Education, System, and TESOL Quarterly.