Welcome! In this issue of the AAALGrads newsletter, you will find:

- **Letters:**
  - Letter From the Co-Editors
  - Letter From the AAAL Presidents

- **Feature articles:**
  - “International Graduate Students’ Perceptions of Post-COVID-19 Online Learning” by Adam V. Agostinelli (Boston College)
  - “Resilient Optimism Through Uncertainty in the Development of Virtual Professional Development for EFL Teachers in Tajikistan” by Elise Brittain (The University of Texas at San Antonio)
  - “It’s Okay not to Be Okay: Detecting Suicidal Signs in Online Communication” by Tetiana Tytko (University of Maryland, College Park)

- **“Creative Corner”:**
  - “Being a Doctoral Mom” by Ji Ma (Georgia State University)
  - “Letter to Younger Self” by Elisabeth L. Chan (George Mason University)
  - “Inspired by Sea Lions That Make Their ‘ibasho’ on a Beach: A Hint for a Happy Survival” by Yoko Mori (University of Otago)

- **Resource reviews:**
  - “Synthesis of Resources: Self-Educating to Become Savvy Digital Information Consumers” by Yuan Rao (University of Florida)
  - “Pandemic Conferencing: Implications for Future Virtual Exchange” by Michael D. Warner, Blanca Romero Hinojosa, & Kae Krueger (Arizona State University)

- **“Professional Development Corner”:**
  - “Learning How to Navigate Doctoral Supervision” by Tatiana Becerra Posada (McGill University)

- **Readers Respond Forum:**
  - Original piece: “White Ignorance and the Struggle for an Anti-Racist Applied Linguistics” by Nicholas Close Subtirelu (Georgetown University)
  - Response 1: “Decentering and Unlearning: A Response to ‘White Ignorance and the Struggle for an Anti-Racist Applied Linguistics’” by Di Liang (The Pennsylvania State University)
  - Response 2: “Revisiting Subtirelu’s Article ‘White Ignorance and the Struggle for an Anti-Racist Applied Linguistics’” by Zakaria Fahmi (University of South Florida)
  - Follow-up: “On Becoming Antiracist Racists: Author’s Response” by Nicholas Close Subtirelu (Georgetown University)

- **Diversity Statement:**
  - Original piece: “How to Write a Diversity Statement” by Ahmad A. Alharthi (University of Washington)

- **Acknowledgements and accomplishments:**
  - Interview with the 2021 Dissertation Award Winner
  - 2021 Design Competition Winners
  - 2021 Graduate Student Award Winners

- **Resources:**
  - Crowdsourced Resources and Funding Opportunities Related to “Ambiguity, Uncertainty, and Resilience”
  - Follow-up to Our January GSC Webinar
  - Great Meta-End-Committee Blog
  - Distinguished Service and/or Engaged Research Graduate Student Award in Relation to Diversity Efforts
  - Re-published from Summer 2020:
    - Quarantine Stories From the Graduate Student Community
    - Interview About COVID-19 With Applied Linguists and Administrators
    - COVID-19 Resources for Graduate Students

- **Interactive items:**
  - Diversity Climate Survey
  - Readers Respond Forum
  - Call for Proposals for the Fall 2021 Issue of the AAALGrads Newsletter

Also check out our past issue:

We welcome your feedback and input. You can leave comments in our surveys, or reach us through email at grad@aaal.org or aaalgrads@gmail.com.

*** Please note that newsletter contents will display best on a desktop/laptop computer or tablet. You can also view this issue as a PDF portfolio (coming soon).
Dear fellow graduate students,

Welcome to the Spring 2021 issue of the AAALGrads newsletter! As excited as we are to bring you this issue, we release it in full acknowledgment that the past 13 months have been a highly unusual and exhausting time for most, if not all, of us.

The ongoing pandemic has been a major disruptor which has created all kinds of ambiguities and uncertainties for the academic community. From graduate students specifically, we have heard about major challenges and traumas like disrupted research plans, lost funding, lack of childcare, unclear visa regulations, a collapsing job market, mental health problems, or even suicide attempts. Throughout 2020, we also witnessed localized and systemic violence and racism which has disrupted research plans, lost funding, lack of childcare, unclear visa regulations, a collapsing job market, mental health problems, or even suicide attempts. Throughout 2020, we also witnessed localized and systemic violence and racism which has disrupted research plans, lost funding, lack of childcare, unclear visa regulations, a collapsing job market, mental health problems, or even suicide attempts.

In our call for proposals for this issue, we predicted that while we will eventually return to a feeling of normality, academics will likely not reset to its old, pre-pandemic form. We wrote that the issues and tensions we faced throughout 2020 have drawn new attention to existing problems and faultlines in our system. For instance, in an increasingly competitive job market, the growing scarcity of funding, or the ongoing disenfranchisement of minorities in the academic community. Yet, in face of the ambiguity and uncertainty we have experienced, and continue to experience, many of us have had to stay our path, but to adopt, adapt, and keep going.

As such, we called upon the members of our community to submit proposals which illustrate not only the resilience of graduate students but also the voices of the diverse group of people who have contributed to this issue, either as an author or a reviewer. Our choice of "Populism, Uncertainty, and Resilience" as a theme was driven by the goal to create a space where members of our community can engage in discussions about new paths for applied linguistics and higher education which can make our profession more diverse and inclusive.

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In keeping with this premise, let us give you an overview of the items you will find in the Spring 2021 issue of the AAALGrads newsletter:

- **Letters:***
  - Letter from the AAAL Presidents: Past AAAL President Kendall King and current President Patsy Duff discuss the past one and a half years.
  - Letter from the Co-Editors: Stefan Vogel, Co-Editors.

- **Feature articles:**
  - In "International Graduate Students' Perception of Post-COVID-19 Online Learning," Adam Agnostrell (Barnard College) provides a survey of graduate students' perceptions of the impact of online instruction.
  - "The Effects of Pandemic on the Development of Virtual Professional Development for EU Teachers" by Stefan Vogel (AAAL) discusses the impact of the pandemic on virtual professional development.

- **Interactive items:**
  - "The Pandemic: A Time for Reckoning - A Review of 2020" by Yoko Hayashi (Tokyo School of International and Public Affairs) and Xinmei Zhang (Loyola Marymount University) explores the impact of the pandemic on the academic community.
  - "The Pandemic Economy: A Time for Reflection" by Ji Ma (Georgia State University) discusses the economic impact of the pandemic on graduate students.

- **Resource reviews:**
  - "Diversity Climate Survey" by M. S. Kauschke (Carnegie Mellon University) surveys the diversity climate in the academic community.
  - "How to Write a Diversity Statement" by Brittany Frieson (University of British Columbia) provides guidance on how to write a diversity statement.

- **Acknowledgements and accomplishments:**
  - "AAALGrads: 2020-2021 AAALGrads Graduate Student Council Members" by Stefan Vogel (Co-Editors).
  - "AAALGrads: 2020-2021 AAALGrads Graduate Student Council Members" by Stefan Vogel (Co-Editors).

- **Professional Development Corner:**
  - "Learning to Navigate Doctoral Supervision" by Tatiana Berrera Rosales (Georgetown University) discusses the challenges of doctoral supervision.

- **Readers Respond Forum:**
  - "Revisiting Subtirelu’s Article on ‘White Ignorance and the Struggle for an Anti-Racist Applied Linguistics’" by Di Liang (The Pennsylvania State University). Nicholas Subtirelu engages further with the two responses in "On Becoming Antiracist Racists: Author's Response."

- **Diversity Statement:**
  - "Diversity Statement for the Diversity Statement Network" by Michael Wintons, Bianca Romero-Rios, and Naida Raudsepp-Hearne (University of Florida) provides a critical review of six organizations which can support the development of diversity statements.

- **Quarantine Stories from Graduate Students**
  - "Being a Doctoral Mom" by Ji Ma (Georgia State University) expresses her thoughts about what it means to be a professional mother and parent during the pandemic.
  - "It’s Okay not to Be Okay: Detecting Suicidal Signs in Online Communication" by Blanca Romero Pino, Blanca Romero Pino, and Michael Wintons (University of Florida) provides a critical review of six organizations which can support the development of diversity statements.

- **Interactive features:**
  - "AAALGrads Graduate Student Council Members" by Stefan Vogel (Co-Editors).

- **Resources:**
  - "AAAL's AAALGrads Newsletter" by Stefan Vogel (Co-Editors).
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Finally, the co-editors would like to thank everyone who has contributed to this issue, either as an author or a reviewer. We realize that the past 13 months have been exceptionally exhausting and demanding due to COVID-19. We are fortunate and honored to have worked with so many kind and patient individuals. We value your input, diligence, and commitment to the applied linguistics community.
SOCIAL MEDIA SUB-COMMITTEE BLOG

Did you know that the social media sub-committee runs a blog with interesting topics surrounding graduate student life? Below is an overview of the posts we have featured on the GSC website since summer 2020. The link to the blog posts can be found at the bottom of the page.

Click here to read the blog posts
Distinguished Service and/or Engaged Research Graduate Student Award in Relation to Diversity Efforts

Did you know that there is a new award recognizing graduate students for their service and/or research in relation to diversity? You can read more about the award on the AAAL website. For your convenience, we also include a screenshot of the award page below.

The Distinguished Service and Engaged Research Graduate Student Award in Relation to Diversity Efforts recognizes a graduate student (i.e., a student member of AAAL) at the time of application and enrolled in a university Master’s, Ph.D., or Ed.D. program in applied linguistics or a related field whose service and engaged research endeavors (1) promote the interests of traditionally underrepresented or marginalized groups in the field of applied linguistics, (2) raise public awareness of important social issues connected to language, and (3) increase the opportunities for collaboration and dialogue among all members of AAAL. This award is to be given annually. Awardees and their work will be recognized through social media and publications by the Graduate Student Council. This award differs from the Diversity, Equity, Inclusion, and Access (DEIA) Graduate Student Award (GSA), to be launched Fall 2021, which is given to graduate students to support their attendance at the AAAL annual conference.

Eligibility
Service endeavors could include systematic use of social media platforms to promote issues related to diversity, organization of both in-person and digital meetings for groups of graduate students previously underrepresented in AAAL and in applied linguistics, collaboration with local communities (e.g., K-12 schools, teachers, high school students, etc.) in the promotion and support of multilingualism, equity, and diversity, or other actions which meet the aforementioned criteria.

Engaged research endeavors (1) promote the interests of previously underrepresented or marginalized groups in the field of applied linguistics, (2) raise public awareness of important social issues connected to language, (3) increase the opportunities for collaboration and dialogue among all members of AAAL, and (4) include direct outcomes for research and community participants. Engaged research endeavors could include community-based action research, design-based research, teacher-research-service collaborations, and others in the promotion and support of multilingualism, equity, and diversity, or other actions which meet the aforementioned criteria.

This award is to be given annually. At the discretion of the award committee, the award may or may not be presented during a given year. A reason not to make an award would be an insufficient number of nominations or no nomination that meets the excellence expected.

Nomination Procedure
Any member of AAAL may nominate a graduate student for this award. This includes faculty members, graduate student peers, and the nominee themselves. Individuals who have been nominated but not selected for the award in previous years are eligible. However, they must be re-nominated with a current statement of nomination and CV to be considered for the current award. Members of the current and former GSC steering committee and sub-committees are ineligible.

The nomination should include (1) a statement of nomination (maximum length of two single-spaced pages, authored by one or a maximum of two individuals or a maximum of three individuals or a maximum of total composition), stating specific contributions of the nominee in the aforementioned criteria; (2) an attached current CV of the nominee (or a comparable summary of the nominee’s major scholarship and service achievements); and (3) a 50-word summary of the nominee’s contributions to diversity efforts. Due to the stipulated need for confidentiality of nominations, only these nominated materials will be accepted.

The nomination deadline is June 1 annually. Award selection is made by January 30 annually. Please send your nomination to Andi@aaal.org (mailto:Andi@aaal.org).

Nominations will be assessed based on the extent to which they address the following questions:

1. What contributions to the interests of previously underrepresented or marginalized groups in the field of applied linguistics have been made?

2. How do these efforts raise public awareness of important social issues connected to language?

3. What opportunities for collaboration and dialogue among all members of AAAL have been created or enhanced?

Click here to access the website version of the award description
Quarantine Stories From the Graduate Student Community

When shelter-in-place orders went into effect throughout the United States, many of us felt isolated and disoriented. To find out more about the strategies graduate students have been using to cope during the pandemic, our social media sub-committee collected stories of resilience, optimism, and hope through our social media channels. Check out these amazing contributions from members of the graduate student community!

Yunjung (Eunice) Nam
Hello, AAAL Grads! While staying at home, I have been working on the 'Home Cafe' project— in preparation for a potential second job in addition to an applied linguist. I have been making diverse kinds of coffee, tea lattes, and fruit juice. It has been a great therapy for my tired soul and body!

Xian (Jan) Li
Hi, everyone! I fostered a cat (Frankie) when the whole shelter-in-place thing started. She has been my best supervisor and a great company during this unusual time. I ended up adopting her last month. Super grateful for this furry colleague.

Selahattin Yilmaz
Hello, AAAL world! I am Selahattin Yilmaz, a Ph.D. candidate in applied linguistics at Georgia State University, Atlanta. Thanks to the awesome GSC team, I get to share with you some photos of my cooking and a little bit about me. Currently, I'm working on finishing my dissertation. And since I've been spending more time at home than usual with the pandemic, I've been able to cook and bake quite often. I'm generally interested in finding ways to make traditional recipes healthier, which, I think, has helped me stay healthy and challenged during the lockdown. I hope you like the photos here from some of my cooking that I usually post on my cooking Instagram account (@myworldoftastes). Stay safe and healthy as we have many more amazing AAAL conferences to have.

Qian Wan
Hello! I'm Qian and this is my furry friend, Riley, a gray domestic shorthair bilingual cat. He enjoys chasing after his toys and reading linguistics papers beside my computer. I'm so happy to have been staying with him during this lockdown and we hope everyone will stay safe and well!

Tianfang (Sally) Wang
Hi, AAAL Grads! During the pandemic, cooking helps me to stay calm and eat healthy. I made a few of my favorite dishes and shared some of them with my friends.
What tips and strategies do you have for graduate students facing the crisis? From your perspective, what will be long-term effects of the crisis on your field and how have those changed as a result of Covid-19?

Panferov Reese

What are your responsibilities and resources in your current job role, as a professor, as a faculty member, as a mentor to graduate students, as someone who has been advocating for faculty, staff, and graduate students? I also do think the virus has provided an opportunity for people to think about the institution as a whole, to be creative about how to use things that aren’t going on as normal, and to be flexible about how you approach things. This is a great chance to show the benefits and abilities of technology to facilitate the practices faculty are already engaged in, to think about new ways to do things. Additionally, Prof. Panferov Reese has been teaching courses in language program administration and has been working with applied linguists and administrators. She teaches courses in language program administration and has been working with the AAAL Graduate Student Council to identify issues and ways to advocate for students. She has been working on creating a Resource Website for language faculty to refer to for external resources (e.g., Title VI funding). She has also been working to implement technologies in online language courses, and establishing and maintaining community in online language courses. She has also been working to provide language faculty with the ability to score for second language writing, and applications of new technologies in the field.

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With Applied Linguists and Administrators

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COVID-19 RESOURCES FOR GRADUATE STUDENTS

In this section of the newsletter, we share tips and strategies that you may find helpful in navigating the challenges presented by the pandemic.

In Part 1, we report on news and resources that we have compiled based on challenges and concerns expressed in the

Georgia Ehlers (gehlers@arizona.edu) is Director of the Office of Fellowships & Community Engagement at the University of Arizona.

PART 1

Before we report on news and resources that we have compiled based on challenges and concerns expressed in the

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PART 2

Remember to call the general telephone

Georgia Ehlers (gehlers@arizona.edu) is Director of the Office of Fellowships & Community Engagement at the University of Arizona.

PART 3

Opportunities Arise When Funding Priorities Change

Georgia Ehlers (gehlers@arizona.edu) is Director of the Office of Fellowships & Community Engagement at the University of Arizona.

A final word: Crisis and unexpected change can cause great discomfort and can also create great opportunity. Grant

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If you received funding from a government or corporation, make sure you are aware of any new rules or

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There is a growing awareness that emerging research priorities may influence the requests you make now to

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For the most part, emerging disciplines have shifted to working groups, which have focused on emerging

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Access the resources in your home department and across campus that support students: specific centers involved in

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Some survey participants also benefited from social media along with open online courses available on the web:

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What publishers are doing to help during the Coronavirus pandemic (Association of American Publishers)

What publishers are doing to help during the Coronavirus pandemic (Association of American Publishers)

Why you should ignore all that Coronavirus-inspired productivity pressure (The Chronicle of Higher Education)

Why you should ignore all that Coronavirus-inspired productivity pressure (The Chronicle of Higher Education)

The Words in the World Open Office Hours

The Words in the World Open Office Hours

Poling platforms

Poling platforms

Engagement at the University of Arizona.

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Part 3 is a short piece on funding by

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Diversity Climate Survey

The AAAL Graduate Student Council (GSC) aims to promote graduate students' professional growth and assist AAAL in fostering an open environment supportive of graduate students from diverse backgrounds. We would like to know how we can improve GSC to serve the AAAL graduate student community better. Please take 5 minutes to answer this survey. All questions are optional, and your input is much appreciated! Thanks in advance for helping us build a community where all are welcome, supported, and heard!

AAAL GSC 2021 Diversity Survey

The AAAL Graduate Student Council (GSC) aims to promote graduate students' professional growth and assist AAAL in fostering an open environment supportive of graduate students from diverse backgrounds. We would like to know how we can improve GSC to serve the AAAL graduate student community better. Please take 5 minutes to answer this survey. All questions are optional, and your input is much appreciated!

Thanks in advance for helping us build a community where all are welcome, supported, and heard!

The GSC Diversity Sub-Committee

What is the main focus of your interest (research and/or studies) in applied linguistics?

Your answer

How would you describe your institution?

- Public university
- Private university
- Other:

grad@aaal.org
https://www.aaal.org/graduate-student-council
https://www.aaal-gsc.org/

AAALGrads 5(2) / Spring 2021
© AAAL Graduate Student Council
This piece originally published at https://www.aaal-gsc.org/sp21-diversity-climate-survey
What is the main focus of your interest (research and/or studies) in applied linguistics?

How would you describe your institution?
- Public university
- Private university
- Other

In what city, state/province, and country is your institution located?

Age:
- Under 20
- 20-24
- 25-29
- 30-34
- 35-39
- 40-45
- Above 45

What is your gender?
- Female
- Male
- Non-binary
- Prefer not to say
- Other

Do you identify as a member of the LGBTQIA+ community?
- Yes
- No
- Not sure
- Prefer not to answer

I identify my race/ethnicity as:
- Asian
- Black
- Hispanic or Latino
- Indigenous or Native
- Middle Eastern or North African
- Pacific Islander
- White or Caucasian
- Other
- Prefer not to say

Are you pursuing graduate study in a country other than your own?
- Yes
- No
- Prefer not to answer

Do you identify as a person with a disability or as differently-abled?
- Yes
- No
- Prefer not to answer

Are you a care-giver for family members?
- Yes
- No
- Prefer not to answer

Are you a first-generation graduate student?
- Yes
- No
- Prefer not to answer

Are you a second-generation graduate student?
- Yes
- No
- Prefer not to answer

Are you a third-generation graduate student?
- Yes
- No
- Prefer not to answer

How would you describe your status?
- Master's student
- Doctoral student
- Post-doc
- Other:

Other:
- first-generation graduate student
- second-generation graduate student
- third-generation graduate student

Other:
- below 20
- 20-24
- 25-29
- 30-34
- 35-39
- 40-45
- above 45

Other:
- Female
- Male
- Non-binary
- Prefer not to say

Other:
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Other:
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- Are you a care-giver for family members?
- Are you a first-generation graduate student?
- Are you a second-generation graduate student?
- Are you a third-generation graduate student?
- How would you describe your status?
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A main task the Graduate Student Council (GSC) perform is to organize events for graduate students. In the past years, we have organized online webinars, published AAALGrads Newsletters, posted monthly YouTube videos and blogposts, coordinated interactive activities through our social media, and hosted graduate student events at the annual AAAL conferences.

Based on your current understanding and/or experience with these events, please rate how much you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 - Strongly Disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - Strongly Agree</th>
<th>N/A I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAL GSC supports members from diverse ethnoracial, linguistic, and social backgrounds.</td>
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<td>AAAL GSC takes into account the needs of members who are at different points in their studies and careers.</td>
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<td>AAAL GSC addresses the needs of members with families.</td>
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<td>AAAL GSC supports members with disabilities.</td>
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<td>AAAL GSC fosters communication between members with diverse backgrounds.</td>
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<td>AAAL GSC offers opportunities for graduate students and junior scholars to connect with senior scholars from diverse backgrounds.</td>
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<td>AAAL GSC events provide a diverse representation of topics and panelists.</td>
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<td>AAAL GSC addresses the needs of its international students.</td>
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<tr>
<td>AAAL GSC values diversity, equity, and inclusivity.</td>
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<td>In general, my experiences with AAAL GSC events have been positive.</td>
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</table>
Part Three

Personal Experience (Open-ended)

Q1. Have you had any positive experiences with the AAAL GSC or graduate student events that stood out in terms of supporting your professional, academic, or personal development?

Your answer

Q2. Are there any ways in which you would like to see AAAL GSC improve in terms of how it supports the professional, academic, and personal development of members from diverse backgrounds and experiences?

Your answer

Q3. Do you have any other suggestions or anything else you would like to share?

Your answer
Thank you for taking the time to share your thoughts and experiences with us. We appreciate your input and time.

Do you think the length of this survey is appropriate?

- Yes
- No

What else do you think we should ask in future climate surveys?

Your answer
Readers Respond Forum
(formerly Letter to the Editor)

A major goal of the AAAL Graduate Student Council's is to create community among graduate students in applied linguistics and to facilitate scholarly, professional, and intellectual exchange. To this end, we introduced the "Letter to the Editor" to the AAALGrads Newsletter in the Spring 2021 issue, which has been rebranded as "Readers Respond Forum" for Fall 2021.

All readers of the newsletter are invited to respond to articles published in the current issue (Spring 2021) and to share their thoughts and reactions in a constructive manner. With permission, readers' responses, along with reactions from the original author(s), will be included in the upcoming issue (Fall 2021). This may entail a review and revision process. All reader reactions should be received by September 20th, 2021. Please fill out the embedded form below to express your interest in writing a response.

AAALGrads Newsletter: Readers Respond Forum

A major goal of the AAAL Graduate Student Council's is to create community among graduate students in applied linguistics and to facilitate scholarly, professional, and intellectual exchange. To this end, we are introducing the "Readers Respond Forum" to the AAALGrads Newsletter. All readers of the newsletter are invited to respond to articles published in the current issue (Spring 2021) and to share their thoughts and reactions in a constructive manner. With permission, readers' responses will be included in the upcoming issue (Fall 2021). This may entail a review and revision process. All reader reactions should be received by September 20, 2021 through this submission form.

* Required

Email *

Your email

What is your name? *

*grad@aaal.org
https://www.aaal.org/graduate-student-council
https://www.aaal-gsc.org/

AAALGrads 5(2) / Spring 2021
© AAAL Graduate Student Council
This piece originally published at https://www.aaal-gsc.org/sp21-readers-respond-forum
AAALGrads Newsletter: Readers Respond Forum

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The name and photo associated with your Google account will be recorded when you upload files and submit this form.

Not aaalgrads@gmail.com? Switch account

* Required

Email *

Your email

What is your name? *

Your answer

What is your institutional affiliation? *

Your answer

What degree are you seeking? *

- Master's
- Doctorate
- Other:

What is your area of study or specialization within applied linguistics? *

Your answer

What newsletter article from the Spring 2021 issue are you responding to? Please be sure to include the title of the contribution as well as the name(s) of the original author(s). *

Your answer

Please attach your response here in .docx or .pdf format. Your response should not exceed the length of the original piece. *

Add file

Are you interested in having your response published in the upcoming issue of the AAALGrads Newsletter? *

- Yes
- No
- I’m not sure. Please email me to discuss further.

Is there anything else you would like to share with the GSC or newsletter team? *

Your answer

A copy of your responses will be emailed to the address you provided.

Submit

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Call for Proposals for the AAALGrads Newsletter (Fall 2021 Issue)

“Looking Forward: A Return to Normal or New Beginnings?”

1 Rationale

In the previous AAALGrads Newsletter, the editors and contributing authors discussed ambiguity, uncertainty, and resilience in the face of COVID-19, racial tensions, and a highly divisive presidential race in the US. While the aftershocks of these phenomena are still being felt today—and are likely to be ongoing issues for some time—we would like to bring into question some of the “new normals” that have emerged within our academic communities. We wonder if these new normals will remain and/or if they were ever equitable in the first place.

In response to COVID-19, emergency remote teaching, learning, and research became norms in their respective domains. However, Zoom burnout and screen fatigue are ubiquitous. We also must contend with the inescapable digital divide in terms of access to a strong internet connection and other digital technologies we have come to depend on. Thus, what will become of the “2020 norms”, and what might the consequences of the past year be as we begin to transition back to in-person academic activity? Have we learned anything in front of our devices that we can/should carry forward? What should we abandon?

There is also the issue of whether the sociopolitical progress that has been made over the past year will continue or if we will see even more divided communities at various levels of scale (e.g., local, national, global). With digital activism more prominent now than ever before, what will become of ongoing discussions of equity, diversity, and inclusion as we re-enter brick-and-mortar institutions? In this regard, we are left at an intersection of old versus new, of returning to normal or embracing new normals as we navigate one of the most trying times in recent history.

Of course, our hope is that as a community, we can find our way out of the lingering fog left behind by our recent hardships. We can do this by sharing ideas, predictions, and suggestions for best practices moving forward. While it may have been “too unpredictable to forecast” at the time of the call for papers for the Spring 2021 issue, at this time, with the movements that have occurred since, we encourage potential contributors to be bold and voice their opinions without fear of being wrong. As applied linguists, we understand the power of language, and this newsletter is a safe space where your voices can be heard.

While we are open to receiving a wide range of proposals, possible topics and questions which could be addressed in this issue are:

- What pedagogical tools and techniques should be maintained or further developed in the post-pandemic era? What can we do without?
- What should the approach to research and scholarship be? What digital tools for data collection should continue to be part of our repertoire post-pandemic? How can we increase equity in terms of both production and consumption of scholarship?
- In what ways have the events of the last year forced a re-consideration of the typical graduate education and career trajectory? How can graduate training become more inclusive of a diversity of professional goals?
- How can AAAL as an organization, and the applied linguistics community more broadly, continue to build on its efforts from the past year to create a more diverse and equitable community?
2 Possible Formats

We extend our call to include feature articles, resource reviews (e.g., books and technological tools), creative pieces (e.g., poetry, art, and video), short “how to” or “what I wish someone had told me” blurbs for the Professional Development Corner, and responses to articles from the current newsletter.

- **Feature Article.** A feature article should be about 750-1,500 words. It should address and critically develop a question or idea related to the newsletter theme. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative or service work.

- **Resource Review.** A resource review should be about 500-1,000 words. It should critique material (e.g., books, textbooks, technological tools, or a website) that might be helpful to graduate students. You are expected to have read and/or used the material before you write your review. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness for graduate students.

- **Creative Corner.** The Creative Corner is an experimental section designed to showcase the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, art, and/or a high quality video related to graduate student life. In your proposal, please be sure to describe the submission format (e.g., 25 MB .mp4 video). Personal experiences related to the issue’s theme are encouraged.

- **Professional Development Corner.** Blurbs for the Professional Development Corner are 500-to-1,000-word “how to” or “what I wish someone had told me” reports by advanced graduate students. The format can take several shapes, such as, but not limited to: a short narrative of a successful strategy, a “do’s and don’ts” list, or a flowchart. The goal of this newsletter section is to give graduate students adequate support and guidance as they navigate their graduate careers. In that vein, please maintain a professional tone and positive outlook. **Do not refer to institutions, departments, or individual people by name.** Authors are encouraged to connect their advice to the newsletter theme.

Possible topics for the Professional Development Corner include, but are not limited to:

1. How to build a mentoring relationship
2. How to start publishing early
3. How to build a versatile professional profile
4. How to job hunt effectively
5. How to find funding
6. How to develop a strategies for your graduate program, dissertation, or career
7. How to develop time- and project management skills
8. How to network effectively
9. How to develop leadership skills
10. How to explore alternative/alt-ac career paths
• Readers Respond Forum. As of Spring 2021 we have established a new submission format: you can now respond to articles from the current newsletter issue (Spring 2021). The original author(s) will also be given the opportunity to write a counter-response. With permission of the author(s), these responses will be included in our upcoming issue (Fall 2021) to facilitate scholarly and intellectual exchange. Please note that reader responses are due on September 20, 2021. More information is available on our newsletter website.

3 Guidelines for Proposals, Submission, and Timeline

Your proposal should...

- be approximately 300 words
- provide your name, department and institution, degree, and area of study
- identify the section of interest (feature article, resource review, Creative Corner, or Professional Development Corner)
- include a brief overview of what you plan to submit
- confirm your ability to commit to the timeline (provided below)

Proposals will be collected through this Google Form and are due by August 16, 2021 @11:59 PM Eastern Time. You can submit a proposal if you’re a graduate student in the field of applied linguistics—you do not have to be a current AAAL member.

<table>
<thead>
<tr>
<th>Tentative Timeline</th>
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<tr>
<td>Monday, August 16, 2021</td>
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<tr>
<td>Monday, August 23, 2021</td>
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<td>Monday, September 20, 2021</td>
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<td>Monday, September 27, 2021</td>
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<td>Monday, November 1, 2021</td>
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<td>Monday, November 8, 2021</td>
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The issue is expected to appear in mid November of 2021.
For questions or inquiries, please reach out to the newsletter co-editors Nathan Thomas, Katherine Kerschen, Sooyoung Kang, and Mariana Becker at aaalgrads@gmail.com.

**************************
Letter from the AAAL Presidents

Kendall King and Patsy Duff

All of us who serve on AAAL’s Executive Committee (EC) are fully aware that the last 13 months has been a period like no other in each of our personal and professional lives. It has also been an extraordinary year for AAAL as an organization. Like all of you, AAAL leadership has learned to function in new (remote) ways, and has been working hard to sustain and advance our organization, and in particular to support our large, diverse, and growing number of graduate students and recently graduated doctoral students who are early-career scholars.

We are highly aware that the academic landscape has been greatly altered by COVID in myriad ways: funding to support research and travel has been trimmed; academic positions are fewer in number, less likely to be tenure-track, and even more unlikely to be designated as research-stream tenure-track positions (with more such positions now devoted to teaching and educational leadership); and teaching expectations are more intense and unpredictable (on-campus? virtual? hybrid?). Below we highlight some of the work AAAL has done to respond to these new realities and to support professional development and engagement among all members, and graduate students and early career scholars in particular. For this latter category, we organized a special networking event at AAAL 2021 and will aim to continue to support graduate students and (other) early career scholars on their academic and professional trajectories going forward.

AAAL leadership has sought to make the process of actively participating and volunteering in the association more transparent and more inviting for all, and especially for graduate students. Volunteering fosters meaningful academic connections and can be an important step towards subsequent AAAL’s leadership roles. For that reason, we have launched a revamped volunteer recruitment system and webpage in addition to the many opportunities provided by graduate student leadership. We were delighted to have the involvement and assistance of approximately 40 graduate student volunteers at AAAL 2021. For example, in addition to the many who participate throughout the year in various voluntary roles. We were also thrilled to have record levels of participation by graduate students and volunteer mentors in this year’s Conference Connections, our well established mentoring program for emerging scholars.

AAAL’s EC has also sought to support and engage members beyond the annual conference. For example, we hosted a very popular 2020 summer webinar series, which we expect will continue throughout the year. We offer a huge thanks to the Standing Committee on Online Education and Outreach for coordinating these webinar efforts. These have been very well attended by graduate students, and graduate students have been central to their development, with graduate student leaders serving as moderators in some cases (and at our virtual conference as well). We welcome and look forward to this continued partnership.

Additionally, in order to support the many new members to AAAL in 2020-21, the EC has hosted regular online ‘meet and greet’ sessions with an introduction to the Association and then opportunities for interaction in smaller breakout groups. These informal, interactive sessions have been attended by hundreds of members from around the globe, including many graduate students. More will follow in 2021-22.

In response to the growing number of non-tenure-track positions in the United States and possibly elsewhere (and the decreasing number of tenure-track positions), Naoko Taguchi and her task force completed new guidelines to support graduate students. More will follow in 2021-22!

Ongoing AAAL Initiatives in Times of Uncertainty and Change

Kendall King and Patsy Duff

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Ongoing AAAL Initiatives in Times of Uncertainty and Change

Kendall King and Patsy Duff
International Graduate Students' Perceptions of Pre-COVID-19 Online Learning

Introduction

Recent changes to educational practices have been driven by the development of information and communication technologies, the global economy, and shifts in the labor market (Liu et al., 2010). Educators have found that the integration of online learning has led to the ability to learn at their own pace and convenience, which has yielded many benefits for students (Kang & Chang, 2016). However, cultural differences (Kung, 2017), and a lack of multicultural course content, also seem to feel that classroom interaction is either lacking in online environments or difficult to engage in (Tan et al., 2010), cultural differences (Kang & Chang, 2016; Kung, 2017), and a lack of multicultural course content, asynchronous learning can have detrimental effects on their language development and socialization, and limit future experiences international graduate students have with online learning. Given the uncertainties that come with the paper were limited to findings that are specific to language-related experiences with online learning, there was separation from friends, family, and colleagues all shaped the participants' experiences. While the discussions in this paper were based on findings from their academic and social experiences during their first three years at their university. Online learning was not beyond the scope of this study to discuss in detail, the political climate in the U.S. at the time, COVID-19, and physical time and materials. Guo noted that organization made the lesson seem "fluent" and that it helped him stay focused. He taking any online classes. This is an important distinction because their experiences likely differed from students who set doing. But I can't stop! It's like I am drunk!" He reflected that his lack of focus was likely due to the lack of accountability in the literature confirm that many international students perceive interaction in general to be lacking, or that they have In social interactions, social cues are for communication before we had Zoom classes." These reports can be corroborated with other research findings that come with social cues, and especially eye contact, is also lost in the online format. As Hyuk put it, "there is no push" in the online medium of instruction or are specific to international students.

Engagement and Experience

When another participant, Shin, was asked about his overall experience with online courses during his second (Spring 2020) and third (Fall 2020) semesters. Guo second year, it seemed that the switch to online learning as a result of COVID-19 enhanced language barriers for some

Positive Perceptions

A qualitative study was conducted to gain a deeper understanding of the experiences of international students during the Fall 2020 semester from within the U.S., with the exception of Hyuk, who moved back to Korea in the middle of the semester.

Conclusion, Limitations, and Implications

A table containing the qualitative data collected during the participants' third semester was related to conversations. The amount of observation was dependent on researcher and participant availability, and ranged from around three hours to 30 hours per participant during the fall semester. The fifth participant only participated in one conversation than highlighted the importance of interaction during online learning positively. A closer look at the students' comments on the different social interactions:

<table>
<thead>
<tr>
<th>Social Interaction</th>
<th>Positive Comments</th>
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</thead>
</table>
| 1. Private messages | "Helpful for engaging in discussions."
| 2. Audio descriptions | "Enhances understanding of course content."
| 3. In-person meetings | "Mothers, helpful for peer interaction."

The data collected from the qualitative interviews provided valuable insights into the experiences of international students during the Fall 2020 semester. The students highlighted the importance of social cues, especially eye contact, in online learning. They also commented on the positive impact of private messages and audio descriptions on their engagement and understanding of course content.
Resilient Optimism Through Uncertainty in the Development of Virtual Professional Development for EFL Teachers in Tajikistan

Feature article by Elise Brittain, University of Texas at San Antonio

Despite the challenges brought about by the COVID-19 pandemic during the 2020-2021 academic year, there were possibilities for graduate students to put their vast experience to use and engage in skills development. The ingenuity of people in response to social distancing has facilitated a rise in awareness of virtual opportunities in university programs. One such opportunity that I participated in was the U.S. Department of State Virtual Student Faculty Service (VSFS) Internship program, in which I supported English teacher professional development initiatives of the U.S. Embassy in Dushanbe, Tajikistan. From September 2020 to May 2021, I leveraged the online space in which the instructors and I collaborated during the program to develop and conduct English as a foreign language (EFL) teacher training.

The VSFS Internship program is an opportunity for U.S. citizen undergraduate and graduate students to develop their skills and gain professional experience. The program website emphasizes how the program offers students the chance to contribute to projects that advance the work of government at multiple fronts, including helping counter violent extremism, strengthening human rights monitoring, developing virtual programs, engaging in digital communications, mapping/disaster, economic and political reporting, data analysis, graphic design, and app building. With projects designed to provide flexibility but also make a meaningful contribution, selected interns in this program work virtually for a maximum of ten hours a week from September to May. The application period for the 2020-2021 academic year introduced 176 available project postings which represented a wide range of government offices, project goals, and fields of focus. These projects include multiple options for graduate students in applied linguistics and related fields, depending on their skills and background, including projects associated with English teaching, cultural exchange, or social media engagement.

My background as an EFL teacher and teacher trainer led me to educational and cultural exchange projects. My previous experience providing teacher training in Central Asia also influenced my interests. My first choice, and the position for which I was selected, was titled “Help Teach Tajikistan’s English Faculty Through the English Resource Center.” Later, I learned more about the English Resource Center, or ERC, which is supported by American Councils and the U.S. Embassy, and is housed in the pedagogical university in Dushanbe. Its purpose is to provide training, resources, and engagement for the English Faculty at the institution. My role allowed me to interact with English teachers, provide methodology training, and offer opportunities for teachers' English proficiency development.

Because a virtual internship had not previously been conducted in conjunction with the newly opened ERC, the project began with uncertainty. It was difficult to predict the possibilities available in an environment in which many obstacles hindered participation, such as institutional policies related to COVID-19 precautions and limited internet connectivity. Therefore, a rule was instituted limiting the number of teachers allowed in the ERC space to 6-7 at one time, based on the room’s square footage. However, in the institution where the ERC is housed, restrictions regarding connectivity. For instance, a rule was instituted limiting the number of teachers allowed in the ERC space to six at one time, based on the room’s square footage. However, in the institution where the ERC is housed, restrictions regarding connectivity.

One of my main concerns as a teacher trainer who transitioned throughout the project was building rapport with participants through online interaction. The ERC had already secured a large monitor and a presentation area. It was a step in the right direction, as I was able to conduct a large monitor and present materials, and students were able to interact with each other. However, the main concern was the participants’ ability to participate in the ERC space. It was a step in the right direction, as I was able to conduct a large monitor and present materials, and students were able to interact with each other. However, the main concern was the participants’ ability to participate in the ERC space. It was a step in the right direction, as I was able to conduct a large monitor and present materials, and students were able to interact with each other. However, the main concern was the participants’ ability to participate in the ERC space. It was a step in the right direction, as I was able to conduct a large monitor and present materials, and students were able to interact with each other. However, the main concern was the participants’ ability to participate in the ERC space.

During the sessions I facilitated in the ERC, I could only see on my small laptop screen that there were people sitting at tables because the webcam was attached above the large monitor where my face and PowerPoint presentation were prominently displayed in the room. I could see some of the participants’ body language but could not see their facial expressions because of the video distortion. I was able to hear clearly when only one person spoke out at a time. Everyone’s body language varied from one person to another. It was difficult to determine the students’ experience or engagement. It was important to establish rapport with the participants to better understand their needs. I realized that I had to accept some uncertainty about what the participants were comprehending and rely on them to communicate their needs.

Without knowing exactly how to make it work, it was clear that alternative strategies were required in this training environment. Not only did I want to establish rapport with participants, but I also wanted us to provide engaging activities that modeled what participants could apply to their face-to-face teaching contexts. The following strategies contributed to the achievement of these goals:

- Including opportunities during each session for teachers to share their own experiences from their teaching and personal lives. This enabled me to learn more about their teaching and their teaching context, especially since I could not see or hear them.
- Developing a regular schedule for participants to present their learning from week to week. This provided ongoing engagement for participants and myself to report on learning, ask questions, share resources, and make announcements.
- Including a “Teacher of the Week” program. This encouraged students to record videos and write reflections, demonstrating how they had applied their learning to the ERC professional development sessions in their teaching practice or how they had shared new ideas with their colleagues. This provided a cascading effect in which participants shared their learning with students and colleagues, who then also benefited from the sessions.
- Ultimately, uncertainty fueled the development of a variety of teacher training sessions and shared contentment among the participants, and the coordinators to face challenges with resilient optimism, intentionally internalized the role of the coordinator as a motivated leader. The most important success was our collective mindset of experimentation and adjustment.

The following list of suggestions is based on my experience facilitating these types of virtual workshops:

- Start a shared online group with participants. Use a platform such as WhatsApp, Telegram, Facebook, or other social media that is familiar to most participants.
- Schedule content for the shared group. Make plans to post questions, resources, and announcements regularly for ongoing engagement. Examples include sharing FAQs of open-source books or materials, requesting photos of teachers’ classrooms, sharing photos of your own teaching, and posting regular reminders about upcoming sessions.
- Plan for different types of participant interaction. If some participants are available in one room together and others join via Zoom, use breakout rooms to give everyone opportunities for pair or group work.
- Engage with participants’ culture. Gather information about languages, cultures, daily life, etc. and make notes to remember and extend what you learned.

Finally, for U.S. citizen graduate students who are interested in learning more about or applying for the VSFS Internship program in the future, the following information and suggestions are provided:

- Note that applications open during July and require submission of a resume, a 3500-word statement of interest which describes your interest in up to three different projects, and an unofficial transcript.
- View the previous year’s projects before applications open to get a sense of the types of projects available.
- Include how the projects you apply for can contribute to your area of expertise.
- Be specific in your statement of interest about what draws you to each project.

The stipends stated in this article are those of the author and do not necessarily reflect those of the United States Department of State or American Councils.

Elise Brittain is a Ph.D. student of Culture, Literacy, and Language with a decade of teaching experience, including in Intensive English programs, an international elementary school, and in universities in Uzbekistan. She currently serves on the boards of Texas Language Education Research (TeLER) and TETS20 in San Antonio.
It's Okay Not to Be Okay: Detecting Suicidal Signs in Online-Communication

Feature article by Tetiana Tytko, University of Maryland, College Park

Abstract

Tetiana Tytko’s work explores the role of language analysis in suicide prevention. Using corpus analysis and a machine learning algorithm, she examines the frequency and saliency of words within text messages exchanged among teenagers, focusing on signs of depression, which is one of the main causes of suicide.

Introduction

In the digital age, it’s easier than ever for people to communicate, whether it’s through text messages, social media, or online forums. While these platforms can provide a sense of community and connection, they can also serve as a breeding ground for negative emotions, especially among teenagers who may feel isolated or pressures they can’t handle. The role of language analysis in suicide prevention has gained significant attention in recent years, as suicide is the third leading cause of death among youth in the United States.

Purpose

The purpose of this research is to explore the relationship between language patterns and suicide risk, focusing on teenagers who use social media as their primary mode of communication. By examining the content of their text messages, researchers can identify potential warning signs that may indicate a person is struggling with mental health issues.

Methodology

Using corpus analysis and a machine learning algorithm, my colleague and I looked at the frequency and saliency of words within text messages exchanged among teenagers. We compiled two corpora that consisted of the participant’s personal correspondence with family and friends over the course of five months. Corpus 1 included the text messages sent in September, when the participant experienced suicidal thoughts. Corpus 2 included the text messages sent in December, when the participant was feeling more positive.

Findings

Our findings show that there are some prominent features of suicidal ideation in teen suicide messages:

- First-person pronoun: "I", "me," "myself," "mine"
- Absolute terms: "definitely," "surely," "certainly"
- Negative words: "terrible," "sad," "tired"
- Sarcasm: "But why me?"

It’s important to note that while these patterns may indicate a potential risk of suicide, they do not guarantee it. Suicide prevention requires a multifaceted approach that includes understanding the individual’s context and circumstances.

Conclusion

Suicide is a complex issue that requires a comprehensive approach. By understanding the language patterns associated with suicide risk, we can identify potential warning signs and take necessary steps to intervene. As society becomes more aware of the signs of depression and anxiety, we can work towards reducing suicide rates and providing support to those in need.

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Being a Doctoral Mom

“Creative Corner” contribution by Ji Ma, Georgia State University

Being a doctoral student,
In the United States,
Majoring in language and literacy,
Is her dream,
Until the pandemic starts...

As an international student,
She felt the pressure of
Discrimination,
Visa restrictions,
Job limitations...

She was in fear of
Getting sick,
Losing funding,
Losing her parents...

She is
A non-traditional student,
Studying abroad in her 40s,
In a new country,
With uncertainty,
Financial instability,
Family responsibility.

She is also
A mother,
A translator for her family,
A caregiver of two little children,
The primary source of family income,
An educator who loves learning, teaching, languages, and cultures.

She questioned,
Why language education is less valued than STEM majors.
Why tensions between countries change people’s relations.
Why the curriculum discusses diversity but excludes international students’ voices.
Why her spouse is not allowed to work, to contribute his values at the best of his lifetime.
Why her alien kids are excluded from affordable insurance.

She wondered,
If it was worth quitting their jobs, selling their house, spending their savings, leaving their parents to pursue her education.
If it would be easier to quit and do what they told her to do, "go back to your country!"

Then she realized,
She can either endure the pandemic and social movements with fears and tears,
Or she can use the time to reexamine and position herself with reading and writing.
She will not see herself as a guest, an outsider,
A checkmark to represent diversity, equity, and inclusion of an institution.

She saw her responsibility as an international educator,
A mother with beliefs, a wife with courage, and a student with commitments,
To advocate equity,
To promote diversity,
To persist and carry on.
Because being a doctoral student is her dream.
Because the pandemic is only part of life’s journey.

Ji Ma is a doctoral student in Language and Literacy at Georgia State University. She had 15-year teaching and educational leadership experience in China before she came to the United States to further her education. Her research lies at the intersection of language learning/teaching and intercultural communication, which reflects her experiences as an English language learner and educator, a non-traditional and international Ph.D. student, and mother of two young children who speak two languages. Currently, she studies female Chinese students’ overseas experiences, U.S. pre-service teachers’ cross-cultural teaching practices in China, and Chinese teachers’ intercultural competence development in the dual-language immersion programs. Her goal is to prepare linguistically and culturally competent students and teachers.
Letter to Younger Self

"Creative Corner" contribution by Elisabeth L. Chan, George Mason University

Dear Younger Me,

Wow, it's been a minute. I'm a professor now... Can you believe it? Oh, and I decided to go back to school and get my Ph.D. Crazy, right? I know this is not what you had in mind for us. Haha... This is a little awkward, but I need to say... I'm sorry. I hated and rejected many parts of you. I had some misguided notions about what you were supposed to be—how you didn't fit inside dominant white norms of society. I didn't accept you for who you were, and that's my bad. I now draw strength from us as a whole, less fractured person.

I remember you denying your heritage, refusing to say you were Chinese when people asked where you were from, saying instead you were from Tennessee (which you are), your mom was from New Jersey (which she is), and your dad was from Britain (well, a British colony).

Years from now, you'll learn there's nothing wrong with your Chinese-ness. It will become a source of pride in family and in yourself. You'll be able to say the words "I'm Asian American" and eventually even "I am Chinese... about... without hesitancy.

The loss of your heritage culture and the struggle and journey to regain it will fuel and shape your Ph.D. studies and your teaching philosophy. Rooting yourself in your culture will help you find your way to critical narrative methodologies, knowing yourself and accepting yourself—your epistemological and ontological commitments—will lay a strong foundation for your identity as an activist-researcher and critical educator.

I honor your memory. You've been gone for many years now. I still hear a whisper of you, catch a shadow of you, here and there. I actually think about you often. I reflect on the lessons you taught me and how I have grown.

Schooling was painful. You hardly saw yourself represented. Well, last year we got our first Chinese version of Little House. It's a bit too late for you. I mean, I still read it, though, and thought how great it would have been for you.

You made yourself sick over grades. I'm sure it started when that white teacher called you and a white student to the side only to tell you that she beat you for top score in the class by a little point. I know you were thinking, "What was the point of calling you over in the first place just to tell you that?"

I know school has always been super important to you. Don't worry. It's still is. You are an educator now after all... but you problematize schooling now. All. The. Time.

You'll learn about the forms of systemic racism infused in schooling and academia, and engage in ways of problematizing your own role within it as an educator and educational researcher as you continue building networks and exploring ways to transform schooling. Education has roots in white supremacy with a controlling, punitive-focused lens, of which grades are a part. Grades are often arbitrary and place unnecessary institutional stress and pressure on nonconformers. Grades don't represent your self-worth. The letters that will matter more for you are B.S., M.A., Ph.D. in the end, you'll realize grades aren't as important as the network of people you know.

Thank you. You endured many hardships because of the uncertainty that felt about who we were—racially, ethnically, culturally. These blows hardened you and strengthened us—we became resilient.

Remember when that guy asked if you could speak Chinese, and you were like, "no," and he was like, "What a shame!" You got mad because you didn't feel that you should feel shame for speaking English and not Chinese. Well... I have to say, I kind of agree with him, not because you should feel shame, but because the ways that the hegemony of English and societal structures, including schooling, robbed you of that piece of your heritage is shameful. I wish you didn't wait until your late twenties to learn about your history of Chinese Americans in the U.S., the Chinese Exclusion Act, but especially the Mississippi Delta Chinese. It's your history. It's our history. Maya Angelou said, "The more you know of your history, the more liberated you are." Knowing there was a community with a history where you and your family fit would have tempered your resilience sooner, more evenly, less damaging-ly than the hegemony of English and societal structures, including schooling, robbed you of that piece of your heritage is shameful. I wish you didn't wait until your late twenties to learn about your history of Chinese Americans in the U.S., the Chinese Exclusion Act, but especially the Mississippi Delta Chinese. It's your history. It's our history.

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Some say they wouldn't trade all the pain and struggle because it made them who they are. You would probably agree with that, but I disagree with you. I would trade some of the trauma. The ends do not justify the means. You are already strong. You've been strong. You would still become stronger, but you would draw your strength from us as a whole, less fractured person.

One of your strengths has been just taking chances and opportunities as they arise without overanalyzing the uncertainties that loomed. As you do that, surround yourself with good people. It will be harder for you to find mentors, so seek them out. Practice being confident, asking questions, and speaking up to find your voice.

With love,
Your older, somewhat wiser self

Elisabeth L. Chan has over 15 years of experience as an English language educator. She has advocated for, presented, researched, and published on social justice, diversity, equity, and inclusion in TESOL, where she draws upon her lived experiences as a second/fourth-generation Chinese American from the U.S. South. She is currently ABD and specializing at George Mason University, specializing in Multilingual/Multicultural Education with a secondary in Interdisciplinary Critical Perspectives and Social Policy. She strives to center intersectionality, criticality, and relationality in her research.
Inspired by Sea Lions That Make Their "ibasho" on a Beach: A Hint for a Happy Survival

"Creative Corner" contribution by Yoko Mori, University of Otago

With the outbreak of COVID-19 leading to border closures, many people have been stuck outside their home countries. They are not only stuck outside their physical homes but also their academic ones—many teachers and researchers have had to adapt their work to workspaces outside of their usual ones, working irregular hours at home, or even having to spend a large amount of time working on other areas outside their discipline in order to adapt to this new situation. Antiquity and uncertainty now seem to be the foundation on which to build a meaningful life, at least for the foreseeable future.

Facing uncertainty and ambiguity, I find that they are not entirely new concepts for me. I somehow brought up in an environment where my family moved between my home country and another multiple times, so it was only natural for me in the past to not feel a lack of sense of belonging. In fact, I feel my 'almost a local,' and at other times, 'a local.'

The FD field as 'no bad thing.' I interpret the 'openness' and 'no bad thing' as leading to hope—hope for encountering (Stewart, 2020). Referring to the FD literature, Knapper (1998) characterizes the ambiguous and uncertain condition of the students, between academic staff and management, and between teaching and research" (p. 25), which often makes students feel that "students are not sure about what place is out there, i.e., sometimes, they have sometimes been perceived as a 'waste,' sometimes almost a 'local,' and at other times, a local.

This has made me feel culturally displaced or led to experience an identity crisis. Rather, I believe these experiences have created an identity capital enriching my life with a hybrid sense of self. Though this was not always without struggles, the new places have become an additional home. Belonging between different worlds has empowered me to make better 'sense of belonging' (Stewart, 2020) and to enjoy harmoniously the different worlds.

The concept of liminality is composed of "no home" and baby's "hair," which may be interpreted as 'place where one wants to stay' in Japanese culture, creating an 'ibasho' is widely understood to be inherent in us by realizing of "we are not only connected to all other living beings" (Maori philosophy: Indigenous thinking from Aotearoa, van Gennep, A. (1960). The rites of passage.

Creating an 'ibasho' could be a strategy for overcoming ambiguity and uncertainty. Living in a liminal space requires much effort, patience, and courage—"in the sacred time that one must constantly pursue knowledge of multiple fields, patience due to higher possibility of an unclear career path, courage for seeing challenges as opportunities. If these requirements were embraced, the concept of 'liminality' with its implications of ambiguity and uncertainty, may not be as bad after all. Much of the work on 'lived' claims, it also includes openness for transferring to another world (Stewart, 2020), referring to the FD literature, Knapper (1998) characterizes the ambiguous and uncertain condition of the FD field as 'no bad thing.'" (ibasho)

Creating an ibasho could be a strategy for overcoming ambiguity and uncertainty. "I believe these experiences have created an identity capital enriching my life with a hybrid sense of self. Though this was not always without struggles, the new places have become an additional home. Belonging between different worlds has empowered me to make better 'sense of belonging' (Stewart, 2020) and to enjoy harmoniously the different worlds." Now, let me explain a little about the attached photo. In between my studies, I often stroll along beaches. The sound of waves and the immeasurable scale of nature help me to refresh my body and mind. It was on one of these occasions that I happened to encounter this Hooker's sea lion.

References


**Acknowledgments** I would like to thank the editors (Stefan Markus Vogel, Zhenjie Weng, Mariana Lima Becker, and Qiopong Kung) for their helpful review and support.
Synthesis of Resources: Self-Educating to Become Savvy Digital Information Consumers

Resource review by Mais Gani, University of Florida

In today’s internet era, seeking information on search engines and social media has become commonplace in everyday life. However, this ease of access comes with challenges. For example, individuals may be faced with the task of sifting through vast quantities of information to find accurate and reliable sources. This is particularly important in the age of algorithms that are designed to manipulate human behavior, and the need for information literacy has never been greater. By tackling the 21st-century problem of misinformation from both organizations and individuals, while social distancing measures are in place, social media use has increased tremendously to support personal social gatherings (Koo & Popper, 2020), which, in turn, exposes people to more information without traditional gatekeepers. Hence, it is crucial to enhance our critical awareness in assessing the credibility of information while navigating the digital environment.

To empower graduate students and the community of applied linguists to be savvy digital information consumers, I reviewed a list of organizations working on issues of digital, media, or information literacy. These resources are rich in ready-to-use educational materials that can benefit people of all ages, but especially educators, parents, and students, in becoming digitally literate individuals.

**Association for Media Literacy Education (AME) (https://projectinfolit.org)**
AME is a non-profit educational association dedicated to enhancing media literacy education in the United States. It is a platform for educators to develop media literacy curricula, and is an online community of 9,000 members who are passionate about teaching media literacy. The organization is committed to highlighting the power of media literacy education and its essential role in education across the U.S.

**Stanford University. (https://thecrashcourse.com)**
Stanford University runs the Journal of Media Literacy Education, an online, peer-reviewed, interdisciplinary journal supporting the development of research, scholarship, pedagogy, and policy of media literacy education.

**Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016).**
A series of events such as professional development activities, Twitter chat, and webinars will be held along with the upcoming book release, which outlines the relations between media and the mind, money, persuasion, advertising, policy, or propaganda.

**Civic Online Reasoning (COR) (https://cor.stanford.edu/)**
COR seeks to measure civic online reasoning. A series of events such as professional development activities, Twitter chat, and webinars will be held along with the upcoming book release, which outlines the relations between media and the mind, money, persuasion, advertising, policy, or propaganda.

**National Association for Media Literacy Education (NAMLE) (https://namle.org)**
NAMLE is a leading nonprofit membership organization dedicated to advancing media literacy education in the United States and abroad. NAMLE hosts a biennial conference that brings together hundreds of partners for events and activities around the country.

**NLP (https://www.nlp.org)**
NLP is a non-profit national education charity that provides programs and resources for educators and the public to teach, learn, and share the abilities needed to be smart, active consumers of news and information and to be equal and engaged participants in a democracy.

**Project Information Literacy (PIL) (https://projectinfolit.org)**
Project Information Literacy is a nonprofit research institute dedicated to studying the information literacy of college students. Through their research, they have examined the information habits of 22,000 U.S. college students who were surveyed and interviewed the past decade to generate these reports.

**NLP’s free mobile app, Critical Thinking Coach, uses a simple, interactive interface to teach children about news literacy, critical awareness and competencies necessary to manage the torrent of information flow.** For example, scholars at Stanford University run the Journal of Media Literacy Education, an online, peer-reviewed, interdisciplinary journal supporting the development of research, scholarship, pedagogy, and policy of media literacy education. To enhance our critical awareness in assessing the credibility of information while navigating the digital environment, it is crucial to enhance our critical awareness in assessing the credibility of information while navigating the digital environment.

**Click Online Reviewing (COR) (https://projectinfolit.org/)**
COR offers a curriculum with three lessons and assessments that help educators teach middle school and college students to evaluate online information. The three questions at the heart of the COR curriculum are: Why is the opinion being presented? Where is the evidence? Who do you trust?

**Smart Talks (https://thecrashcourse.com/courses/medialiteracy)**
Smart Talks is an occasional series of informal conversations with leading thinkers about new media, information-seeking behavior, and the use of technology for teaching and learning in the digital age.

**National News Literacy Week (https://www.nnll.org)**
National News Literacy Week is an annual U.S. media literacy week that calls attention to media literacy education by bringing together hundreds of partners for events and activities around the country.

**Coral Kellner**
Coral Kellner is an advocate for technology and information literacy among youth and young adults. She is also interested in exploring digital literacy education in migrant families, and information access and equity of children’s learning.

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The resiliency of the CALL Club graduate students transformed the conference into a valuable virtual exchange during a pandemic. With the constraints brought to the pandemic, the CALL Club hosted a virtual AZCALL in 2020, which featured recorded presentations, live plenary speakers, and a networking event. This exchange included:

- Recorded presentations for lasting impact from continued viewing
- Live plenary speakers
- Networking event

Benefits from this virtual exchange included:

- Recorded presentations for lasting impact from continued viewing
- Live plenary speakers
- Networking event

Google Sites is a free tool that hosts the AZCALL website and the digital program with relevant information about the conference, including presentations and recorded presentations. The AZCALL website also has a history section where you can still access conference materials and contact information. The program was embedded in the AZCALL website and distributed in PDF format with hyperlinked presentation titles, allowing for direct access to the pre-recorded presentations.

Canva:

This social media platform was used to promote the conference to a wide audience by posting AZCALL information on social media, which is a common way to reach target audiences and engage with communities. Canva allowed for mass contact without being tagged by spam blockers. We uploaded a list of contacts and associated email addresses by using mail-merge functions.

Mailchimp:

This email marketing tool allowed us to distribute event tickets, register attendees and presenters, and keep a record of the event. Mailchimp has been used for academic conferences.

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This word processing tool allowed us to edit and revise documents, and Soylow offered us to survey the data and find the most efficient and effective methods. Google Docs has become a common fixture for online collaboration. It provided space for conference organizers to receive anonymous and unsolicited data from attendees, which can contribute to feedback and improve the future of the conference.

Google Forms:

This Google Form was used to submit presentation proposals and post comments and questions for presenters. It also allowed for mass contact without being tagged by spam blockers. We uploaded a list of contacts and associated email addresses by using mail-merge functions.

Google Sheets:

This spreadsheet tool was used to organize and execute AZCALL. During planning meetings, it was used to record presentations, live plenary speakers, and a networking event. The benefits from this virtual exchange included:

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Learning How to Navigate Doctoral Supervision

As Grant (2010) points out, choosing a supervisor is a determining decision for the success or failure in the relationship between student, supervisor, and thesis. Having to make this choice before being admitted to my Ph.D. program was one of the first and biggest challenges I have faced in my Ph.D. experience. As I searched for information about admission in my desired Ph.D. program, I was very surprised to learn that having secured a supervisor was one of the prerequisites to start the application process. Therefore, finding a faculty member that would accept me as supervisee was the first task for my application.

Although I knew some faculty members’ work, I was not sure if I really wanted any of them as my supervisor. I knew their work, but I did not know them. I felt completely lost and insecure since I had no prior experience contacting a prospective supervisor. I didn’t have any colleagues or friends with a similar experience to ask for help either, nor did I have any acquaintances at this university that could advise me on best ways to reach out to faculty.

I relied on tutorials and blogs on how to contact a prospective supervisor and then found myself scrutinizing the faculty profiles. I thoroughly read each professor’s profile on the department’s faculty webpage and selected the ones who shared some common background or research interest with me. After choosing the two professors with the “most potential,” I embarked on an extensive search of their academic careers on academic and social networks (Research Gate, Google Scholar, Academia, Twitter, Facebook, etc.). After reviewing their profiles, I read their latest academic work and had the wonderful feeling of being inspired by their ideas—this was a moment of joy since I felt this Ph.D. program would be the ideal place to develop expertise in my area of research and grow academically.

After having two potential supervisors in mind, it took me several days to compose a first email. Although I had followed a very formal and academic style, it was not effective; I had been waiting for the professor’s reply for almost a month! Their silence made me fear I had not met their expectations. Despite feeling vulnerable, and with the deadline for applications a month away, I persevered: I contacted the program director, who advised me to write a briefer and more direct email, just a paragraph long, where I explained my interest, summarized my experience and research proposal, and asked my potential supervisors directly whether they would accept me as a mentee. The reply came the next day! One of them accepted me, and so I could continue with my application to the program.

My Ph.D. application was successful. However, at the very beginning of my first year, I could not avoid feelings of anxiety, uncertainty, and vulnerability due to the remoteness enforced by the COVID-19 pandemic. Contrary to my expectations, I had to start my Ph.D. from home, thus limiting in-person contact with professors, classmates, and my supervisor. This lack of connection made me wonder whether starting my Ph.D. had been a good idea at all.

Feeling vexed by the novel and complex nature of the supervisory experience, I read guidelines, attended workshops, and asked classmates about their experiences. However, I did not find “the secret recipe” to a successful supervisor-student relationship. With limited opportunities to experience conventional supervision, I felt I was falling at understanding the dynamics of doctoral supervision, especially how to get to know my supervisor.

Getting to know each other is an essential part of the supervisory relationship (Grant & McKinley, 2011) since it lays the foundation to receiving the most appropriate help from one’s mentor. Despite the physical distance imposed by the pandemic, my supervisor and I were able to establish new avenues to learn about each other. By corresponding through email and having phone calls and Zoom meetings, I have felt my supervisor’s support.

He has supported me in important academic endeavors such as writing grant proposals, reviewing reference letters, obtaining university funding, developing my leadership profile, guiding my candidacy plan, encouraging me to pursue scholarly writing, and answering essential questions about my doctoral research. Beyond just giving me feedback, he has also showed appreciation and trust in my work and in my abilities to succeed in all these endeavors. He has become a mentor who has been willing to share his knowledge with me—his work has continued to inspire me and further my understanding of my research area.

As pointed out in recent research on doctoral supervision (Sverdlik et al., 2018), supervisors have a supportive role which is essential to a student’s well-being and sense of success. In my case, throughout this first year, I have gained confidence in dealing with a supervisory relationship. I have learned that close contact and clear communication will allow me to be successful in supervisory relationships.

Feeling expected, I have started to understand the dynamics of doctoral supervision, especially how to get to know my supervisor.

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Having a supervisor from the start of the Ph.D. especially knowing that there is an expert who will guide me in every milestone of this path, has been comforting. I am aware of the key role my supervisor will continue to play in the building of my doctoral career, thus also exerting direct influence on my identity and agency as a doctoral student and future scholar.

References


Tatiana Becerra has been an EFL teacher educator for 10 years at Universidad de Córdoba, Colombia. Currently, Tatiana is a first-year Ph.D. student in the Department of Integrated Studies in Education at McGill University. Her research interests include EFL teacher education, L2 literacy, digital literacies and EFL learning in rural contexts.
Kubota, R. (2020). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied emotion, it opens up the space for us to think and act differently, for us to challenge a system that both privileges and misunderstanding? Were you worried about how his account might sow discord in the field or harm the reputations of white applied linguists to attend to our “personal narrative and experience as a foreign culture.

Mitigation efforts to battle forms of racism and discrimination in applied linguistics mandate ceaseless, conscious retreat to their personal narrative and experience as a reflexive, transformative means to combat issues related to racism and discrimination.

Fahmi implores white applied linguists to attend to our “personal narrative and experience as a human experience entails the eternal uniqueness of voice and the vivid omnipresence of the self. For example, McCausland (2020) used performative behaviors, decenter ourselves from privileged positions, develop intercultural sensitivity and awareness, and Di Liang (The Pennsylvania State University) respond to Nicholas Subtirelu’s (Georgetown University) Fall 2020 piece format allowing readers and authors to engage in constructive dialog and exchange of ideas about the articles published.

Takaki, R. (1993). and Di Liang (The Pennsylvania State University) respond to Nicholas Subtirelu’s (Georgetown University) Fall 2020 piece format allowing readers and authors to engage in constructive dialog and exchange of ideas about the articles published.

Johnson, L. L. (2017). The racial hauntings of one black male professor and the disturbance of the self(ves): Self-

Response 2


Response 2

Readers Respond: Diversity Statement

Original Piece: How to Write a Diversity Statement


If we can do that, the gap between our words and deeds might not be so wide when we finally come to put pen to paper looming in the not-too-distant future, compel us to pursue equity, diversity, and inclusion in everything we do today—and to close any gaps that may have opened up between our commitments and our practices. Lastly, our diversity statements, must. If we find ourselves with limited or no experience in enacting EDI, we might do better to follow Alharthi’s (2020) paper that celebrates our work to date, and another on our conscience that also records the work we haven’t done but step, Ahmed (2006) instructs us, is to exercise a healthy skepticism regarding diversity statements’ capacity to do anything Despite the concerns I’ve shared here, diversity statements might still prove to be tools for transformative work. A first has principles that it does not have” (p. 114). It could be argued that, in requiring applicants to submit diversity statements to understand this emerging genre is timely and practical, and will no doubt be used by many graduates across the graduation, and for those hoping to stay in academia, the increasing number of job postings requiring a diversity interview-essay.

References


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Dr. Brittany Frieson
University of North Texas

What inspired your dissertation project? What were you interested in researching? How did you decide on method, design, and participants?

For my dissertation project, I was interested in researching the intersection of Black language, identity, and power in bilingual education contexts. This intersection is particularly relevant because it is often overlooked in bilingual education research. I decided to use a mixed-methods approach, combining qualitative and quantitative data, to better understand this intersection. My participants were Black children in bilingual education programs, and I used a ethnographic approach to collect data through observations, interviews, and participant observation.

What was the process of writing your dissertation? Did you have any challenges or barriers to overcome?

Writing my dissertation was a challenging process. I faced many obstacles, including writer's block, time management, and funding. I had to balance my work, family, and personal life while writing my dissertation. I also faced challenges in finding funding and time to write. However, I was supported by my advisor, Dr. Brittany Frieson, who provided me with guidance and encouragement throughout the process.

What was the impact of your dissertation project on you as a scholar? What has been the impact on your professional development?

My dissertation project had a significant impact on me as a scholar. It provided me with an opportunity to explore a topic that is important to me, and it helped me develop my research skills. It also helped me develop my critical thinking and problem-solving skills, which are essential for my professional development. My dissertation project also helped me build my research network, as I presented my findings at conferences and published my work in academic journals.

What advice do you have for other researchers who are working on similar projects?

My advice for other researchers is to stay focused and persistent. It’s important to have a clear research question and to develop a research plan that is feasible and realistic. It’s also important to seek out mentorship and support from others in your field. Finally, it’s important to stay open to feedback and to be willing to iterate and refine your research as needed.
Congratulations to the 2021 Design Competition Winners

Each year, the GSC calls on graduate students to share their artistic talent in the AAAL design competition. Winners have their designs featured on apparel and accessories sold on Teespring. All proceeds are used to support graduate students and the Fund for the Future of Applied Linguistics (FFAL). The selected artists are publicly recognized at the AAAL Conference, and the GSC typically sponsors up to $100 towards the registration fees for the annual conference if the selected artists plan to attend.

This year, our winning designs were created by Di Liang (The Pennsylvania State University) and Lynn Zhang (University of Wisconsin Madison). Congratulations! Below you will find their bios and designs, as well as a video from each winner explaining their design.

Do you need a video transcript? Both videos are available on YouTube as well:

- Di Liang's design (YouTube)
- Lynn Zhang's design (YouTube)

Di Liang

is a Ph.D. candidate in Second Language Education at the Pennsylvania State University. He holds an M.Ed. in Foreign Language Education from the University of Pittsburgh. His research interests include language teacher education and the development of innovative teaching methods.

Difeng (Lynn) Zhang

is a Ph.D. Candidate in English Language and Linguistics at University of Wisconsin-Madison. Her dissertation topic is using corpus-based approach to analyze the digital transformation of news writing, specifically focusing on the change of certain syntactic features. Her research interests include but not limited to: applied English syntax, register analysis, and computational corpus analysis of English written texts.
of linguistic anthropological analyses of asylum to concerns of aurality, listening, and artificial intelligence.

of Learner Related Episodes (LREs, Swain & Lapkin, 2001), and in-game triggers. Lastly, LREs were analyzed longitudinally by performances. Specifically, I examine how credible fear in an entextualized asylum seeker narrative could be narrative critical discourse analysis and lexicon-based sentiment analysis, a method of text analytics that numerous States Asylum Vetting Center currently in development by US Citizenship and Immigration Services, is just one example of learners at a university program (9 classes, n=156). There were two experimental conditions: 1) learners played the game monolingual English classroom, (2) validates heritage, non-dominant knowledge systems and languages (such as those tasks, or how task features affect interaction (Plonsky & Ziegler, 2016). Digital games fit the definition of technology-Mackey, 2015). There is a growing body of research on how technology impact peer-interaction, but few studies have idea is important because the arbitrariness in reaching a particular dataset is inevitably inherited by its statistical result, Arbitrary Choices, Arbitrary Results: A Multiverse Analysis of L2 Reaction Time Data

This data processing, however, typically involves making decisions among equally reasonable options of how to remove, and presents a host of new perspectives for future research.

Arbitrary Choices, Arbitrary Results: A Multiverse Analysis of L2 Reaction Time Data

Peer-Interaction of Beginner L2 Learners During Collaborative Gaming (Re)viewing Our Relationships With the World: Foundations for Decolonial and Equitable English Language Learning

Research in peer-interaction has been shown to promote L2 development from interactionist (Long, 1996) and

Macaro's and attempt to align them with recent developments in theory and research. It will take the first steps in outlining presentation takes the view that both social and cognitive perspectives must be accounted for in any theory attempting to

issues. It has been nearly 15 years since his proposal, and despite being widely cited, few researchers have utilized

some researchers situated strategies in cognitive Revisiting the Revised Theoretical Framework: An Integrated View of Strategies, and presents a host of new perspectives for future research.
Crowdsourced Resources and Funding Opportunities Related to “Ambiguity, Uncertainty, and Resilience”

In our summer 2020 needs analysis survey, many graduate students indicated wanting the GSC to provide resources relevant to their graduate careers. In response to this request, each newsletter issue features resources, inst, grants and funding opportunities, related to the theme of the current issue. We also include relevant grants, fellowships, and scholarships for which this cycle’s deadline has passed so readers can keep them on their radars, should they wish to apply in the next round.

News Articles
- Internationalization of Higher Education (The Chronicle of Higher Education)
- How the Pandemic Has Affected the Marginalized Values of Community College (The Chronicle of Higher Education)
- Ethics Responsibility for a Ph.D. Student Success (The Chronicle of Higher Education)
- How to Manage Through Emotional Exhaustion (The Chronicle of Higher Education)
- Guns and Mental Health of the Young (The Chronicle of Higher Education)
- Students’ Mental Health: New Meeting Point after the COVID Pandemic (Nature)
- The Impact of COVID-19 on Language and Their Mental Health (OpenLearn)

Academic Publications, Special Issues, Webinars, and BIPOC Mental Health
- Linguistic Diversity in a Time of Crisis: Language Challenges of the COVID-19 Pandemic (article in Multilingual by Ingrid Piller, Joe Zhang, & Aja Lu)
- The “Dreams” section of the Second Language Research and Practice Journal (vol. 1, issue 1) features various recounts of ambiguity, uncertainty, and resilience by applied linguistics professionals and administrators
- Call for Papers: “Special Issue: Post-Pandemic Technology Enhanced Language Learning” (Education Sciences)
- MLA Webinar on Post-Pandemic Graduate Education (Modern Language Association)
- Conversations at Work Speaker Series: an industry wrap in linguistics outside of academia (Department of Linguistics, University of Colorado Boulder)
- Mental Health Issues Facing the Black Community (Sunshine Behavioral Health)

Funding Opportunities, Grants, and Fellowships
- Call for Dissertation Grant Proposals (AAUW): “Dissertation Grants are available for advanced doctoral students and are intended to support the student while analyzing data and writing the doctoral dissertation. Proposals are encouraged from the full range of education research fields and other fields and disciplines engaged in education-related research, including economics, political science, psychology, sociology, demography, statistics, public policy, and psychometrics. Applicants for this one-year, non-renewable award should be advanced doctoral students at the dissertation writing stage, usually the last year of study. Applicants may be U.S. citizens or U.S. permanent residents enrolled in a doctoral program. Non-U.S. citizens enrolled in a doctoral program at an U.S. institution are also eligible to apply. Underrepresented racial and ethnic minority researchers as well as women, individuals with disabilities, and veterans are strongly encouraged to apply.”
- The Laura Bassi Scholarship (AAUW): “The Laura Bassi Scholarship aims to provide editorial assistance to postgraduates and junior academics whose research focuses on neglected topics of study, broadly construed, within their disciplines. The scholarships are open to every discipline and are awarded three times per year.”
- Melton Fellowship Program for Humanities and Humanistic Social Sciences (Columbia Global Centers): “The goal of the program is to create opportunities for scholars to reorientate into academia and resume their academic pursuits. Fields may include literature, linguistics, philosophy, archaeology, cultural heritage and historical preservation, museum studies, religious studies, musicology, history, and criticism and theory of the arts. Scholars working on interdisciplinary projects in the fields of social sciences that have humanistic content and employ humanistic methods—such as anthropology, sociology, gender and ethnic studies are also welcome. Eligible candidates are scholars in the humanities and humanistic social sciences who have been forcibly uprooted from their home countries and respective academic institutions. They could be graduate students who have had their education disrupted or postdoctoral scholars in the early stages of their careers.”
- Language Legacies Grants (The Endangered Language Fund): “The Endangered Language Fund provides grants for language documentation and revitalization, and for linguistic fieldwork. The work most likely to be funded is that which serves both the native community and the field of linguistics.”

We would like to thank Sally Ren and June Williams for contributing to this list.

Editorial note: The information posted on this page includes resources, organizations, companies, products, and/or services that the AAAL GSC believes you might find of interest. The AAAL GSC provides these resources solely for informational purposes. The presence of resources, organizations, companies, products, and/or services does not imply endorsement. Despite careful vetting and review, we do not guarantee completeness or accuracy of the information, and site visitors should always consult the original source. When site visitors select a link to an outside website, they are leaving the GSC site and are subject to the privacy and security policies of the owners and sponsors of the outside website. All liability for improper reproduction of copyrighted material lies with the individual who submitted the resource.
Follow-Up To Our January GSC Webinar

The COVID-19 pandemic has led to significant changes and disruptions in higher education, which is particularly pertinent to human subjects research. As a result of physical and other constraints, many graduate students have had to rethink their approach to research design. To address this issue and support our fellow graduate students, the Event Planning Subcommittee organized a webinar on the topic of remote research with Dr. Camilla Vasquez, University of South Florida, which Rong Ren is summarizing here.

Camilla Vasquez is Professor of Applied Linguistics at the University of South Florida, where she directs the Ph.D. program in Linguistics and Applied Language Studies (LALS). In her research, Camilla applies discourse analytic, sociolinguistic, and pragmatics-based approaches to explore naturally-occurring language in a wide range of (mostly digital) contexts. She has been studying the language of online reviews for over a decade, and published a monograph on this topic (The Discourse of Online Consumer Reviews, Bloomsbury, 2014) as well as numerous articles in journals across multiple disciplines (Journal of Pragmatics, Interpersonal Pragmatics, Narrative Inquiry, Current Issues in Tourism, Food & Foodways, Visual Communication). In her latest book, Camilla examines linguistic humor and creativity in several online genres (Language, Creativity and Humor Online), Routledge, 2019. She is currently editing a book designed for graduate students, which focuses on research methods for digital discourse analysis. Camilla serves as Associate Editor for Discourse, Context & Media.

On January 15th, 2021, the AAAL GSC Event Planning Subcommittee hosted its second webinar titled ‘Meet a Scholar’, featuring Dr. Camilla Vasquez, who is a professor of applied linguistics at the University of South Florida. This webinar focused on students’ concerns about research design during the pandemic and discussed the possible ways for applied linguists to conduct research during adverse times like this.

Dr. Vasquez started her talk with a brief self-introduction, where she traced and reflected on her trajectory of studying digital discourse. She first began researching online hotel reviews over a decade ago due to personal interest and has since published a monograph on this topic as well as numerous articles in journals across multiple disciplines. After the start of the pandemic, Dr. Vasquez shifted her focus to YouTube videos related to COVID-19 and online Airbnb reviews.

After introducing her research, Dr. Vasquez provided some practical tips for conducting digital research. She noted that YouTube provides useful tools for linguists, including rough transcripts of video data. Dr. Vasquez also recommended that participants read existing research, practice formulating research questions to guide online data collection, and collect working sample data that contains around 100 samples. She also touched upon how to deal with ethical issues in digital studies. At the end of her talk, Dr. Vasquez shared with attendees some recent digital discourse studies and her students’ interesting research topics. The readings mentioned by Dr. Vasquez are listed below.

Attendees were very interested in this topic and asked a lot of questions during the Q&A session. The questions covered aspects like popular data collection tools and platforms, the implications of studying online reviews, and analytical tools or frameworks commonly utilized in digital discourse studies. Dr. Vasquez kindly answered all the questions and brought more thought-provoking ideas into the conversation. For example, she mentioned that programming languages (e.g., Python) can help to scrap online data efficiently, so that we should utilize analytical frameworks appropriate for our research questions.

Suggested Readings provided by Dr. Camilla Vasquez:

1. **EMPIRICAL RESEARCH.** Some recent digital discourse studies to read for inspiration:

2. **METODOLOGY.** Currently, the go-to methodology text for digital discourse analysis is:

3. **ETHICS.** The Association of Internet Research (AIR)’s most recent set of ethical guidelines provide important food for thought and all kinds of useful information.

Rong Ren is a Ph.D. candidate in Linguistics and Applied Linguistics from Arizona State University. She is a member of the 2021-2022 GSC Event Planning Subcommittee. Her research interests lie in English varieties in China, ESL learners’ self-perception, and speech production. She can be reached at ren11@asu.edu.