



Graduate Student
Working Group for
Foreign Language
Research and Teaching

**5th Graduate Student Symposium for
Foreign Language Research and Teaching**

**Friday, January 28, 2022
10 am – 5 pm**

[Zoom link](#)

Event Schedule

Time	Event
10:00 – 10:10	Welcome and Opening Remarks Dr. Leslie Moore
10:10 – 10:40	Featured Talk <i>“Language Attitudes and Their Effects on the English Language Learner in Post-colonial South Asia”</i> Dr. Asantha U. Attanayake
10:45 – 12:00	Morning Graduate Student Presentations Eun Jung Ko, Rudi Hartono, Anna Zaitseva
12:00 – 12.55	Lunch Break
1:00 – 2:00	Keynote Speech <i>“Tensions of Multicultural Liaisons who employ the community cultural wealth of families with refugee experiences”</i> Dr. Cynthia Reyes
2:05 – 4:10	Afternoon Graduate Student Presentations Laurentia Sumarni, Onur Ozkaynak, Lanoke Paradita, Chia-Hsin Yin, Sheila Ameri
4:10 – 4: 50	Panel Discussion <i>“Demystifying the candidacy exam and the oral defense”</i> Emre Basok, Xinyue Lu, Yuseva Iswandari
4:50 – 5:00	Closing Remarks Dr. Peter Sayer

Welcome and Opening Remarks

10:00 – 10:10 am



Dr. Leslie C. Moore

**Associate professor of Foreign, Second and Multilingual Language
Education
The Ohio State University**

Bio: Dr. Leslie C. Moore is an associate professor of Foreign, Second and Multilingual Language Education and Language, Education and Society in the Department of Teaching and Learning. As an applied linguist and a linguistic anthropologist, her research examines the social and cultural patterning of learning and language development in communities whose members use multiple languages and participate in multiple learning traditions. She specializes in language socialization research, an ethnographic and interactional discourse analytic approach to the study of human development and learning. Dr. Moore's work has appeared in anthropological, linguistic, educational research and interdisciplinary journals and reference works.

Keynote Speech: “*Tensions of Multicultural Liaisons who employ the community cultural wealth of families with refugee experiences*”

1:00 – 2:00 pm



Dr. Cynthia Reyes

Associate professor in the College of Education and
Social Services
The University of Vermont

Presentation Abstract: The keynote presentation reports on the case study narratives of six home school liaisons who belong to the same communities for whom they interpret, families with refugee backgrounds in two school districts in a Northeastern state. Through the use of Tara Yosso’s (2005) community cultural wealth model based on CRT, we examine the interview data from a group of multicultural liaisons, the families and teachers they broker for to reconceptualize the resource potential of their roles as community insiders to advocate for the families. The questions this ongoing work will examine are, in what ways do multicultural liaisons use their community cultural capital to leverage the needs of families especially during a Covid school year. How do these forms of capital reflect the tensions of multicultural liaisons as they help families navigate the hidden curriculum of U.S. schools? Emergent findings highlight the shift in the way liaisons think about their roles and equity during the pandemic.

Bio: Dr. Cynthia Reyes is an associate professor in the College of Education and Social Services at the University of Vermont (UVM) where she developed the university minor Education for Cultural and Linguistic Diversity (ECLD). She has taught in a variety of classroom settings in Chicago, IL including bilingual education (Spanish/English) in the middle grades, and Adult English as a Second Language classes. She received her Ph.D. in Language, Literacy, and Culture from the University of Illinois at Chicago. Her research interests include sociocultural literacy, digital storytelling, English learners and immigrant families, equity pedagogy, and qualitative research methods. In 2015, she received the John Dewey Award for Excellence in Teaching and in 2019 she was awarded the George V. Kidder Outstanding Faculty. She is a co-author of *Humanizing Methodologies in Educational Research* from Teachers College Press, and a co-edited book, *Reclaiming the Public in Dialogue in Education: Putting the “Public” in Public Intellectual* from Peter Lang Publishers. She has published articles in the *Journal of Family Diversity in Education*, *Journal of Visual Literacies*, *Research in the Teaching of English*, *Reading Teacher*, *Journal of Educational Foundations*, and the *International Journal of Teaching and Teacher Education*.

Closing Remarks

4:50 – 5:00 pm

Dr. Peter Sayer

Associate professor of Foreign, Second and Multilingual Language Education
The Ohio State University

Bio: Dr. Peter Sayer is an associate professor of Foreign, Second and Multilingual Language Education and Language, Education and Society in the Department of Teaching and Learning. He is originally from Canada, and started as an ESL instructor in Oregon in the 1990s while working as a community organizer and activist. He then moved to Oaxaca, Mexico, where he taught English for eight years at the Universidad Autónoma Benito Juárez de Oaxaca and earned an MA in applied linguistics and went on to do his dissertation research in Oaxaca, an ethnography of language teachers. After finishing his PhD in 2007, he joined the faculty at the University of Texas at San Antonio, working with Bilingual Education and ESL teachers.

His scholarly work is in applied linguistics and educational sociolinguistics, with a focus on language learners in bilingual and ESOL programs. Since 2009, he has collaborated with the Mexican Secretaria de Educación Pública on various projects related to the implementation of the Programa Nacional de Inglés, the national English program for public elementary schools, and in this capacity has worked extensively with schools and teachers throughout Mexico. He has also led workshops and study abroad programs for teachers in Peru, Colombia, and Saudi Arabia. He was a Fulbright Scholar to Mexico during 2011-12. Currently, he is Principal Investigator and leader of the Senderos project, a collaborative professional development/research project with teachers in a public two-way dual language magnet school in Columbus, Ohio



Featured Talk: *“Language Attitudes and Their Effects on the English Language Learner in Post-colonial South Asia”*

10:10 – 10:40 am

Dr. Asantha U. Attanayake

Senior Lecturer in English Language, University of Colombo
Sri Lanka

Visiting Associate Professor, Ohio State University, USA

Abstract: My research has involved more than 4500 students from the post-colonial South Asian nations of Sri Lanka, India, Pakistan and Bangladesh and it revealed that students’ most desired English language skill is speaking, but that they refrain from speaking due to a lack of confidence that stems from a fear of being ridiculed by society. This large-scale study was instigated by studies that span from 2007 to 2017 involving about 2000 Sri Lankan undergraduates that produced similar findings. This leads us to believe that the language attitudes existing in society may influence students more than the numerous well-accepted teaching methodologies for teaching English that are currently used in post-colonial South Asia. The standards set by the elites in post-colonial South Asian societies works against English language learners in their efforts to speak English by causing Language Attitude Anxiety (LAA), which manifests in a lack of confidence to speak English. At the same time, societies that do not use English at all seem to negatively influence English language learners also causing LAA. This anxiety may then be projected onto learning English in general with a negative effect on learner identities and possible selves. Our work emphasizes the importance of a) dialogue on language attitudes as an academic discourse and b) building confidence to speak English as an essential rectifying measure to eliminate Language Attitude Anxiety.

Morning Graduate Student Presentations

10:45 – 12:00

Morning Session 1 10:45 – 11:10 am

Investing in second language learning: Exploring a Korea language learner's past, present, and future

Presenter : Eun Jung Ko

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : This qualitative case study examines how an American female Korean language learner majoring in Korean studies invests in her Korean learning in the U.S., her foreign language context, and Korea, her second language context by following her Korean learning trajectory. By exploring L2 learners' investment (Norton Peirce, 1995), we can understand the complex relationship between students' motivation and social factors. The current study is part of a larger qualitative multiple case study that involved 7 Korean language learners who majored in Korean studies in the U.S. This presentation focuses on the learning trajectory of one of the 7 participants, Risa, who obviously underwent dramatic changes and various experiences as a Korean language learner. This study was carried out at an informal group meeting, called a "Korean Conversation table (KCT)", at an American university. I collected data from the participant by drawing on ethnographic research methods (Blommaert & Jie, 2010) within a case study design (Duff, 2008) including (a) observations on KCT meetings, (b) semi-structured interviews, (c) field notes during KCT meetings and interviews, (d) journals written by the participant. Findings of the study include that Risa had diverse motives, investments, and goals for Korean language learning. Her investments and imagined communities (Norton, 2001) were influenced by various social and cultural factors and reciprocally related and changing each other. Also, the KCT played an important role as a Korean-speaking community and gave the participant a sense of belonging in the community (Lave & Wenger, 1991; Wenger, 1998).

Morning Session 2 11:10 – 11:35 am

Attitudes Towards English Varieties: A Study of EFL Teachers at English Language Institutes in Indonesia

Presenter : Rudi Hartono

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : This study focuses on English teachers at language institutes with the aim to equip teachers and learners with different varieties of English to communicate globally. The primary purpose of this qualitative research is to explore English teachers' attitudes and perceptions of different varieties of English in English language institutes in Palembang. The research questions that guide the research are (1) what are the teachers' current attitudes and perceptions of English varieties? (2) Does a workshop on "World Englishes" change their perceptions of English varieties? This research involves ten teachers who are recruited using purposeful sampling. The perceptions will be captured in individual semi-structured interviews with the participants. This study will also give a series of workshop on "World Englishes" in EIL perspectives which include some readings, discussion, and classroom activities adapted from Floris' (2014) to equip the participants with knowledge of English varieties, world Englishes, and the EIL paradigm. The teachers' reflections will also be conducted at the end of the workshop to see if there is a change in their beliefs on varieties of Englishes before and after the workshop. The data collected will be analyzed using thematic analysis (Holliday, 2010). Through this study, the researcher aims to encourage teachers to develop critical views and positive attitudes towards different uses and users of English so they can make informed decisions for their instructional practices by incorporating varieties of English in their lessons. The study also proposes a course on "World Englishes" and "EIL" to be included in the curriculum at university.

Morning Session 3 11:35 – 12:00

The Misrepresentation of diversity in World Language Textbooks: A Study on Foreign Language Socialization

Presenter : Anna Zaitseva

Program : Multilingual Language Education

Department : Teaching and Learning

Abstract : The communities of socialization into a foreign language are spaces where learners draw and combine resources from different aspects of their lives, experiences, linguistic abilities, to learn and to do new language practices. Through the language means available in a classroom, students learn to navigate and communicate their "intersectional race, gender, sexual, and social identities to give voice to their experiences" (Anya 2016, p. 49). In foreign language classrooms, one of the main mediators between learners' identities and the imagined community (Anderson 1991) of that foreign language is language textbooks.

Textbooks are ideological artifacts that can construct meanings, validate, and perpetuate the prevailing power relations in terms of class, ethnicity, race, gender, sexual orientation, and language ownership (Curdt-Christiansen & Weninger, 2015; Gray, 2013). In the last decade, research has interrogated systemic oppression, erasure, and underrepresentation of certain groups that are embedded in textbook content and curricular structures in the U.S. In this study, I will review empirical studies that analyze foreign language textbooks (Russian, German, Italian, Spanish, Swahili, French, Arabic) to identify possible similarities and differences in the representation of the target language community(ies) and identity options available to students. Then, I will explore how textbook users negotiate, contest, reject or accept such representations by conducting observations in different world language classrooms. This study fills the literature gap that scholars have called for, specifically, it investigates how students are being socialized into the target language, project and transform their identities through the process of language learning in actual classroom practices.

Afternoon Graduate Student Presentations

2:05 – 4:10 pm

Afternoon Session 1 2:05 – 2:30 pm

Creating a Translanguaging Space in EFL Classrooms

Presenter : Laurentia Sumarni

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : English is taught as a foreign language in Indonesia where students speak many other languages. The goal of English language teaching is to acquire English grammar and native-speaker fluency. In global communication, English is used as a lingua franca, or the language of contact among the speakers of different first languages (Seidlhofer, 2005, p. 339). Most EFL interactions take place among ‘non-native’ speakers of English who choose English as a common language to communicate among them (Firth, 1996, p. 240). There is a discrepancy between what happens in the classrooms and the real communicative need for English. Learning English can be demotivating and stressful. To bridge the gap, teachers can create a translanguaging space in the classroom to transition students from home languages to English. In each stage of learning, teachers provide translanguaging affordances for various communicative and pedagogical purposes to reduce anxiety and increase students’ motivation. Translanguaging is a bilingual Zone of Proximal Development where students can scaffold each other’s learning using multiple languages. Translanguaging is cognitive and cultural tools to mediate learning in a Third Space, the translanguaging space, where learners can utilize all their linguistic repertoire to make meaning and construct knowledge in a more socially and culturally-sensitive, humanizing pedagogy.

Afternoon Session 2 2:30 – 2:55 pm

Translanguaging and Academic Writing of Bilingual Learners

Presenter : Onur Ozkaynak

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : This presentation will discuss a research proposal on translanguaging practices of a group of bilingual 4th graders in their academic writing tasks. Specifically, it will briefly touch upon the purpose of the research proposal, possible data collection and data analysis processes as well as the context of the study and the participant information.

Afternoon Session 3 2:55 – 3:20 pm

Exploring L2 Student Self-efficacy in an Online Extensive Reading Program

Presenter : Lanoke Paradita

Program : Language, Education and Society

Department : Teaching and Learning

Abstract : This research proposal aims to understand learners’ perceived L2 reading efficacy within a socially situated reading practice. Self-efficacy as cited in Kolb (2014:18) serves as a strong predictor of “self-regulation, academic achievement, and classroom learning”. Expanding from Bandura’s (1997) concept of self-efficacy, it is not only influenced by the social cognition variable of learners, but it is also influenced by social and contextual variables. Using an ethnographic study, this research proposal aims to explore L2 self-efficacy that will be situated in a one-semester online extensive reading program designed as a compulsory course for first-year students in the tertiary level at one private university in Indonesia.

Extensive reading has gained more attention in Indonesia as an alternative approach to language teaching, especially to improve students’ L2 reading fluency and motivation. Yet, most current study examines its implementation within classroom setting and how it contributes to learners’ affective, behavior, and cognitive development. There is only a small number of studies discussing self-efficacy in relation to extensive reading, which is unexpected, given the developing consensus that as a component of motivation, self-efficacy plays a role in language learning (Bandura, 1997).

To explore self-efficacy, this study is situated in Indonesia where English is used as foreign language of which language use is influenced by its status in the country. Students’ previous experience in learning English and the setting where the current teaching and learning occurs will add insights of the interplay of social and contextual variables to learners’ self-efficacy in an extensive reading program. To guide the research, the research questions are: 1) What opportunities in the instructional practice of teaching English are students taking up to learn English? and 2) How are the instructional practices of teaching English as an L2 language through an extensive reading course influencing their L2 reading self-efficacy?

Afternoon Graduate Student Presentations

2:05 – 4:10 pm

Afternoon Session 4 3:20 – 3:45 pm

Abahrem, Merhaba: Representation of Southwest Asian and North Africans in English Language Teaching Textbooks

Presenter : Sheila Ameri

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : This presentation will outline a research proposal for a pilot study analyzing the representation of Southwest Asian and North Africa (SWANA, also known as the “Middle East and North Africa”) in textbooks for English Language Teaching (ELT). Although SWANA and Islamic representation have been explored in media and world history textbooks, it is thus far unexplored in ELT textbooks. Employing critical discourse analysis as the primary methodology, the analysis will explore the extent to which the region, including its culture, inhabitants, and diaspora, is represented. Textbooks exist within powerful struggles of politics, economics, and society, conveying more than lexicogrammatical knowledge. Neoliberal forces of market value, national and societal ideologies such as cisheteropatriarchy and capitalism, and cultural stereotypes forge a hidden curriculum than can negatively affect the learner, whether inside or outside an English-dominant country. The findings of this pilot study will inform further studies into the topic and recommend guidelines to adopt more inclusive representation of SWANA that can be paralleled for other regions and communities.

Afternoon Session 5 3:45 – 4:10 pm

Transnationalism, Multilingualism, and Identity: Generation 1.5 Koreans in Writing

Presenter : Chia-Hsin Yin

Program : Foreign, Second, and Multilingual Language Education

Department : Teaching and Learning

Abstract : Drawing on two theoretical framework paper by Duff (2015) and Fisher et al. (2020), this study is a critical review of two classic investigation (Yi, 2009; Kim & Duff, 2012) on Generation 1.5 Korean immigrant adolescents in English-speaking countries, to say, the USA and Canada. Fundamentally, applied linguistics is concerned with transnationalism, mobility, and multilingualism (Duff, 2015). In particular, the field is increasingly related to identity construction and representation through literacy practices that evolve across the life time span, spaces, and time frames in different stages of life sojourns. Generation 1.5 students struggle more in English school learning experience because they have complicated and intricate, what I term as, “patriotic proud of home country”, “desire to integrate with local communities”, as well as faced peer cultural issue and university entrance exam pressure. English, their L2, seems to be a language that obstructs their connection to home culture, but also a bridge, connecting to a wider, bigger world to academic and professional mobility. Accordingly, I will critically analyze the transnational literacy practices that the Generation 1.5 Korean teenagers had experienced beyond time and space and how they construct and negotiate their transnational and transcultural identities and, thus, I call for a new, multifaceted conceptual framework for “participative multilingual identity (Fisher et al., 2000).”

Panel Discussion

“Demystifying the candidacy exam and the oral defense”

4:10 – 4:50 pm

Emre Basok, Xinyue Lu, Yuseva Iswandari

Organizers

This event is organized and held by The Graduate Student Working Group for Foreign Language Research and Teaching (FLRT). FLRT endeavors to provide opportunities for academic and professional development. Our organization creates options for professional enhancement such as discussions, presentations, workshops, and symposiums. Our aim is to foster collaboration, exchange, and academic networking between graduate students in the language departments within the Center for Languages, Literatures and Cultures (CLLC), in the Department of Teaching & Learning, and across the university with other allied departments. We provide a platform for graduate students in the field of SLA and Applied Linguistics to present and discuss their research interests and current research projects to hone our skills as language instructors and researchers in FL/SL Studies.

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