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To: L-MIGRATION-STUDIES-PROJECT@LISTS.PSU.EDU

Subject: MSP meeting, next week, Wed, Feb 27

Dear colleagues,

The Migration Studies Project would like to invite you to our meeting, **Next Wednesday, February 27, 12 - 1:30 p.m. in Sparks 7a**. We will have two presentations that analyze MSP's ongoing data collection relating to STEM communication:

1. Lupe Rincon-Mendoza, Ph.D student in the Department of Applied linguistics, will present on "**The Role of Spatial Repertoires in Negotiating Stance in a Research Group Meeting**".

Abstract:

Negotiating stances with professionals and mentors is important to the socialization of scholars, particularly for international STEM scholars, who may be unfamiliar with power dynamics in American academic institutions. In Research Group Meetings (RGM) and other professional activities, sometimes statuses and roles are fluid, as participants are instructing and learning simultaneously. We consider how stances mediate the enculturation and professionalization of researchers in an RGM in microbiology. Stances are acts where people index sociocultural values by evaluating discursive figures in talk, proffering epistemic/affective assessments, and positioning each other (Jaffe, 2009; Kiesling, 2011). By studying how stances facilitate the co-construction of symmetrical/asymmetrical relationships in RGMs, we highlight their impact on scholars' learning and mentoring experiences. Socialization models, such as communities of practice (CoP), have assumed that experts are egalitarian and accommodative, inadequately addressing the implications of inequalities (Zappa-Hollman & Duff, 2015).

We also note that existing stance models rely on verbal resources and overlook the role of spatial repertoires. In a sequential analysis of RGMs, we contribute to stancemethodologies by demonstrating how diverse semiotic resources inform stances in the socialization of novice scholars. We complement language socialization scholarship by adopting fine-grained interactional analysis (Duff, 2011) to pinpoint how power relations emerge through scholars' orientations towards verbal and semiotic resources in interpersonal stances. Members index mentor/learner positions regardless of seniority, where knowledge and expertise are fluid and shift from one person or party. Alternating between roles is subtle and sensitive, because it could harm a professional's success or standing if stances are not affiliative. Furthermore, novices need support in cultivating strategies to facilitate changes in roles. We bring out the challenges and resources in these socialization experiences that are necessary for disciplinary/professional enculturation of scholars to develop professional support for international STEM scholars.

2. Valeriya Minakova, Ph.D student in the Department of Applied linguistics, will present on **"Managing Space in the Communicative Competence of STEM Scholars: The Door and the RGM"**.

Abstract:

A poststructuralist orientation to language has attempted to overcome the text/context distinction by treating space and artifacts as active participants in human communication rather than "an inert background for social practice" (Caronia & Mortari, 2015, p. 403). Scholars (Canagarajah, 2017; Pennycook & Otsuji, 2015) illustrate how semiotic and spatial resources work as an assemblage to generate meanings in a situated activity. Communicative competence is then viewed as one's ability to align these resources for successful communication (Canagarajah, 2017). This presentation analyzes the interaction between human actors, objects, and space in the Research Group Meetings (RGMs) of international microbiology scholars. Using video-recording of the RGMs, photos of the meeting room, and an interview with the focal participant from Korea, the presenters examine the management of space through the door, and the way it affects the participants' interactions. We demonstrate that the focal participant's communicative competence extends beyond verbal resources and includes artifacts and space. Since the management of space through objects is not often discussed in ITA programs and other language teaching pedagogies, we bring out the importance of addressing such competence.

We hope to see you there!

Kind Regards,

Heejin Lee, on behalf of MSP