STANFORD UNIVERSITY-GRADUATE SCHOOL OF EDUCATION

Faculty Position in Adolescent literacy, with emphasis on secondary English language arts

The Stanford Graduate School of Education is seeking nominations and applications for a faculty member specializing in adolescent literacy, with emphasis on secondary English language arts.

The successful candidate will have a strong record of accomplishment in the field, including a doctoral degree with a scholarly focus in the area of English language arts and/or the conduct of teacher education in secondary English language arts. The candidate should have expertise in one or more aspects of adolescent literacy development, e.g., literature, writing, disciplinary-based literacy, literacy in different contexts. There is a preference for applicants whose research and practical experience include current and evolving media and different venues for literacy activities, engagement, and development. The applicant should also have prior classroom experience, preferably at the secondary level and with diverse student populations.

As a faculty member, this person will teach graduate level courses for both prospective researchers and secondary school teachers. He or she will also guide doctoral research in writing and composition, English education, and related fields.

The appointment can be made at the assistant or associate professor level. Applicants must have completed the doctorate before the date of appointment.

Applicants should provide a cover letter which describes research and teaching experience, a curriculum vitae, one or two examples of research either published or in press, and a list of three references (complete with addresses and phone numbers). We will request letters of recommendation to be sent directly to Stanford for a small number of finalists. Applications will be reviewed beginning on October 1, 2014 and the position will remain open until it is filled.

All application materials must be submitted online. Please submit your application on Academic Jobs Online: https://academicjobsonline.org/ajo/jobs/4092

Questions pertaining to this position may be directed to the search committee:

Professor Claude Goldenberg, Chair
cgoldenberg@stanford.edu

Professor Kenji Hakuta, Committee Diversity Officer
hakuta@stanford.edu

Professor Connie Juel
cjuel@stanford.edu

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university’s research and teaching missions.
Story as the Landscape of Knowing

National Council of Teachers of English
2014 Annual Convention

November 20–23, 2014
Washington, DC
Postconvention Workshops
November 24–25, 2014

Register by November 12, 2014, to save!

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For more information, visit www.ncte.org/annual.
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Editors’ Introduction

Developing the International Presence of Research in the Teaching of English

Ellen Cushman
Mary M. Juzwik
Michigan State University

English has increasingly become the global lingua franca. To be sure, having a shared language for commerce makes for efficiencies in everyday, business, and other communications in transcultural environments. For many communities, historically, the teaching and learning of English have come to be associated with liberation and social uplift (e.g., Cornelius, 1992). Yet the spread and increasing use of English as a lingua franca (ELF) have been neither innocent nor innocuous. Critically important studies have begun to emerge in the field of writing and literacy studies, building upon Walter Mignolo’s (2003) seminal decolonial theories of literacy and imperialism. These studies show how English, as one imperialist language, has worked to secure resources, laws, and governments of nations, often to the exclusion and detriment of tribal and indigenous peoples (e.g., Baca, 2008; Cushman, 2012; Leonard, 2014; Pennycook, 2002). Scholarship in education and sociolinguistic studies of language and minority rights suggest that “the ascendancy of English as the current world language has also clearly impacted on the reach and influence of national languages other than English, while at the same time reconfiguring key language domains within and across nation-states such as the academy, business, technology and media” (May, 2012, p. 7). Precisely how and in what ways individuals navigate these key language domains is the focus of this issue.

The sheer number of people trying to learn English as a second language and English as a foreign language only amplifies and maintains the status of English as a lingua franca. In these contexts, learning English becomes a tension-filled situation where the day-to-day workings of the imperialism of English play out in micro-discursive exchanges. At stake in these micro-exchanges are issues of power, translation of cultural understandings, and identity formation.

The pressure upon peoples to learn the English language, often at the cost of their first or heritage languages, presents researchers with important questions about educational policy and practices. For example, what identity compromises do people make, in the face of language loss? May (2012) identifies three major stages in language shift happening as English becomes the coin of most transnational realms. First, language-minority speakers feel pressured to speak the majority language. First, language-minority speakers feel pressured to speak the majority language. The second stage unfolds into a state of lingualism and biculturalism where the
generations are fluent in both. Third, the English language replaces the minority or heritage language, often within the short span of only two or three generations (pp. 2–3). Scholars are studying such shifts throughout the world, especially in tribal, diaspora, and migrant communities (e.g., McCarty, 2014). This research, which largely draws upon critical ethnographic and case study research, often uses conversation analysis and other discourse analytic approaches to illuminate the tensions and negotiations faced by those trying to learn the language of the global economy and nation-state. The present issue contributes to this scholarly trajectory by taking up several questions related to the learning and teaching of English for students whose first language is not English. These students use the lingua franca properties of English to smooth transcultural interactions in multinational settings.

Several difficulties arise for those caught in the web of economic, political, and cultural exigencies in transcultural and transnational contexts of learning the English language. As Peter De Costa argues, “Issues of inequality often arise because not all linguistic practices are valued equally” (p. 11). Extending conversations about literacy and cosmopolitanism, De Costa’s ethnographic approach to English as a Lingua Franca (ELF) reveals how “cosmopolitanism is discursively constructed by individuals on an interactional level” (p. 12). This article focuses closely on interactions between immigrant teen girls in Singapore to show how they developed a cosmopolitan identity construction that was both hybrid and fluid, drawing upon English as a lingua franca to mediate these identities. De Costa argues that adopting an ELF perspective can help teachers in transcultural contexts overcome deficit perspectives when learning about immigrant students’ challenges when migrating across situations where English is the lingua franca and those where other languages dominate. His paper also makes a useful contribution to the scholarship insofar as it introduces cosmopolitanism as a valuable conceptual framework for considering the tensions arising at ELF scenes.

The topic of shifting identity performances and discourses when individuals are faced with learning English as a dominant language also emerges in the next article. Yueh-ching Chang and Melanie Sperling’s article examines the different language practices in face-to-face vs. on-line classroom discourse practiced by six community college students enrolled in an ESL course in southern California. By comparing how these students enact their identities online and face-to-face, the authors argue that online experiences offer students a hybridized safe space for their experimentation with the language, given academic goals and purposes. The study asks “L2 practitioners to try out online as well as face-to-face communication in ways that give students more control over their discourse, and to engage them in dialogues that invite a range of ways of speaking and writing without sacrificing academic goals” (p. 48). Rather than these language safe houses being places where students’ language heritages might be “pushed aside,” Chang and Sperling offer findings that suggest how students can legitimately display multiple aspects of their linguistic heritages while negotiating responses to academic tasks calling for Dominant American English.
Teachers of English are increasingly confronted with outside pressures to teach students to test well, to conform to academic standards, and to become fluent in English only. Such pressure can affect even the seemingly innocuous time in a classroom when the teacher and students first enter, get settled in, and begin to chat before the ensuing lesson. Casual conversation for English language learners is never casual when they are trying to learn English as a lingua franca. Fluency in everyday conversation can mean the difference between being relegated to a job in a sweat industry or finding a slightly better-paid service-industry job. But how to balance the need to “cover” course curriculum, manage the flow of academic discourse, and engage students in the first few minutes of opening conversation in a classroom? Hansun Zhang Waring’s article examines that high-stakes moment through conversation analysis of interactions among an adult ESL instructor and students. This instructor masterfully frames moments in the conversation to help adult ESL students engage in both conversational and academic discourse while balancing their learning needs for conversation with their academic discourse needs as writers and thinkers.

We end the issue with a Forum essay by Rebecca Moore Howard. Howard looks back on her career as a scholar studying the issue of plagiarism and student practices of “patchwriting.” In doing so, she presents an argument for investigating writing using large-scale, data-based research in order to better justify findings and generate the types and kinds of evidence necessary to influence policy matters on such thorny topics as plagiarism. This argument about the need for empirical scholarship on plagiarism will be taken up further in an upcoming issue of *RTE*, in a paper about Taiwanese teachers’ culturally located perceptions of plagiarism in English language teaching, written by Taiwanese scholar Shih-Chieh Chien. Further contributing to critical scholarship on ELF, these articles suggest how issues of language, pedagogy, and policy around the topic of “plagiarism” can be contextually contingent and historically and linguistically constructed by teachers.

This issue not only marks the beginning of a new volume year for *Research in the Teaching of English*, but, more importantly, marks ongoing steps toward our goal of continuing to internationalize the scope of the journal. We are pleased in this volume year to feature research unfolding across a range of contexts where transnational students might learn English, from Singapore to adult ESL classrooms in the United States. We are pleased in this volume year to be publishing international authors representing a range of disciplinary voices heard most often in disciplinary conversations within ESL and TESOL, yet conducting research with critically important implications and contributions for the *RTE* scholarly community. Finally, this issue marks another important milestone for the journal: we are launching the publication of online abstracts in Arabic, French, German, Hindi, Mandarin Chinese, Korean, Russian, and Spanish. Thus, *Research in the Teaching of English* is, now more than ever, a global enterprise that invites researchers and teachers to learn from work happening across disciplinary, linguistic, and national boundaries.
REFERENCES


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**International Scholars Needed**

We are still looking for translators to convert abstracts to Japanese. We are also looking for reviewers from universities in countries outside of the United States. If you or your graduate students are interested in either of these opportunities, please contact us at rte.ncte@gmail.com.

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**Search for New Editor of Teaching English in the Two-Year College**

NCTE is seeking a new editor of *Teaching English in the Two-Year College*. In May 2016, the term of the present editor, Jeff Sommers, will end. Interested persons should send a letter of application to be received **no later than December 15, 2014**. Letters should include the applicant’s vision for the journal and be accompanied by the applicant’s vita, one sample of published writing (article or chapter), and two letters specifying financial support from appropriate administrators at the applicant’s institution. Applicants are urged to explore with their administrators the feasibility of assuming the responsibilities of a journal editorship. **Finalists will be interviewed at the CCCC Annual Convention in Tampa, Florida, in March 2015**. The applicant appointed by the NCTE Executive Committee will effect a transition, preparing for his or her first issue in September 2016. The appointment is for five years. Applications should be submitted via email in PDF form to kaustin@ncte.org; please include “TETYC Editor Application” in the subject line. Direct queries to Kurt Austin, NCTE Publications Director, at the email address above or call 217-328-3870, extension 3619.