



# I-LanD Journal

## Identity, Language and Diversity

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www.loffredoeditore.com  
paololoffredoeditore@gmail.com

Negotiation of L2 Identities in the Age of Transnational Mobility:  
Enactment, Perception, Status, and Language Development

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# Negotiation of L2 Identities in the Age of Transnational Mobility: Enactment, Perception, Status, and Language Development

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**Annarita Magliacane**

University College Cork, Ireland  
[a.magliacane@ucc.ie](mailto:a.magliacane@ucc.ie)

**Anne Marie Devlin**

University College Cork, Ireland  
[amdevlin@ucc.ie](mailto:amdevlin@ucc.ie)

**Noriko Iwasaki**

Nanzan University, Japan  
[niwasaki@nanzan-u.ac.jp](mailto:niwasaki@nanzan-u.ac.jp)

## Preface

The idea for the current Special Issue was conceived in summer 2019 when the three guest editors were members of the EU-funded COST Action SAREP.<sup>1</sup> The objective of the Action was to bring together scholars interested in exploring the benefits and limitations of one of the biggest catalysts of transnational mobility globally – i.e., international student mobility. Although the Action was largely focused on Study Abroad (SA) and language acquisition, collaboration with colleagues from fields such as migration studies, sociology, cultural studies and psychology facilitated the emergence of multiple foci of investigation, and it was soon realised that the traditional parameters of SA research had been too confining. SA could be viewed as a significant subsection of a much larger phenomenon which incorporates crossing borders and negotiating identities in multiple languages as quotidian and exceptional; long-term and short-term; voluntary and forced; and unidirectional and circular. It was an exciting time for research focusing on mobility, and the decision was made for a Special Issue exploring the multiple and variegated forms of transnationalism, including SA, as a space for identity processes via a second or subsequent language.....

# Shaping of L1 and L2 Linguistic Identities in a Migrant Family

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**Alba Arias Álvarez**

Roanoke College

[arias@roanoke.edu](mailto:arias@roanoke.edu)

**Patricia Gubitosi**

University of Massachusetts Amherst

[gubitosi@umass.edu](mailto:gubitosi@umass.edu)

## Abstract

Diasporas do not have stable and static identities bonded to the past or the homeland. In fact, they are changing communities, open to lateral connections in which their members are in continuous negotiation, especially with the dominant community in their new home, producing, contesting and preventing power conflicts. Since identity is negotiated through discourse, studying the linguistic behaviour of these groups is essential because it helps us understand the ways in which they use language to index new meanings and identities. Although the investigation of linguistic diaspora communities has increased in recent years, there has not been extensive research on how linguistic identity is constructed within migrant multi/bilingual families. In order to fill this gap in the literature, this paper uses an ethnolinguistic observational methodology along with sociolinguistic interviews to analyse linguistic identity negotiation processes among three generations of women from the same family who have crossed linguistic and cultural borders when they migrated to Asturias, Spain. Findings show a reconciliation of the Galician diasporic identity with other identities that arise in our participants' new social practices in the diaspora. Such identity negotiation is demonstrated through translanguaging strategies, which allow multilingual family members to communicate with each other and serve as performative discourses that enact speakers' complex identities, avoiding feelings of alienation or displacement.

## Keywords

linguistic attitudes, migrant family, translanguaging practices, Asturian/Galician languages

# We are Fundamentally Different: Investigating the Language Ideologies and Language Practices of an International STEM Scholar

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**Mingzhu Deng**

Michigan State University  
[dengmin4@msu.edu](mailto:dengmin4@msu.edu)

**Peter De Costa**

Michigan State University  
[pdecosta@msu.edu](mailto:pdecosta@msu.edu)

## *Abstract*

This case study explores the experience of a Chinese-born postdoctoral STEM scholar, Miles, who has lived in the United States for six consecutive years. Our research illuminates Miles's complex identity-making process by taking a close look at his language practices and language ideologies. Guided by identity theory (Norton 2013; De Costa/Norton 2017), we investigated the ascribed and enacted identities negotiated by this international STEM scholar, and how these identities conform to, or contradict, his language ideologies. Our findings yielded three key insights. First, Miles's social experience resonated with Coleman's (2013) concentric circles model in that the difficulties he encountered in crossing symbolic boundaries ideologically divided 'foreigners' like him from 'Americans', which in turn contributed to the reification of a marginalised 'forever foreigner' identity. Second, on a linguistic level, we learned that Miles believed in a native/non-native binary opposition and subscribed to a racialised view towards his 'foreign' usage of English. Third, at a micro level, we found that Miles's translanguaging practices created transformative spaces in which he imagined a globally influential scientist identity for his future. Critically, he questioned English hegemonic ideologies at his workplace and in academic publishing. In sum, Miles's status as an international student during the first five years in addition to his work in a dominantly Chinesespeaking laboratory significantly hampered his socialisation ability, resulting in a solidification of his 'foreigner' and non-native English speaker identities. Nonetheless, through his translanguaging practices, he also enacted a competent and critical English language user identity.

## **Keywords**

L2 identity, ascribed language identity, enacted language identity, language ideology, translanguaging practice, transnational scholar

# Language Investment of White Native English-Speaking Wives in Transnational Marriages in Korea

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**Heather L. Reichmuth**

Michigan State University  
[reichmu1@msu.edu](mailto:reichmu1@msu.edu)

## Abstract

With the ever-increasing demand for English language education around the world comes an increase in the transnational mobility of individuals from English-speaking countries who choose to teach abroad. During their stay, some sojourning teachers have met and married locals becoming long-term residents. English being a language of cultural capital often implies that families want English to be passed on intergenerationally. Thus, family language policies privilege English, yet this choice can often come at the expense of the transnational English-speaking spouses' investment in the local language. In this study, the narratives of two North American women married to South Korean nationals residing in South Korea share their experiences in their Korean language investment. Family language policy and Darvin and Norton's (2015) model of investment were utilised to shed light on the language learning experiences of both women. The study found that language investment is not unidirectional; language ideologies affect language investment, practices, and the shifting identity of transnational spouses, while at the same time impact the language ideologies and practices of the home.

Furthermore, investment as a theoretical construct helped to further explain how identity, capital, and ideologies in South Korea intersected on the individual level and influenced the transnational wives' language investment.

## Keywords

family language policy, investment, identity, transnational marriage, South Korea

# Identity Construction in Interaction: International Students' Dynamic Use and Changing Perceptions of the Japanese First- Person Pronouns Ore, Boku, and Watashi

DOI: 10.26379/IL2020001\_005

**Vera E. W. Hanaoka**

University of Hawai'i at Mānoa  
[vera2@hawaii.edu](mailto:vera2@hawaii.edu)

## Abstract

The expansion of global mobility has increased the number of people conducting their lives in an additional language, a key component of which is presenting themselves to others. This study focuses on processes of jointly accomplished identity construction found through discourse analysis (Gee 2014) of the participants' positioning (Davies/Harré 1990) in conversations between two advanced L2-Japanese-speaker undergraduate international students matriculating at a Japanese university and their L1-Japanese-speaker peers. This is done by examining their actual (audio-video conversation data) and perceived use (interview data) of the first-person pronouns *boku* and *ore*, which indirectly index masculinity (*ore* directly indexes coarseness, while *boku* directly indexes boyishness), and *watashi*, which directly indexes a neutral stance. Additionally, it investigates the participants' stated folklinguistic theories (Miller/Ginsberg 1995; Imai/Nojima/Okada 2012) – speaker-created lay theories of language – about the functions and indexical values of these pronouns that contribute to the participants' positioning.

Findings show that L2 Japanese speakers deploy first-person pronouns based on the situation to construct their identity in interaction. Participants stated that their pronoun choice was deliberate and based on their folklinguistic theories; however, they were not always aware of which pronoun they used.

These theories were (re)constructed based on the language socialisation of master narratives found in society, the participants' L2 education, L1 Japanese speaker informants, and the L2 speakers' experiences. The participants' processes of coming to differentiate pronoun-use were varied, non-linear, and on-going.

## Keywords

identity construction, positioning theory, folklinguistic theories, Japanese first-person pronouns, L2 Japanese speakers

# 'Perfect French' and Explaining Where Your Family Is From: Negotiating a New Zealand Identity on Study Abroad

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**Shelley Dawson**

Te Herenga Waka Victoria University of Wellington  
[shelley.dawson@vuw.ac.nz](mailto:shelley.dawson@vuw.ac.nz)

## Abstract

Study abroad (SA) forms part of the wide range of transnational experiences today. Moving across geographic and discursive space allows unique access to how identities connect to ideologies, and how they are negotiated by young people during times of global mobility, connectedness, and widening inequality. A critical framing of a whole person perspective adds valuable depth, pushing beyond individual portrayals of SA university students as language learners. This perspective recognises that students are socially embedded and continue to experience real-world issues on exchange while remaining connected to several communities through technology. This paper focuses on nationality and ethnicity as salient and connected identity categories for Persephone, a New Zealand participant on exchange in Paris.

Drawing on interactional data, social media, and email data, I demonstrate how Persephone's refusal to speak with a French accent and to move towards the French culture is connected to her relationship to her New Zealand Indian identity, and her engagement with power in the SA context. Findings show that traditional notions of immersion are no longer adequate to capture the complexity of the experiences of today's diverse and critically minded global citizens. Recognising the role of societal ideologies in identity negotiations illuminates hidden components of identity construction and questions the expectations placed on exchange students to uniformly and unproblematically take on aspects of the host culture.

## Keywords

national identity, ethnicity, whole person, ideology, study abroad, critical approach

## Norah in Ireland: The Identity Development of a Saudi Woman during Study Abroad

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**Arwa Alsufyan**

Imam Mohammad Ibn Saud Islamic University (IMSIU)

Riyadh, Saudi Arabia

[aialsufyan@imamu.edu.sa](mailto:aialsufyan@imamu.edu.sa)

### Abstract

When learners study languages abroad, they confront new social and cultural contexts that affect identity negotiations, and hence, personal growth. Despite a burgeoning interest in study abroad (SA) research on the role of SA experiences on a second language (L2) identity development, current research has given little attention to the identity development of Saudi students in SA contexts. This article addresses this issue by focusing on the identity development of a Saudi female learner, Norah, during a six-month SA sojourn in Ireland. Data were longitudinally collected using semi-structured interviews every two months over a six-month time-span, and the qualitative analysis was conducted in light of the positioning theory. Overall, the findings showed that the participant deepened her love for her country and religion, she was more enthusiastic about interacting with international students than members of the local community and felt that SA allowed for significant personal development. These conclusions suggest the benefits of SA for students' personal development regardless of native cultural attachment and differences in religious faith.

### Keywords

*study abroad, identity development, social integration, personal development, female Saudi SA student*



# Tunisian Students' Intercultural Identity Development in Study Abroad

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## Abstract

This paper investigates Tunisian students' development of intercultural identity in study abroad (SA) programs. The data were collected by means of the Autobiography of Intercultural Encounters (AIE) (Byram et al. 2009) from 12 Tunisian English language students who participated in SA programs in the USA, the UK, and Canada, with a view to exploring the participants' definition of who they are, their description of a specific encounter, their attitudes and reactions during the encounter, and the perceived change after it. The research, which follows a qualitative analysis of the participants' experiences of intercultural encounters, was conducted using Kim's (2008) stress-adaptation-growth dynamic. The findings revealed that the participants' stress was generated from their inability to function in the new community, on the one hand, and from the gap between their familiarity with the home culture and unfamiliarity with the host culture, on the other.

To overcome these difficulties, participants were found to use varied adaptive strategies, including stress management and linguistic and intercultural adjustments. The analysis also demonstrated that there was a meaningful link between the participants' definition of 'self' and the transition towards intercultural identity growth.

## Keywords

autobiography, intercultural encounters, intercultural identity, cross-cultural adaptation, intercultural competence, study abroad, identity development