Once again, we’ve come through another year full of challenges—some that we’ve welcomed and some that we’ve had to overcome. It’s always good to know that we’ve got colleagues and friends to call on as we meet those challenges. I’m so glad that many of us will have the opportunity to come together once again at AERA’s annual meeting in Vancouver.

As I think about my support systems for meeting challenges, I realize that the Language and Social Processes SIG has certainly been an important resource for me, and for many of us, in our academic and collegial lives this year. As our Past Chair, Vivian Vasquez, said in her 2010 greetings, “the LSP SIG has provided for its members a space for thoughtful debate, discussion, and consideration of issues regarding language processes and the sociopolitical contexts through which these unfold.” This year, we will soon be announcing a new LSP space for these kinds of powerful, ongoing discussions. At our Business Meeting in Vancouver, we’ll be introducing the Language and Social Processes blog site, developed by one of our graduate student representatives, April Baker-Bell. We hope you’ll be there **Friday evening, April 13, from 6:15-8:15 pm**, to find out more about this exciting resource.

Our face-to-face discussions of the challenges and opportunities for studying language, literacy and learning in schools and communities continue at that same Business Meeting. As part of our focus in the last few years on making visible the ‘roots of’ as well as their impact on ‘routes to’ exciting new research on language and social processes, we are pleased and excited to be able, in this special extended meeting, to honor Dr. Fred Erickson, on his retirement. Dr. Erickson will serve as a discussant for presentations by panelists such as Bud Mehan, Ray McDermott, Kris Gutiérrez, Rogers Hall, Stanton Wortham, Doug Campbell, and Wendy Rosen.

In addition to our goal of making visible and building on those who came before, we continue our efforts to encourage those who are our future. As part of this, we invite you to join us at the Business Meeting for our presentation of the 2012 Emerging Scholar
From the LSP Program Chair

First, thank you to all who submitted a proposal to the Language and Social Processes SIG and for creating a large and very competitive pool. The number of proposals dictates how many sessions we are awarded, and this year we were able to offer four roundtables, four sessions, and a “paper session” (“Reconceptualizing Classroom Interactions and Relationships” on Monday). Thank you to the reviewers for their outstanding job of evaluating and providing feedback. Next, thank you, Beth Yeager (Chair of LSP), for assisting me in the process, and to the other SIG officers for their support. Through this process we have created a rich program, and the sessions are comfortably spaced over the days of the conference.

The LSP program begins with the business meeting on Friday, April 13 at 6:15PM, and we are privileged to host a panel of nationally and internationally recognized scholars who will gather to celebrate work of Fred Erickson. As the Oral/Written History Project does, the meeting will provide SIG members and guests with opportunities to reflect on scholars whose ‘shoulders we stand,’ and with the chance to interact with members of this pre-eminent panel. Launching the rest of LSP program, Carl H. Frederiksen, Judith L. Green, and Ellice A. Forman lead a group of scholars on Saturday morning in a working roundtable exploring complementary approaches to examining discourse as a “unified linguistic, social, and cognitive process.”

The following list of roundtables and sessions sponsored by LSP presents diversity of topics and scholars that will provide you with opportunities to explore the richness of the SIG, meet others, and welcome potential new members. One request: please consider volunteering to assist with the process of creating next year’s program (AERA has moved the deadline to April 23). Thank you again and I look forward to seeing you in Vancouver and meeting many of you!

W. Douglas Baker

AERA’s Language and Social Processes SIG Program

FRIDAY, APRIL 13 - 6:15PM - 8:15PM
Language and Social Processes SIG Business Meeting
Vancouver Convention Center, Floor Second Level - West Room 215 & 216

The session, chaired by Beth Yeager, opens with a brief business meeting, including presentation of the “Emerging Scholar Award.” Featured presentation, “From Talk and Social Theory to Transformative Social Action: A Dialogue on the Work of Frederick Erickson.” The panel includes Bud Mehan, Ray McDermott, Kris Gutiérrez, Rogers Hall, Stanton Wortham, Doug Campbell, and Wendy Rosen, with Susan Jurow as Chair and Dr. Erickson as discussant.

Do you want to be a part of the 2013 Language and Social Processes AERA program?
Submit a proposal and volunteer to be a reviewer of proposals submitted to the LSP SIG.

SATURDAY, APRIL 14
Complementary Approaches to Understanding Discourse as a Unified Linguistic, Social, and Cognitive Process (working group roundtable)
Saturday, April 14 - 8:15am - 10:15am
Pan Pacific, Floor Lobby Level - Crystal Pavilion C
Participants: Stephanie Renee Couch, Carl H. Frederiksen, Judith L. Green, Ellice A. Forman, Janet Donin, Maria L. Castanheira

From Deficit Discourse to Educational Resource: Using Discourse Analysis to Make Visible Difference and Diversity as Valued Resources (symposium)
Saturday, April 14 - 10:35am - 12:05pm
Vancouver Convention Center,
From the LSP Program Chair (cont.)

Floor Second Level - West Room 217 & 218
Participants: W. Douglas Baker, Amy Carpenter Ford, Beth V. Yeager, Jacqueline Marie Reid, Damian Corbin Jenkins, Stephanie M. Power Carter

SUNDAY, APRIL 15
Exploring Language and Social Processes in Linguistically Diverse Settings (roundtable)
Sunday, April 15 - 10:35am - 12:05pm
Vancouver Convention Center, Floor First Level - East Ballroom A
Participants: Peter Ignatius De Costa, Deborah K. Palmer & Leah Duran, Sara C. Michael-Luna, Ysaaca Axelrod

Transgressive Language Practices: Taboos, Boundaries, and Linguistic Agency in the Classroom (symposium)
Sunday, April 15 - 12:25pm - 1:55pm
Vancouver Convention Center, Floor Second Level - West Room 219
Participants: Ramon Antonio Martinez, Ramon Antonio Martinez & P. Zitlali Morales, Ursula S. Aldana, Shiv Raj Desai, Danny Cortez Martinez, Aria Razfar

MONDAY, APRIL 16
Exploring Discourses of Teaching and Being a Teacher (roundtable)
Monday, April 16 - 8:15am - 9:45am
Vancouver Convention Center, Floor First Level - East Ballroom C
Participants: Amy Carpenter Ford, LeAnn G. Putney, Suzanne H. Broughton, Brett D. Campbell, Gwen C. Marchand, Radha Iyer, Audra Skukauskaite, Elena Jurasaitė-Harbison, Anne Swenson Ticknor

Exploring Multiple Discursive Contexts for Learning (roundtable)
Time: Monday, April 16 - 2:15pm - 3:45pm
Place: Vancouver Convention Center, Floor First Level - East Ballroom C
Participants: Ebony Elizabeth Thomas, Louise B. Jennings, Carolyn Ann Brunson, & Margit Hentschel, Melissa I. Wilson, Huili Hong, Jieun Lee

Reconceptualizing Classroom Interactions and Relationships (paper session)
Monday, April 16 - 4:05pm - 5:35pm
Vancouver Convention Center, Floor Third Level - West Room 304
Sarah Meredith Vander Zanden, David M. Bloome, Miriam B. Raider-Roth, & Elie Holzer, Thomas P. Crumpler & Lara J. Handsfield, Luísa Teixeira Andrade Pinho & Maria L. Castanheira, Dot McElhone & Teri Tilley, Beth V. Yeager

FRIDAY, APRIL 13
6:15PM - 8:15PM
Language and Social Processes SIG Business Meeting
Vancouver Convention Center, Second Level - West Room 215 & 216

TUESDAY, APRIL 17
Exploring Issues of Literacy, Equity, Access, and Change in Classroom Settings (roundtable)
Tuesday, April 17 - 8:15am - 9:45am
Vancouver Convention Center, Floor First Level - East Ballroom A
Participants: Jennifer A. Vadeboncoeur, Adam Lefstein & Julia Snell, Courtney Marie Bauer, Annette Woods, Melinda J. McBee Orzulak

Beyond Words: Action and Animation in Young Children’s Reading, Writing, and Playing (symposium)
Tuesday, April 17 - 12:25pm - 1:55pm
Vancouver Convention Center, Floor Second Level - West Room 219
Participants: Guy Merchant, Deborah Rowe, Diane Mavers, Maria Paula Ghiso, Karen E. Wohlwend, Marjorie Siegel
Greetings from the Chair (cont.)

(Continued from page 1)

LSP BUSINESS MEETING

“As part of our focus in the last few years on making visible the ‘roots of’, as well as their impact on ‘routes to’, exciting new research on language and social processes, we are pleased and excited to be able, in this special extended meeting, to honor Dr. Fred Erickson, on his retirement.”

-Beth Yeager

Award. Thank you to Damian Jenkins, our ESA Chair, and her committee for their fine work in adjudicating this award.

Doug Baker, Program Chair, has done a phenomenal job in creating an exciting and rich program for the conference this year, with four round table sessions, a working group round table, and four paper sessions and symposia. I second Doug in thanking all of you who submitted proposals and ask you to encourage your colleagues and students to continue to submit proposals for 2013. I also encourage you to come and to bring your colleagues to these powerful sessions. Recently some of you may have received an email from our Treasurer, Sarah Vander Zanden, as part of our goal to continue to build the membership of LSP. If you are a member, I ask you to encourage your colleagues and students who share our interest in issues surrounding research on literacy and language processes to join you. If you aren’t yet a member or have forgotten to renew your membership, I encourage you to do so and to join a powerful collective space for debate and discussion that can only strengthen all of us for meeting the complexity of 21st century challenges in education.

See you in Vancouver!

-Beth Yeager

A Message from the Treasurer: The LSP SIG Choir?

As the Annual meeting approaches, LSP SIG members scan the program to find out who is talking about what and begin to envision how they might fit it all in a few short days. We are honored to have a membership community of stewards, early scholars, and those along the continuum, who continue to build a reciprocal relationship of leaders in the field sharing their work and experiences to both build upon past discussions and to enter into new conversations.

This year we honor Frederick Erickson at our annual business meeting. His work has directly impacted so many of us. I often think of his example of choirs of men and boys looking angelic yet gently poking one another behind the scenes, “acting as both angels and devils conducting a counter-discourse to the ratified Discourse of the religious ritual while at the same time being full participants in it” (Erickson, 2004, p.145). Erickson introduced me to the idea that participants can simultaneously be inside and out of a discourse. His urging that we need discourse analysis that is about both uttering and muttering, a stance that includes the context and fluid movement across interactional spaces, continues to resonate in my work and in the larger educational field.

The LSP SIG offers a space for counter discourse while we participate fully in the ratified Discourse of academic research. Members are singing along in the “chorus”, raising their many voices all the while poking and prodding one another as

(Continued on page 5)
Message from the Treasurer (cont.)

(Continued from page 4)

needed. Professional organizations like the LSP SIG provide forums for connectivity. For example, our traditional business meeting at AERA’s annual meeting is focused on celebrating influential scholars’ work – we honor founding members and new scholars. This practice recognizes the ecology of research related to language and social processes. Our virtual presence (blog/website link here) is another space for discussion and we will continue to grow its resources and look forward to your comments. Encouraging graduate students to participate and maintaining your membership in the LSP SIG will ensure that the goals of the LSP SIG, sharing and interrogating work related to language and social processes in many contexts, continue to reach the broad community. We hope you take the opportunity to engage in these upcoming conversations and poke or prod as fits.


-Sarah Vander Zanden

About the Emerging Scholar Award

Greetings Everyone! I was very glad to be invited by Mariana Souto-Manning to offer a few words and updates regarding the Emerging Scholar Award (ESA) that is offered each year through the LSP SIG. I have been involved with this award since 2009, during which time I have observed an increased interest in the award in terms of colleagues seeking to serve on the selection committee as well as increased numbers of nominations for the award.

The ESA was established for the purposes of encouraging and honoring the scholarship of advanced graduate students or early career scholars examining the roles of language and social processes (LSP) in educational settings. In accordance with the LSP SIG bylaws candidates must be nominated by a scholar via letter to the committee. They also submit a vita, written statement about their scholarship (cover letter) along with a sample of their work. Also in accordance with bylaws, they are adjudicated by committee members using a rubric that “evaluates the extent to which the scholarship addresses language and social processes of education, significance for research theory and practice; and other appropriate criteria.”

This year there were seven committee members and six nominees. If you wish to serve as a committee member in the future, please send an email to Damian Jenkins at esalsp@gmail.com or just walk up to me at the business meeting and let me know. It is a wonderful way to get involved and serve in the SIG! The winner of the ESA is honored each year with a check and plaque at the annual business meeting. See you all in beautiful Vancouver, British Columbia.

-Damian Jenkins
My research interest on the language and literacy practices of teachers of color began with the question: “How can I teach reading when I can’t even pronounce the words right?” Elsewhere (Haddix, 2010), I have written about the experiences of Angela, a Costa Rican, bilingual Spanish and English speaking student in a predominantly White teacher education program, who expressed this concern to me in a reading methods course I instructed after a session on phonics instruction. Angela was embarrassed to ask her question in front of the rest of her classmates, who were predominantly White, English-monolingual females. She was worried about whether she, a Spanish-speaking bilingual, bicultural individual, could teach reading when she was not fully confident in her own use and pronunciation of the English language. She felt that her accent might serve as an obstacle in her ability to effectively foster the literacy development of her future students. This question stuck with me because, as a Black woman and speaker of a non-standard dialect, I too was a linguistic “minority” in my undergraduate English teacher education program who experienced similar fears and anguish. It still resonates for me now in my work as an English and literacy teacher educator in a similar predominantly White, monolingual teacher education context. I remain concerned with the numerous instances that I have with students of color, like Angela, who retreat from pursuing literacy or English teaching because they feel their racial and/or linguistic background makes them inadequate or underprepared to be an effective teacher.

Angela’s fears are significant to highlight and critique in larger narratives about the preparation and ambivalences of many teachers of color. In the article, “No longer on the margins: Researching the hybrid literate identities of Black and Latina preservice teachers,” I explored the discursive ways that Black and Latina preservice teachers reconcile tensions between their racial and linguistic identities and the construction of teacher identities in the current context of preservice teacher education in the United States (Haddix, 2010). I found that how these tensions are negotiated plays a significant role in determining whether students of color major and stay in or leave English and literacy teacher education. In my research, I continue to document the experiences of students of color in English teacher educations. I am exploring the impact being a student of color with a marginalized racial and/or linguistic background has on one’s construction of a teacher identity and perceptions of what a teacher should be. I am also examining how English and literacy teacher education--a discursive space that is dominated by White, English-monolingual, middle class perspectives--shapes the experiences of preservice teachers of color. In doing so, I aim to unpack how assumptions of Whiteness and monolingualism are operationalized in the development and implementation of English and literacy teacher education practice, and how non-White, multilingual learners are positioned within (or outside of) this practice.

In teacher education literature, there is a necessary preoccupation with the fact that an increasingly homogeneous population of teachers is instructing an increasingly heterogeneous population of students (see Gomez, 1996; Sleeter, 2001). While racial and linguistic differences between teachers and students are not newly reported phenomena, the effects of these differences on the educational outcomes for today’s K-12 student population are of grave concern. One of the most serious implications of the racial and linguistic divide among prospective teachers and today’s K-12 student population is that many White, middle-class preservice teachers understand linguistic diversity as a deficit (Gutiérrez & Orellana, 2006) and view racial and linguistic differences as other people’s issues. Research studies that examine the attitudes of White preservice teachers towards these differences report that many prospective teachers view children who come from racial and linguistic backgrounds different than their own as ‘other people’s children’ and subsequently different in their motivation and ability to learn (Gomez, Black, & Allen, 2007). In a review of scholarship on preparing teachers for teaching in racially and linguistically diverse classrooms, Godley, Sweetland, Wheeler, Minnici, and Carpenter (2006) offer multiple reasons why educational researchers and teacher educators should prioritize pre-
paring teachers to develop more appropriate responses to linguistic diversity, including the notion that dominant pedagogical responses to non-standard dialects and languages are damaging and counterproductive (see Dyson & Smitherman, 2009). Reconceptualizing the goals of teacher learning in line with critical multicultural teacher education can have positive consequences for students whose linguistic and ethnic identities hold lesser status in our society (Souto-Manning, 2010).

While an immediate concern for preservice teacher education research and practice should be how to prepare the current predominantly White, monolingual teaching force for teaching a culturally and linguistically diverse student population (Haddix, 2008), this does not have to undermine efforts to counter the reasons why the racial and linguistic diversity of the teaching force continually decreases. This should not mean that the experiences and perspectives of those preservice teachers who fall outside the dominant teacher demographic profile are less important (King, 1993; Torres, Santos, Peck, & Cortes, 2004). As current trends in literacy research highlight the cultural and linguistic mismatch between today’s teachers and students, another kind of mismatch is often neglected: the cultural and linguistic gaps that exist between some preservice teachers and the context of traditional teacher education. The overwhelming presence of Whiteness in teacher education literature can be silencing to the perspectives and experiences of “other” teachers (Sleet et, 2001).

There is little emphasis on diversifying the teaching force as a way to address this cultural and linguistic mismatch (Ladson-Billings, 2005). This is an important issue to consider in lieu of research studies that document the positive educational outcomes that are produced in classrooms taught by teachers whose cultural and language background is similar to that of their students (for examples, see Bohn, 2003; Dyson & Smitherman, 2009; Grace, 2004; Henry, 1996; Lee, 1993; Rymes & Anderson, 2004). Many possibilities can result from an emphasis on valuing the multiplicity of cultural, racial, and linguistic perspectives that all teachers bring to the teaching and learning experience. The overemphasis on the preparation of an assumed homogeneous teaching force potentially positions and constructs teachers as monolithic entities, negating the complexities of teachers’ identities. And, it does not fully take into account the complexities of the intersections of one’s race, gender, language, class, and sexuality on teacher identity performance. As we consider future directions in English and literacy research, inclusion of the experiences of preservice teachers from underrepresented racial and linguistic groups can result in a greater awareness of the kinds of experiences K-12 students have as they participate in new discourse communities, and by extension, transform English and literacy education. Cultivating diverse teachers for English and literacy classrooms holds great potential for bringing richer experiences and perspectives to teaching in K-12 children.

References
Many challenges face new graduate students as they enter the spiraling pathway up into higher education. Learning to navigate successfully through the maze of new classes while meeting the necessary milestones are but a few hurdles that graduate students must take on. Another integral part of this process is developing research projects that are innovative, rigorous, and have the potential to impart some type of positive societal impact. The American Educational Research Association (AERA) is an organization that encourages scholarly inquiry and it’s practical application related to education. Thus, graduate students are encouraged to join this prestigious organization early on in their academic careers.

AERA meetings provide opportunities for graduate students to enter the realm of public disclosure, sharing their research with educators, administrators, researchers, state and local agencies, evaluators and other professionals. As a new student, understanding the process by which one can submit a proposal that can be later accepted by the organization, can seem daunting to many who are attempting to do this for the first time. The intent of this article is to provide some criteria and tips to help the process go as seamlessly as possible.

Every year AERA promotes a new theme that research proposals need to be based on for the annual meeting. For example, the theme for 2012 is Non Satis Scire: To know is not enough. As part of the planning process for your proposal, it is important to find out the annual theme, which you are encouraged to align your research project with. Thus, it
Tips on the AERA Proposal Process (cont.)

(Continued from page 8)

is suggested that you navigate the AERA website by looking under the annual meeting section to learn other important facts about the event, proposals, and the submission process prior to choosing a topic.

Przeworski & Salomon (1995) suggest a number of tips in writing a successful proposal, including clarifying why your topic is important and the societal impact it will have. In addition, proposals should explain the methodology used, research objectives, as well as techniques or strategies utilized. They also stress that the topic should relate to other fields of research.

Recently, graduate students of the Gevirtz Graduate School of Education at the University of Santa Barbara, Ethny Stewart, Malaphone Phommasa, and Jackie Reid, developed a web site to provide tools and strategies for designing and submitting a proposal to AERA. The site offers tips from professors in the Education department as well as review criteria and past proposals that had been accepted. For more ideas regarding this process, visit the web site: https://sites.google.com/site/ggseaera2012proposals/.

A proposal can only be submitted once and must be done so by the designated deadline as outlined on the web site. However, you have the option of submitting or being involved in up to four proposals, though you can only be the first author on two of those proposals. In addition, when you submit a proposal you are in fact making a commitment to attend the annual convention should you be selected, therefore, you must ensure that your schedule allows you to participate in the event.

After you have submitted your proposal on the AERA website, it goes through a peer review process that includes: chairs of divisions, committees, special groups or SIGs. The reviewers will inform you that your proposal has been accepted, which typically happens around November of every year. You can also check the AERA web site for updates on your submission.

Some common mistakes that preclude submission approval are proposals that exceed the word limit (though these requirements vary), proposals that are misaligned with the convention’s theme, or proposals that fail to follow all of the criteria defined for a submissions document available on the AERA web page.

We encourage you to design and submit a proposal for the next AERA meeting! Yes, it is but another challenge that a graduate student faces, but the outcome is very rewarding and can lead to opportunities in publishing your work.

Jackie Reid & April Baker-Bell

AERA Extended Course

PDC09: New Directions in Qualitative Literacy Research
Directors: Patricia Enciso, Ohio State University; Anne DiPardo, University of Colorado, Boulder; Kris Gutiérrez, University of Colorado, Boulder

Early career scholars and graduate students will work directly with established literacy researchers on questions and methods that inform qualitative literacy studies in classroom, afterschool, community, and transnational contexts. Participants will examine their own research questions and study designs alongside experienced researchers, as they explore the theories and methods that shape their empirical work. Six roundtables led by literacy experts will be offered and participants will select and attend two roundtable sessions (2 hours each). We will begin with a framing address by Kris Gutiérrez and conclude with a moderated plenary on the key points and questions raised during the sessions. Participants should be conversant with qualitative approaches to the study of literacy, and bring prepared notes and questions on research in progress. Workshops and presentations by Mollie Blackburn & Caroline Clark, Valerie Kinloch, Carmen Medina, Robert Jiménez & Lara Handsfield, Patricia Enciso, Ernest Morrell, Kris Gutiérrez, and Joanne Larson. Fee: $95.
We wish to thank Mariana Souto-Manning for inviting us to continue the oral history of the SIG through a brief dialogue. Given the in-depth overviews provided by David Bloome, Judith Green, and Celia Genishi in past issues of the newsletter, along with more recent perspectives offered by Vivian Vasquez and LeAnn Putney, we focus on the work of the SIGs during our tenure as SIG chairs (2000-2005).

Louise: Joanne, I’m glad I had the opportunity to follow you as Program Chair, then Chair of the LSP SIG. We enjoyed several years of overlap as LSP SIG officers. I recall our officer meetings at each AERA conference, planning for the following year’s business meetings. We saw the business meetings as opportunities to call attention to growing the SIG, and to focus on foundational aspects of LSP research, scholarship, and practice. We also were attentive to the ongoing development of the SIG and how the AERA program could build on SIG traditions and emphases, with particular attention to the important contributions of LSP scholarship to educational equity and linguistically and culturally diverse learners.

Joanne: When I was program chair then chair of the SIG, I was committed to a linguistic anthropology perspective of discourse analysis combined with a critical literacy view of the politics of language. Like you, I saw the business meeting as a means to highlight cutting edge language research, but also to push our thinking by bringing in new or novel ways of thinking about language to SIG membership. To this end, my first business meeting as Chair was centered around the work of Elinor Ochs. I arranged a panel of SIG members who used a linguistic anthropology perspective in their work and who specifically used Ochs’s work. To culminate the panel, Elinor Ochs gave a keynote talk. The session was well received, even though some thought it was a bit too focused on one person’s work over a broader field perspective.

Louise: The following year, you developed a panel focusing on the work of Frederick Erickson.

Joanne: Yes, I asked Fred Erickson to speak on the consequences of studying talk for social and educational theory. Courtney Cazden was the discussant. Members very much appreciated the sophistication of Erickson’s analysis. In particular, we provided members an opportunity to hear from foundational scholars in our field.

Louise: In this vein, I recall working with the officers to respond to the increasing focus on globalization and critical approaches to LSP scholarship and thus created a business session featuring Allan Luke, another foundational scholar, with Kris Gutiérrez, Hilary Janks, and Barbara Comber as respondents. This session packed the room. Allan, who was director of the National Institute of Education in Singapore at the time, addressed the politics of literacy research outside the US and the respondents offered international perspectives.
Africa, Australia, and the U.S. This was also the year that we were finally able to develop the structure for the Emerging Scholar Award that we had started shaping when you were Chair, though it was another year before we were able to announce the first call for nominations.

Joanne: I remember those discussions about the award. I am really proud that we were able to establish that award for early career scholars. Not only was it important to recognize new scholars and their work, it brought visibility to the SIG within AERA.

Louise: We also wanted to involve graduate students in the leadership of the SIG and added a Graduate Student Representative to the slate of SIG officers. This was the same year that the AERA Handbook for Complementary Methods in Educational Research was published, offering an excellent opportunity to push our thinking with respect to methodological issues in LSP research. We formed a panel chaired by Judith Green, who was Co-Editor of the Handbook, and included David Bloome, Christine Clarke, and Ricki Goldman. As one of the first officers of the SIG, Judith Green offered insight by underscoring the benefit of varying methodological traditions shaping LSP research over the years. She also posed important questions about forging a common language across the methodological differences.

Joanne: I was glad to see the directions you took the SIG. I think that our work with the SIG officers and members has moved our field forward productively and has helped to place the LSP SIG at the forefront of language research.


Members’ Publications


