

# AAAL GRADS

The AAAL Graduate Student Council Newsletter



## Quiet Reawakening by Dayoung Joo

As the season turns and the air grows crisp, we are reminded that change brings quiet reawakening. In our studies, our communities, and ourselves, we find moments of growth. May this fall invite us to pause, to learn, and to connect once more with what truly sustains us.

## BONUS CONTENT

2025 JEDI Report  
and more!



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# LETTER FROM THE CO-EDITORS

## Dear Readers,

We are delighted to present the **Fall 2025 issue of AAALGrads**—a collection that highlights the breadth and creativity of scholarship within our graduate student community. This issue brings together diverse voices and perspectives that reflect the evolving landscape of applied linguistics, from theoretical reflections to pedagogical innovations and personal insights into the lived experience of research and learning.

In our **Feature Articles**, contributors explore compelling intersections between language, learning, and technology. Fati Osuman examines how *translanguaging* can coexist with *target language immersion* in second language classrooms, while Babatope Stephen Falohun rethinks the movement *from method to postmethod*, emphasizing teacher agency in shaping pedagogy. Yuto Aki calls for a nuanced synthesis between *cognitive* and *sociocultural* approaches to SLA, and MenyeneAbasi Obong, Farioza Fairouz, and Babatope Stephen Falohun reflect on *Generative AI* in second language learning—reminding us that with great technological power comes great pedagogical responsibility. Finally, KM Jubair Uddin’s article on *digital multilingualism in Bangladesh* captures the shifting linguistic practices of young adults navigating online spaces.

The **Resource Reviews** offer practical insights into academic writing as both craft and self-care. Nilima Hakim Mow reviews Barbara Sarnecka’s *The Writing Workshop: Write More, Write Better, Be Happier in Academia*, while Soyoung Lim revisits Silvia Johnson’s *How to Write a Lot: A Practical Guide to Productive Academic Writing*, inviting us to see writing as a process of growth rather than pressure.

In the **Trending Topics Forum**, Jini Jung takes us to Korea, where *Task-Based Language Teaching meets AI*, raising timely questions about how educators can meaningfully integrate technology without losing human connection.

The **Creative Corner** features Taylor Togafau-Lewis’s *Re: Diaspora*, a moving reflection inspired by queer Māori/Pākehā poet Ngaio Simmons. This piece reminds us that creative writing, too, is a form of linguistic inquiry—one that captures the layered beauty of identity, belonging, and resistance.

Finally, in our **Professional Development Corner**, Eun Cho shares a piece on *reflexivity and relationality in narrative inquiry*, challenging us to consider whose epistemologies are privileged in research. Dilay Candan shares an intimate and encouraging piece, *Side by Side Through Graduate School*, reminding us of the human relationships that sustain academic life.

We’d like to express our gratitude to the authors, reviewers, and the AAAL GSC for their dedication and hard work in making this issue possible. We also honor Rickey Larkin whose memory, dedication and service to the Newsletter Subcommittee would always be cherished.

As co-editors, we are inspired by the intellectual curiosity and generosity that shine through each contribution. We hope this issue not only informs but also affirms your place within our vibrant community of scholars.

Thank you for reading, supporting, and contributing to the *AAALGrads community*. We look forward to your contributions in future issues.

With warm regards,  
Dayoung Joo, Victor Adedayo, Mark Sullivan, Xinhang Hermione Hu, & Ifeoluwa Awopetu  
Co-Editors, AAALGrads Newsletter

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## From Method to Postmethod: Rethinking How Teachers Shape Language Pedagogy

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### **The Concept of “Method” and Its Limitations**

In contemporary language teaching, the traditional concept of “method” has faced growing skepticism and criticism due to its prescriptive nature (Chen, 2014; Hall, 2025; Kumaravadivelu, 2006) and unsustainability (Hall, 2025). This critique, championed since the early 1990s by scholars like Kumaravadivelu, Prabhu, and Pennycook, argues that the very idea of a prescriptive method is fundamentally flawed. This concept, which has historically referred to a single set of classroom procedures grounded in specific theoretical models (Kumaravadivelu, 2001), has come under scrutiny for its inability to adapt to the dynamic and multifaceted nature of language teaching and learning as it is realized as prescriptive, potentially stifling teacher autonomy, and limiting capacity to address the intricate context-specific nature of language education (Hall, 2025; Kumaravadivelu, 1994; Sun, 2021). The prescriptive orientation may not only hinder teachers’ autonomy, de-skilling and reducing them to mere technicians transmitting prescribed knowledge (Akbari, 2008). It also risks prioritizing the advancement of (academic) careers over effective pedagogy and overlooks the fund of experience and tacit knowledge of the teacher.

### **The Emergence of the Postmethod Paradigm**

The shift from the traditional language teaching methods is what Kumaravadivelu (1994) terms the “postmethod condition” and later “postmethod pedagogy” (PMP). Postmethod marks a significant departure from traditional language teaching approaches, characterized by rigid sets of classroom procedures based on specific theoretical models. Instead, the postmethod condition, described as an alternative to method rather than an alternative method, presents a pedagogical framework guided by three pivotal parameters: particularity, practicality, and possibility (Kumaravadivelu, 2001). These parameters represent a more flexible, context-sensitive, and dynamic approach to language teaching and teacher education.

Particularity mandates pedagogy be sensitive to specific teachers, learners, goals, institutional contexts, and sociocultural milieus, rejecting universal aims (Kumaravadivelu, 2001). Practicality aims to overcome the inherent shortcomings in the theory-versus-practice divide, encouraging teachers to theorize from their practice and practice what they theorize, thus rupturing the traditional/conventional hierarchical relationship between theorists (producers of knowledge) and teachers (consumers of knowledge). Possibility is concerned with tapping the sociopolitical consciousness that participants bring to the classroom to aid their quest for identity formation and social transformation, connecting language teaching to wider social issues beyond linguistic functional elements in order to transform society (Hall, 2025; Kumaravadivelu, 2001).

Prabhu (1990) further contributes by arguing the pursuit of a singular “best method” is futile, given teaching’s inherent uncertainty. He champions the teacher’s subjective “sense of plausibility” as the guide for practice. While some methods may hold partial validity, leading to eclecticism, Prabhu, Kumaravadivelu, and Hall, amongst other scholars, criticize indiscriminate eclecticism for its lack of principled foundation, thereby distinguishing postmethod from mere eclecticism or even Communicative Language Teaching (CLT) (Hall, 2025; Kumaravadivelu, 1994; Prabhu, 1990). The PMP framework rejects one-size-fits-all prescriptions, instead promoting a context-sensitive practice where teachers critically adapt methods to their unique sociocultural and political imperatives, thereby gaining autonomy and redefining the theorist-practitioner relationship.

However, Bell (2003) presents a counterpoint that the postmethod condition does not necessarily spell the death of methods. Methods encompass a wide range of classroom practices; however, champions of postmethod restrictively define it as fixed and prescriptive approaches. Kumaravadivelu (1994) defines a method as a set of theoretical principles and classroom procedures derived from feeder disciplines. Bell argues methods remain relevant, reflecting an ongoing quest for methodological approaches susceptible to critique. Methods, understood contextually, encompass diverse classroom practices. Methods as prescriptions still hold significance for classroom teachers and are essential for understanding the practices of TESOL professionals, and despite limitations (e.g., focus on lower-level courses, lack of universal applicability for novices), provide foundational structure and guidance, codifying best practices, especially for less experienced teachers. The arguments against traditional methods presented by postmethodologists can also serve as evidence that teachers were never fully committed to certain methods. Traditional methods often exhibited limitations, particularly their focus on lower-level courses, and their lack of universal applicability was apparent even to novice teachers (Bell, 2003).

The dichotomy between methods and PMP brings to light the complexity of language education. As such, a blended approach combining traditional strengths and postmethod principles to refine practices for evolving pedagogical realities can liberate our practices, and this aligns with “principled eclecticism” or “principled pragmatism” where teachers blend practices based on their “sense of plausibility” and contextual needs. This leads us to consider what truly guides a teacher’s methodological decisions.

### Guiding Principles for Methodological Action

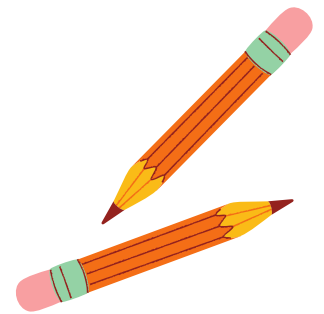
Effective language teaching stems from making informed decisions and judgments that are responsive to the ever-evolving classroom realities, not the mechanical application of methods. These decisions should be guided by a combination of personal experience, theoretical knowledge, and contextual awareness.

#### THE TEACHER'S SENSE OF PLAUSIBILITY

At the heart of a teacher's methodological choices lies their sense of plausibility, a subjective understanding of teaching shaped by their experiences as learners and their practical insights into what truly works in the classroom. Teachers' beliefs and ideas are profoundly influenced by their own learning journeys, often through an “apprenticeship of observation,” and their practical experiences of what proves effective and appropriate in their specific teaching contexts (Hall, 2025). This personal conceptualization of how teaching leads to desired learning is crucial for professional development and effective language instruction.

#### ALIGNING WITH POSTMETHOD PARAMETERS

Methodological choices must be responsive to learner needs and teaching contexts, as articulated in the postmethod condition’s parameters of particularity, practicality, and possibility. Particularity emphasizes pedagogy rooted in local linguistic, social, and cultural realities; practicality foregrounds the teacher’s experiential knowledge of what works; and possibility extends pedagogy beyond linguistic outcomes to include learners’ lived experiences and the power relations that shape classroom interaction.



### PRINCIPLED PRAGMATISM IN PRACTICE

Instructors should apply research-grounded practices, adapting theories and empirical studies to context. This reflects Kumaravadivelu's (1994) "principled pragmatism," a flexible approach that acknowledges teaching's dynamic complexity. Methodological decisions must align with unique learner needs and the specific teaching environment, including student diversity and local particularities. A teacher's personality, institutional constraints, and participants' sociopolitical consciousness also influence these decisions (Akbari, 2008). Managing this labyrinth requires creating a culturally sensitive and inclusive learning environment that fosters learner autonomy, critical literacy (understanding language as ideology), and the integration of language skills with culture and context. Such orientation requires teachers to theorize from their practice, melding experimental judgement, professional experience, theoretical knowledge, and acute contextual awareness, which usually includes institutional conditions, to deliver tailored, effective, and adaptable learning experiences in dynamic language education.

### Conclusion

This essay concludes by acknowledging that a singular "best method" is arguably non-existent, a view supported by Prabhu (1990) and Kumaravadivelu (1994, 2006, 2008). Furthermore, as Bell (2003, 2007) posited, methods are neither dead nor likely to disappear, retaining significant vitality among practitioners even in the postmethod era. This understanding reflects the importance for language instructors to move beyond rigid adherence to methods and instead embrace flexibility and their intellectual autonomy, as contexts demand. Central to Kumaravadivelu's (1994, 2001, 2006, 2008) postmethod framework are the principles of teacher agency and context-sensitivity (particularity, practicality, and possibility), advocating for teachers to transition from "method consumers" to "method developers" by theorizing from their practice. While recognizing context-specific variability and the idea that some methodological practices are more appropriate than others in particular settings, the field should foster critical engagement and encourage teachers to devise and adapt pedagogies that align with their specific teaching contexts and their own sense of plausibility, rather than perpetually seeking an externally defined optimal method.

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## Translanguaging and Target Language Immersion: A Coexistence in the Second Language (L2) Classroom

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### Introduction

Graduate student instructors often face a key dilemma in foreign or second language (L2) classrooms: whether to enforce exclusive target language (TL) use or allow students to draw on all their linguistic resources. Historically, language teaching emphasised monolingual instruction based on the belief that maximum TL exposure accelerates acquisition. In contrast, contemporary translanguaging pedagogy highlights the value of learners leveraging their full linguistic, cultural, cognitive, and semiotic resources to foster comprehension, build identity, and communicate effectively (García & Kleifgen, 2019). Rather than viewing these approaches as contradictory, this article argues that translanguaging and exclusive TL use can coexist. Strategic integration lowers affective barriers, validates learners' linguistic resources, and sustains meaningful TL engagement. The article discusses the tension between the two phenomena, presents a conceptual framework for their coexistence, and offers practical suggestions for graduate instructors navigating this balance.

### Background and Key Concepts

**Exclusive Target Language Use** Monolingual use of the TL has long been the standard in L2 instruction and has been the focus of much debate lately. This practice stems from the “monolingual principle” (Howatt, 1984), where language teaching prioritises exclusive use of the L2 to help learners think in the language without interference from their first language (L1). Historically linked to the direct teaching method, which encouraged learning through listening and speaking, correct pronunciation, and inductive grammar learning while minimising translation (Yu, 2000). Advocates argue that using other languages reduces TL exposure and that learners do not need to comprehend all the words a teacher says to them. They claim that it fosters authentic learning and helps learners develop an internal L2 system (Macaro, 200; Swain, 1985). This view appears to align with Krashen's (1985) Comprehensible Input Hypothesis, which posits that language acquisition is most effective when learners are exposed to input that is understandable but slightly beyond their current level ( $i+1$ ). However, simply restricting learners to the TL does not guarantee maximum exposure to comprehensible input, since not all TL input is inherently understandable. If the input exceeds learners' current capacity, it can cause confusion or frustration. This limitation highlights the value of translanguaging approaches to support comprehension while still providing ample exposure to TL input.

**Translanguaging** Translanguaging is a pedagogical practice that allows learners to use the TL with at least one other language in a purposeful and functionally integrated way. (García & Kleifgen, 2019). It goes beyond code-switching to include multimodal practices such as reading, writing, and dialogue for meaning-making, emotional expression, and identity development (Galante, 2020). By drawing on all of learners' linguistic resources, it fosters culturally responsive learning (Cioè-Peña, 2022), reduces anxiety (Cenoz & Gorter, 2021), and enhances comprehension and active participation (Baker, 2011) in classroom tasks.

### Why This Matters for Graduate Instructors

For novice instructors working with linguistically diverse groups, the tension between exclusive TL use and translanguaging is clear. Prior research shows that many feel constrained by institutional policies promoting monolingual instruction, leaving little space for inclusive pedagogies (Burton & Rajendram, 2019; Ozer, 2021). Others struggle to reconcile emerging teaching identities with entrenched institutional ideologies, balancing personal beliefs in inclusivity against the pressure to maintain TL-only practices (Ponteir & Abbasi, 2024). As students themselves, graduate instructors report both the promise and the difficulty of translanguaging: some value the validation of their linguistic resources, while others experience anxiety and self-censorship shaped by deeply internalised monolingual norms (Burton & Rajendram, 2019; Xu & Gibbons, 2025).

Most prior studies have documented these perceptions and institutional challenges, but few provide a theoretical framework rooted in second language acquisition (SLA) to explain how translanguaging and TL immersion can be intentionally balanced. This article builds on earlier work by proposing such a framework, arguing that translanguaging can complement TL immersion to enhance learner experience and support effective acquisition rather than hinder it. Drawing on prior knowledge activation, positive psychology, and learner autonomy, the framework offers graduate instructors a conceptual roadmap for classroom decision-making and invites institutions to reconsider rigid TL-only policies in favour of more inclusive, evidence-based practices.

### Toward Coexistence: A Conceptual Framework

Although exclusive TL use and translanguaging are often presented as opposing approaches, they can complement each other when integrated strategically. A framework for coexistence can draw on three theoretical perspectives: The role of prior knowledge, positive psychology, and learner autonomy. Together, these perspectives show how translanguaging can provide scaffolding while exclusive TL use sustains growth.

Learners build new knowledge by activating what they already know (Bransford et al., 2000). For language learners, this prior knowledge is encoded in the languages they speak. Translanguaging makes these resources available for cross-linguistic transfer and the development of metalinguistic awareness (Cenoz & Gorter, 2021). Learners can draw connections between the TL and other languages in their repertoire, reflect on similarities and differences across linguistic systems, and use these reflections to consolidate understanding. This is particularly valuable for lower-level learners who may struggle with abstract grammar or unfamiliar concepts. For instance, brief use of the L1 or shared languages can clarify complex structures, support brainstorming for tasks, or allow peers to provide quick explanations that sustain engagement. Once ideas are understood, the TL can then take priority in practice and communication, ensuring exposure and authenticity. This is most effective in routine classroom interactions such as greetings and instructions, in pair and group activities where the focus is on sustained TL communication, and in cultivating a classroom culture that encourages linguistic risk-taking in the TL (Cummin, 2007; Macaro, 2001).

The second strand of the framework draws from positive psychology (PP), which emphasises the importance of well-being, enjoyment, and engagement in language learning (Dewaele & MacIntyre, 2014; Seligman & Csikszentmihalyi, 2000). Exclusive TL use, although beneficial for maximising TL exposure, can heighten anxiety if learners feel overwhelmed. Translanguaging, by contrast, fosters inclusion and identity affirmation. Balancing the two creates both challenge and emotional safety, conditions that support motivation and flow.

Finally, autonomy theory highlights the importance of learner agency (Benson, 2011). When learners can decide when and how to draw on their languages, they build confidence and self-regulation. Linking this with positive psychology, learners feel safer and more motivated when they can exercise such choices.

### Bringing the Framework Together

Together, these three strands form an integrated framework for classroom practice. Translanguaging taps into learners' prior knowledge, providing scaffolding for new concepts. Positive psychology ensures that TL challenges align with learners' abilities, fostering engagement, motivation, and emotional safety. Autonomy empowers learners to make thoughtful choices about when and how to draw on their full linguistic repertoire, supporting learning while challenging monolingual ideologies and policies. By weaving these strands together, instructors can design activities that balance support with sustained TL practice, creating conditions that nurture confidence, meaningful engagement, and authentic language development.

### Practical Suggestions for Graduate Instructors

Balancing translanguaging and exclusive TL requires clear planning and responsiveness. Graduate instructors can apply the following strategies:

1. **Define clear language goals:** Clarify when translanguaging is appropriate (e.g., brainstorming, clarifying concepts) and when TL use is expected (e.g., discussions, presentations).
2. **Use translanguaging as scaffolding:** Allow learners to draw on all their languages to understand ideas, then guide them to express those ideas in the TL.
3. **Sequence activities:** Begin with short translanguaging moments to activate prior knowledge or reduce anxiety, then move into TL-focused tasks for practice.
4. **Normalise TL in routines:** Conduct greetings, instructions, and classroom management in the TL, reserving translanguaging for conceptual support.
5. **Foster learner agency:** Encourage students to reflect on how using their full repertoire supports TL learning and to make thoughtful choices about when to use it.

These steps help learners build confidence through translanguaging while gaining the sustained practice needed for authentic TL communication.

### Translanguaging, Exclusive TL, and Artificial Intelligence

The rise of Generative Artificial Intelligence (Gen AI) adds new urgency to balancing translanguaging and exclusive TL use. AI has become an integral part of learning, yet many tools prioritise English or other global languages. While these tools can support L2 learning, they also risk reinforcing linguistic hierarchies and cultural homogenisation (Paschalidis, 2025). Specifically, AI tools can perpetuate biases and inequities embedded in their training data, privileging dominant global languages and cultures while excluding marginalised and minority languages and voices.

In this context, translanguaging offers a critical counterbalance. By encouraging students to draw on diverse linguistic and cultural repertoires, translanguaging resists the erasure of minority languages and identities. At the same time, immersion sustains learners' ability to participate meaningfully in the TL community. Together, they promote equity and agency in L2 learning at a time when technological tools may inadvertently narrow linguistic possibilities.

For graduate instructors, acknowledging this reality is vital. Classroom decisions about exclusive TL use and translanguaging are not just pedagogical but ideological; they reflect broader struggles over which languages, identities, and cultures are valued in education.

### Conclusion and Call to Reflection

This article argues that translanguaging and exclusive TL are not mutually exclusive and that students' linguistic resources are not a barrier to L2 proficiency. When integrated strategically, they can support stronger L2 performance, and create inclusive and effective L2 pedagogy. Translanguaging is a scaffold, supporting comprehension, metalinguistic awareness, and learner confidence, while immersion provides the intensity and authenticity necessary for communicative competence and TL identity-building.

Graduate student instructors should aim to balance both approaches according to learners' proficiency, classroom context, and learning goals. This requires intentionality, flexibility, and reflective practice. By alternating between translanguaging and immersive phases, instructors can foster learner autonomy, engagement, and agency, enabling students to strategically draw on their full linguistic repertoires while maximising exposure to the TL.

I invite the AAALGrads community to consider how classrooms can move beyond the exclusive TL versus translanguaging dichotomy. How can translanguaging be used strategically to enhance understanding and inclusion without undermining the benefits of immersive practice? Embracing this balance allows instructors to cultivate learning environments that honor students' linguistic and cultural resources while promoting authentic L2 use and growth.

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## With Great Power Comes Great Responsibility: A View on Generative AI in Second Language Writing

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### Introduction

Generative Artificial Intelligence (GenAI) has rapidly emerged as a transformative force in education, particularly within the realm of second language (L2) writing. Its capacity to generate, organize, and refine content offers unprecedented support to both learners and educators. For L2 learners, GenAI presents a unique opportunity to explore the complexities of L2 writing, addressing challenges related to coherence, adherence to conventions, and text generation. However, this rapid evolution also brings forth critical ethical considerations, including the potential for overreliance, ethical concerns, and the erosion of critical thinking skills. This article examines the intersection of GenAI and ethics, focusing on its role in assisting L2 writing while emphasizing the imperative for responsible integration. By examining the benefits, challenges, and pedagogical implications of GenAI, we aim to equip educators with strategies to harness AI's potential without compromising the fundamental principles of L2 writing and authentic learning.

### Academic Writing

Academic writing (AW) is the cornerstone of scholarly communication, serving as a vehicle for constructing, disseminating knowledge, presenting research, and engaging in intellectual exchange within discourse communities. This calls for critical analysis of information, synthesis, and well argued assertions, which may be quite demanding, particularly for L2 speakers of the English language. AW is typically characterized by a formal tone, a systematic approach, and an emphasis on evidence-based reasoning. It is also noted for its high lexical density, which contributes to a depersonalized style. While not all academic genres share these characteristics to the same degree, they are commonly found in research articles, theses, dissertations, and book reviews. Conformity to established conventions, like including a clear introduction with a thesis statement, well organized body paragraphs, and a conclusion that synthesizes the main points, is another defining feature of AW.

However, L2 learners of English often face significant challenges in AW, especially when it comes to adhering to the conventions of academic discourse. Many struggle to organize their ideas logically, leading to fragmented or unclear arguments. The formal tone required in AW can be difficult to master, as it involves avoiding colloquialisms, personal stories and experiences, and overly subjective language. Other frequent issues include plagiarism, which usually arises from unfamiliarity with citation conventions and the urge to achieve academic standards. These difficulties highlight the need for targeted support using technology as well as explicit instruction on the appropriate use of the affordances of technologies like GenAI in AW for L2 learners.

### Generative Artificial Intelligence

GenAI is a highly impactful technology that uses advanced algorithms to generate new content like text, images, and code. Unlike traditional AI, GenAI creates original content based on user prompts. In Second Language Learning and Writing (SLL/L2 SLW), GenAI tools such as ChatGPT, DALL-E, and Gemini offer significant benefits for both teachers and learners. Research indicates that GenAI enhances the writing process for L2 learners by assisting with grammar, idea development, essay structuring, and language refinement, making it particularly appealing. These tools also promote individual and collaborative engagement, helping students brainstorm and organize AW and bridging gaps for those struggling with academic discourse.

While GenAI offers unique growth opportunities, ethical integration is crucial where we prioritize privacy, fairness, transparency, and responsible use. A systematic review by Mhlanga (2023) underscores GenAI's transformative potential in education, especially for L2 writers, fostering innovative teaching and collaborative learning; however, challenges exist. Young people often lack opportunities to explore GenAI ethically in school, emphasizing the crucial role of education in fostering an ethical understanding of GenAI. This is mostly due to the common misconception that young people are philosophers of technology (Higgs & Stornaiuolo, 2024). Despite its affordances, GenAI's disruptive nature poses challenges for educators, with some tools lacking factual accuracy, specificity, depth, and accurate source referencing compared to human-written text (Amirjalili et. al, 2024). The GenAI-generated text also lacks the complex aspects of authorship common in human writing. This is in line with the results of a study conducted by Kim (2024), which revealed that students expected GenAI to embrace some aspects of human-like characteristics.

It is pertinent for L2 writing instructors to teach students to leverage GenAI while improving their language skills, avoiding over-reliance that could impact learning and cognitive development. L2 writers should actively participate in all stages of the writing process to cultivate the creativity and critical thinking skills they need, as algorithm-driven predictive systems pose a threat to the autonomy of both students and teachers, potentially undermining their ability to control their own decisions (Akgun et al., 2022). By integrating GenAI into classroom activities, students can learn to critically harness these tools for their benefit. As L2 writing instructors, we hold a pivotal role in fostering critical thinking, creativity, and ethical understanding for the responsible use of GenAI tools. To this end, implementing clear, actionable strategies in the classroom becomes essential.

### Method

To understand how experienced instructors address the use of GenAI in L2 writing, we conducted 15-minute semi-structured interviews with three graduate instructors of undergraduate composition courses. Interviews focused on their perspectives, encouraged practices, and observed classroom concerns, using interview questions while allowing for lived examples.

### Data Analysis and Discussion

The interview data were analyzed thematically to identify how the instructors approached discussions about responsible GenAI use in their classes.

#### ● Responsible Use and Student Agency

Instructors generally emphasized the need to help students differentiate between using GenAI as a supportive tool and as a shortcut. They introduced AI through class discussions and clarified its ethical use, thus:

“ ———

*I tell them that it is safe to use AI. But then, how do you use AI? You can use it as a supportive tool ... at the beginning of your assignment, you could use it to brainstorm... And then you choose the perspective you want to follow. I think that's where agency comes in.*

#### ● Pedagogical Practices for AI Integration

One of the instructors shared a collaborative classroom activity designed to integrate AI meaningfully:

“ ———

*...In a class activity, we used AI as a collaborator. So, AI writes the first paragraph, and then the student continues by writing the second paragraph. AI writes the third paragraph... After everything, I told them to reflect: What has AI given you? What have you written? What are the similarities? What do you think AI didn't do well? What do you think you can improve?*

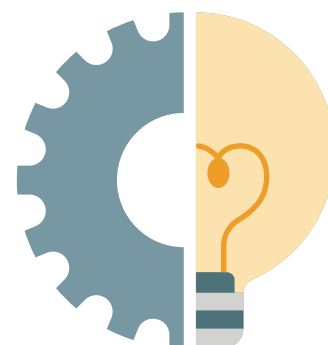
The aim of this activity, the instructor explained, was to help the students appreciate the supremacy of their individual voices. In this scenario the instructor clarified this was not an activity to be submitted.

#### ● Risks of Overreliance

All instructors acknowledged the potential danger of students depending too heavily on GenAI, which can weaken creativity and critical judgment of writers:

“ ———

*I have realized students become overly dependent on ChatGPT and all these tools, and they weaken their critical thinking and judgement. For example, in one of my composition classes where I teach the concept of 'show versus tell,' students who submit AI-generated drafts often produce writing that simply 'tells' without 'showing'. And even if they tell you, you are at the danger of losing your creative abilities with those tools when abused.*



## Tips for Ethical AI Use in the Classroom

From our interviews, we extracted key themes regarding the ethical and effective integration of GenAI in L2 writing, and based on these themes, we developed practical tips for educators.

- **Set clear guidelines:** Establish clear guidelines for acceptable GenAI use in AW. Provide explicit instructions on acceptable assistance (e.g., grammar checks, idea generation) versus academic dishonesty (e.g., submitting entirely AI-generated texts). Ensure these guidelines are in writing
- **Encourage Writing Stages:** Emphasize the value of the writing process by having students document steps like topic selection, outlining, drafting, and revising. GenAI can assist in prewriting, writing, and post-writing (Kim, 2024). This helps students develop their individual writing voice and identity.
- **Cater to different language abilities:** Design inclusive language learning activities tailored to diverse linguistic abilities. Advanced students can use GenAI for complex tasks, while beginners might focus on grammar.
- **Promote critical thinking:** Encourage students to critically assess AI suggestions. Have students compare GenAI-generated content with their own work, discussing strengths and weaknesses. Use rubrics that include criteria for ethical GenAI use, such as requiring reflective logs of AI interactions to demonstrate critical engagement and originality.
- **Use Multimodal Writing:** Design multimodal activities where students use GenAI tools to create presentations incorporating text, images, audio, and video. Emphasize ethical considerations by requiring students to explain how GenAI tools were used and to credit AI-generated content.
- **Demonstrate Ethical AI Use in Class:** Work with students on widely used GenAI tools, demonstrating how they can improve writing quality and generate ideas. Discuss the risks of over-reliance, such as loss of authorial voice or unintended plagiarism. Distribute original and AI-generated texts for students to compare and discuss ethical implications.

## TIPS FOR AI USE IN L2 CLASSROOM



### Clear Guidelines

- Set boundaries
- Give explicit instructions on acceptable assistance (grammar checks, idea generation) versus academic dishonesty
- Establish written rules
- Promote ethical use



### Writing Stages

- Brainstorm ideas during prewriting
- Generate content in writing
- Provide feedback and revise post-writing
- Develop a personal writing voice



### Critical Thinking

- Evaluate AI suggestions
- Maintain an authentic writing voice
- Compare outputs critically
- Apply rubrics for ethical AI use



### Multimodal Writing

- Compare PPT and essay approaches
- Generate ideas with AI image tools
- Analyze and evaluate text and images
- Ensure organized and cohesive work



### Class Demonstration

- Utilize grammar checking tools
- Apply paraphrasing techniques
- Explore AI as an idea generator
- Highlight risks of over-reliance

## Conclusion

In conclusion, while GenAI tools provide valuable support for L2 learners in Academic Writing, their use must be guided by ethical principles. By setting clear guidelines, promoting critical thinking and encouraging originality, educators can help students harness AI's potential while maintaining the integrity of their academic work.

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## Cognitive or Sociocultural SLA, or Should They Be Distinct?: A Call for Going Beyond Two Parallels in Applied Linguistics

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In a well-known review on *TESOL Quarterly*, Zuengler & Miller (2006) reflected on the preceding 15 years of second language acquisition (SLA) research and argued that two major parallels had emerged in the field: one cognitive, the other sociocultural. These two paradigms were argued to be distinct in *ontology*, meaning that they were grounded in fundamentally divergent views about the *nature* of second language development and even language development itself. An important consequence of this was that these two parallels might be ultimately irresolvable (Larsen-Freeman, 2002). Nearly 20 years later, the state of SLA has not seemed to change substantially. Cognitive and sociocultural parallels still remain as parallels with limited interactions between the two.

In this article, I will first briefly outline what cognitive and sociocultural parallels have been in the field of SLA, and then propose how there may be a third direction: one where these two are not simply juxtaposed, but naturally integrated into a unified framework of second language learning.

### Cognitive SLA

Cognitive SLA, the dominant way of conceptualizing second language learning throughout much of the 20th century, is heavily based on the premise that language is, before anything else, an *internalized mental representation* (e.g., Ellis, 2019; VanPatten, 2020; White, 2020). *Internalized* signals that it belongs to the individual, and *mental* indicates that it is a system that resides in the mind and brain. A natural corollary is that cognitive SLA, despite all its diversity in precise theory, examines how the learners' mental representations change by investigating how they process and/or produce the L2. From the early days of Stephen Krashen's proposal of *comprehensible input* (Krashen, 1982) to more recent research conducted within the theoretical frameworks of *input processing* (VanPatten, 2020) or *usage-based/construction-based learning* (Ellis & Wulff, 2020), these lines of inquiry have consistently sought to examine the mental representation of an L2 and how it develops in the learner's mind.

One might wonder, but isn't this how SLA should be studied? After all, language resides not anywhere else but in the brain and is, without a doubt, a crucial part of human cognition. What is missing in this approach?

### Sociocultural SLA

When one thinks about language acquisition, it becomes immediately clear that, in essence, it is a process of internalization. But the important question is, internalize *from whom*? Internalize *in what contexts*? Language surely resides in the human mind, but it is also a medium of communication that resides in a particular social community. These were the questions that had been largely unexplored in cognitive SLA studies, and this was precisely the realization that led to the emergence of sociocultural SLA as an alternative approach.

Its essential premise is as follows: language learning is a process whereby the learner appropriates linguistic and other symbolic resources from *the other*. And as long as language learning involves the other, it is a fundamentally social process. In other words, social interactions form linguistic cognition. The missing point in the previous cognitive approach was precisely this focus on the social interactions that play a critical role in shaping language development.

This realization was theoretically reinforced with Vygotsky's original theories of child development. In *Thought and Language*, Vygotsky (1986/1934) repeatedly emphasizes that the child's linguistic and conceptual representations originate in the social world (although not entirely assuming the existence of certain innate representations) and culminate in the inner world. He claims that when the child begins to learn words, the function of language starts to change in a qualitative way; language serves initially as a form of communication, but as language learning proceeds, it gradually comes to serve as a medium of internal thought as well as self-regulation and control.

So now that we know what motivated sociocultural SLA to come about, what exactly are they studying? Since sociocultural SLA values the socio-interactive contexts that surround language learning and use, a great bulk of the research has naturally been on the kinds of discourse practices and interactional routines L2 learners face and how they affect their language learning experience. Another closely-related line of research—known as critical applied linguistics—has argued for the importance of accounting for relational power dynamics as well as the more macro-level socio-political issues (e.g., race, ethnicity and gender), emphasizing how these influence learners' opportunities for participation and identity formation in L2 contexts, which would become subsequently crucial for the process of learning the L2 (Norton, 2000; Pennycook, 2001; Canagarajah, 2005). While these perspectives have provided crucial insights into the social and political dimensions of SLA, they have often remained analytically distinct from cognitive approaches, which emphasize learners' internal mechanisms of processing and acquisition. This leads us to consider ways in which these two approaches may be bridged.

### **A Third Direction: Bridging Cognitive and Sociocultural SLA**

Why have cognitive and sociocultural SLA stayed as independent worlds? What can we do to bridge these two worlds? I will make a critique of each perspective below, including those that have been voiced before, in order to provide an answer to this question.

From a **cognitive** perspective, many of the sociocultural studies have not explained language *acquisition*. While they do thoroughly examine the socio-interactive contexts in which language acquisition occurs and how they influence the macro-level learning experience, they rarely attempt to explain how these social contexts affect the mental representation of language and its development. Cognitive SLA researchers have felt much discontent about the way sociocultural SLA studies SLA. If “A” refers to acquisition, it would be fair to say that sociocultural SLA needs to (at least in some way) be talking about acquisition.

From a **sociocultural** perspective, on the other hand, many of the cognitive studies have seemed to ignore how L2 learning is shaped by differential socio-interactive contexts. A predominant portion of cognitive SLA research has been on the mechanisms underlying issues such as input processing, output, and interaction at the level of the individual. As long as language acquisition is a process of internalization from *the other*, one could argue that cognitive SLA needs to put more focus on how the L2 learner internalizes linguistic resources in social, communicative contexts.

So what would be the third direction? What would be the perspective that unites the two parallels? The **unifying perspective** might lie in social cognition, the study of how humans process, understand, and respond to social information, i.e., information from *the other*. Language learning is not only about individual mechanisms of acquisition or the contexts of interaction, but also about how individuals come to *mentally interpret, internalize, and represent linguistic form and meaning through social encounters*. The persistent gap, therefore, may lie in the missing attention to how socially learned linguistic resources become cognitively represented.

While research in adult L2 acquisition is still limited, insights from child L1 acquisition provide valuable illustrations. Tomasello (1992, 2003), for instance, emphasized the central roles of joint attention and shared intentionality—both core aspects of social cognition—in enabling children to appropriate external linguistic resources and, in turn, acquire linguistic form and meaning. In another vein, experimental work from Kuhl and colleagues (2003) demonstrated that infants' acquisition of phonology in a novel language depended critically on whether the learning was situated in live social interactions or not: those exposed through live human engagement showed robust learning effects, whereas those exposed through television or audio alone yielded very little effects. Recent work in neurolinguistics has also begun to advance the concept of social L2 learning (Li & Jeong, 2020; Jeong & Li, 2023). This line of research claims that learners can develop rich and multimodal linguistic representations by processing input in socially situated and embodied contexts, where they actively recruit theory-of-mind and mentalizing processes, both of which are fundamental components of social cognition.

To advance this line of inquiry in SLA, empirical investigations can investigate issues such as:

- How do L2 learners develop rich conceptual representations of L2 vocabulary through exposure to usage in real-life social situations? How does this compare to more well-studied methods of vocabulary learning (e.g., learning through reading or listening)?
- How do L2 learners acquire abstract grammatical constructions via cross-situational exposures?
- In what ways does emotional or affective alignment with interlocutors influence the acquisition of L2 phonology?

These research questions address the cognitive mechanisms of L2 learning in socially situated contexts. In addition to examining the effects of these learning conditions as a whole, individual differences in how different learners respond to these conditions may also be investigated.

## Conclusion

*Socially situated exposure and usage* is at the heart of language learning. In this light, second language acquisition is not a matter of choosing between cognitive or sociocultural perspectives, but of recognizing that linguistic cognition (and therefore language learning) is inherently socially situated and also that social interaction always forms a cognitive basis in the learner's mind. This third direction, where the cognitive and the social are naturally integrated into each other, holds promise for advancing SLA as a unified, integrated field of inquiry.

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## Digital Multilingualism in Bangladesh: Social Media and the Shifting Language Practices of Young Adults in Bangladesh

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### Introduction

Digital multilingualism is defined as the use of multiple languages and communication practices online in the social, educational, and workplace contexts (Leppänen & Sultana, 2023). Internet-based multilingualism as a practice among young adults in Bangladesh has been discussed as a way of accessing their cultural and linguistic identities, where social networking platforms like Facebook, WhatsApp, TikTok, and YouTube have become examples of negotiating their identities (Sultana et al., 2015). They tend to mix Bengali with English, Arabic, and local dialects, but it is not a simple intermingling of codes. Rather, they are multilingual activities that indicate their identities, creativity, and global perspective. Such practices do not only preserve the local language traditions but also target broader audiences, and users are able to negotiate their everyday social practices creatively.

### Why Does It Matter?

Bangladesh is a multilingual country that maintains different languages for social and cultural functions. The Bengali language is the official language of the country, whereas English is considered as the world language, Arabic is the language of religion, and local languages maintain regional culture and customs. Social media integrates these languages in a creative way as the youths can access the new platform and stay connected with their cultural identity (Pradhan & Gupta, 2024). Facebook, YouTube, and TikTok are not only entertainment platforms, but they are also spaces where users construct their identity, develop relations with other people, and manage communication in both personal and professional life, and in certain cases, even the language that the users choose to use depends on the audience and situational factors.

There are advantages and disadvantages to digital multilingualism. Multilingual competency allows users to gain a wide range of learning and working opportunities alongside social networks (Warschauer & Matuchniak, 2010). However, the disparity in technology and digital literacy creates inequities in digital multilingualism that exclude specific users. The desire to use multilingual online materials is directly related to the social and cultural capital of people, which greatly shapes their involvement or non-involvement in the digital, educational, and professional worlds (Bourdieu, 1991).

Young adults use digital multilingualism to create new language combinations online that do not follow traditional prescriptive rules but gain meaning through social interaction (García & Lin, 2017). This requires a rethinking of the teaching approaches that support the use of the monolingual method. Focusing on multilingual sense-making, teachers and researchers can understand how language practices may shape learning, social interaction, and cultural cognition depending on what users need to communicate, how they negotiate their identity, and how they engage with their culture.



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### Individual voices in online spaces

The data obtained during the interviews with five interviewees and the posts of various individuals on social networks Facebook, YouTube, TikTok, and WhatsApp employ a broad, innovative, and contextually diverse approach to show the multilingual activity of young adults on the Internet. Subsequently, examples of different cases of digital multilingualism are given below to demonstrate these practices.

In one Facebook post, a user described their experience of medical specialty by humorously mixing Bengali and English:

“বিশ্ব এগিয়ে যাচ্ছে। মেডিকেল সাইন্স ব্রাঞ্চ থেকে ব্রাঞ্চে বিভক্ত হচ্ছে। যেমন Cardiologist, Neurologist, etc. সময়ের সাথে তাল মিলিয়ে কবিরাজিতেও এর ছোঁয়া লেগেছে। আজ দেখলাম Stroke কবিরাজ। কাল হয়তো দেখবো বাত কবিরাজ বা হার্ট কবিরাজ। Appreciate করার মতো ব্যাপার। By the way, লক্ষ্য করলাম Stroke কবিরাজ সাহেবের মোবাইল নাম্বরের মধ্যেও #420 সংখ্যাটা আছে। কাকতালীয় নয় কি?”

Similarly, another Facebook user posted a religious message, mixing Arabic, English, and Bengali, to show sadness and solidarity:

“إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ ((Inna lillahi wa inna ilayhi raji'un)) আজ আমাদের প্রিয় চাচা আমাদের ছেড়ে চিরতরে চলে গেলেন।”

In different circumstances, a TikTok post demonstrates how people use informal language in their daily lives.

“Finally, exam sesh... Just chill. 🙄🙄🙄🙄🙄🙄”

Meanwhile, a post on YouTube exhibits local and global positioning:

“আমি আজকে আছি South Asia-র best boarding school-এ, যেগুলোর একটির অবস্থান বাংলাদেশে।”

WhatsApp messages can be seen to reflect pragmatic, context-sensitive multimodality in the context of showing how the Bengali English language socialization is carried out through code switching.

N: ভাই, রেস্টুরেন্ট Depot আজকে চারটায় বন্ধ হবে।

L: Vai, ekhono dawate, lunch hoi nai

N: Okay, কালকে যাব....

L: Ok

The interview data reveals additional information. An assistant professor explained his Facebook usage in the following way.

*“I usually use Bengali, but sometimes I mix English. Technical terms are easier in English. My virtual language is a show of cultural pride and a linkage with the world.”*

One Arabic lecturer told us:

*“I can write in Bengali, English, Arabic, and regional languages. Speaking more than one language on the internet is a way of reaching out to foreign speakers and preserving culture.”*

Online/offline difference was pointed out by a business student:

*“I generally use Bengali at home; however, when online, I alternate between Bengali and English according to my convenience. English is a source of confidence and world connection.”*

The necessity of expressing culture was emphasized by a hotel reservation staff:

*“I require both English and Bengali online, as mixing languages gives me creativity and confidence.”*

A housewife considers her experience with the use of multiple languages on the Internet:

*“Bengali keeps us rooted, English opens the door, and Arabic connects to faith. Correctness does not matter online; it is about connection.”*

Platform	Primary Function/Focus	Language Use & Patterns
Facebook	Professional discourse Cultural commentary Religious expression	Combines Bengali with English and Arabic; reflects cultural pride, professional identity and religious sentiment.
TikTok	Identity creation through peers	Casual and playful language; code-switching.
YouTube	Local and international cultural representation	Combines Bengali with English and occasionally local dialects to show global and local orientation.
WhatsApp	Relevant, situational communication, convenience	Combines Bengali (both written and Romanized) and English. Evidence of code-switching and pragmatic, daily coordination in social context.

The table above shows that language usage patterns differ between different platforms and their respective user groups. Social media platforms such as Facebook and YouTube support users to express themselves professionally and culturally while TikTok enables users to present playful peer identities and WhatsApp serves as a tool for functional communication. Language preferences demonstrate their ability to function as social positioning elements which help people create their identities (Sultana et al., 2015; Bourdieu, 1991).

Digital translanguaging enables users to exercise several social functions on the Internet and to mix humor, playfulness and other linguistic repertoires, which frequently break prescriptive rules. Educational spaces need to understand actual language use by users to achieve the didactic value of multiliteracies (García & Wei, 2022; Canagarajah, 2013; García & Lin, 2017).

The way people participate in society depends on their access to technology and their digital literacy skills. Individuals with steady internet connectivity apply multilingual aptitudes to accomplish social, educational, and professional development yet individuals without access to technological advancements experience growing social disparities (Warschauer & Matuchniak, 2010). Young people from Bangladesh utilize their cultural background and professional experience to demonstrate why researchers and policymakers should support multilingual education that incorporates different languages.

## Conclusion

Young adults in Bangladesh establish digital multilingual environments that enable them to share content in various languages to interact with people from both their home country and worldwide. These practices undermine the conventional notions of correctness and show that the language is the means of cultural pride and opportunity and that digital communication is flexible. It is worthwhile to recognize such practices, as they contribute to multilingual learning as well as multilingual interactions in a digitally connected world.

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**Resource review of:  
Sarnecka, B. W. (2021). *The writing workshop: Write more, write better, be happier in academia* (2nd ed.).**

Nilima Hakim Mow  
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Graduate school often feels like a constant tug-of-war between wanting to write more and struggling to actually do it. For many of us, writing becomes a source of anxiety rather than joy. Barbara W. Sarnecka's *The Writing Workshop* speaks directly to this struggle. Unlike many books on academic writing that simply teach style or structure, Sarnecka speaks directly to the lived realities of graduate students. She acknowledges both the intellectual challenges and the emotional toll of academic life. Written with humor, honesty, and warmth, the book combines practical advice with a vision of academia that is kinder and more sustainable.

### **Content and Structure**

The book is comprehensive, spanning macro-level issues such as time management, literature reviews, and grant proposals, as well as micro-level craft lessons on paragraphs, sentences, and word choice. Chapters are designed to function both as sequential reading and as modular resources; a student struggling with literature reviews can turn directly to Chapter 4, while someone preparing a talk can consult Chapter 7. This flexibility makes the book a particularly useful long-term companion throughout graduate school.

The book is organized into ten chapters plus an introduction, and together they cover the full range of academic writing. Early chapters focus on building writing communities, planning time effectively, and cultivating sustainable writing habits. The middle sections walk readers through core academic genres, such as literature reviews, research articles, proposals, and presentations, offering practical strategies for each. The final chapters zoom in on the craft itself, with guidance on shaping paragraphs, refining sentences, and choosing words that make writing clear and accessible.

What distinguishes *The Writing Workshop* from other manuals is its integration of well-being into the writing process. Sarnecka does not shy away from discussing the mental health crisis in academia, citing surveys in which nearly half of PhD students meet criteria for depression. Rather than treating writing struggles as individual failings, she frames them as systemic issues that require collective solutions. The inclusion of positivity practices, gratitude exercises, and even mindfulness strategies may surprise some readers, but they are presented as evidence-based tools for cultivating resilience.

### **Style and Accessibility**

Sarnecka's writing is accessible without sacrificing rigor. Her voice is warm, witty, and often disarmingly honest, whether she is sharing anecdotes from her own graduate years or poking fun at the culture of rejection in academia. For graduate students weary of overly prescriptive guides, her tone feels more like that of a trusted and supportive mentor than a distant authority. The numerous metaphors (from penguin huddles to gardening) serve as memorable anchors for practical lessons.

The style is also inviting. This is not the kind of book you need to read with a highlighter in hand; you can pick it up on a plane ride, during a bus commute, or when you want a break from assignments. It's the kind of book you can enjoy with a cup of coffee, moving through chapter after chapter without realizing how much you're absorbing. It is funny, relevant, and packed with resources, precisely the kind of companion graduate students need when navigating the ups and downs of academic writing.

### **Writing as Central to Research**

The book begins with the provocative assertion that "research is writing." Sarnecka dismantles the illusion that writing is merely a reporting phase of research, instead showing it as integral to every stage—from conceptualization to dissemination. This view resonates with composition scholarship that frames writing as inquiry and knowledge-making, yet it also challenges more traditional approaches that treat writing as the final step of research. For graduate students, who often experience writing as an invisible or secondary skill, this perspective validates their struggles and underscores the need to treat writing as a practice rather than an innate talent: people aren't born with writing power; they develop it through sustained practice. By situating writing as thinking, Sarnecka joins a growing movement that calls for embedding writing instruction throughout graduate curricula, not just at the point of publication.

### Community, Practice, and Instruction

Sarnecka organizes her advice around three pillars: community, practice, and instruction. The metaphor of the penguin huddle, used to describe the academic writing workshop as a supportive collective, is especially compelling. Just as penguins survive harsh Antarctic winters by clustering together, students can thrive when writing is reframed as a communal activity rather than a solitary ordeal. Sarnecka's detailed descriptions of writing groups, shared logs, and "rejection parties" provide concrete examples of how students can create accountability and transform failure into collective resilience.

The emphasis on practice is equally pragmatic. Sarnecka advocates "ninja writing," which means short, consistent bursts of work, as a sustainable alternative to binge writing marathons. The author offers a pragmatic perspective for graduate students juggling teaching, research, and personal obligations. Her insistence on explicit instruction in academic genres addresses a glaring gap in doctoral education, where students are often expected to understand disciplinary conventions without proper guidance.

### Contributions and Limitations

The greatest strength of *The Writing Workshop* is its holistic approach: it recognizes that writing cannot be disentangled from the structures of academia or from the lived realities of graduate students. In this sense, it is both a craft guide and a work of advocacy. Graduate students who feel isolated or overwhelmed will likely find comfort in its recognition of their struggles. Similarly, they will find inspiration in its concrete strategies for change.

That said, readers from humanities disciplines may find some chapters, particularly those on IMRaD structures and grant writing, more STEM-oriented. Sarnecka acknowledges this limitation and encourages selective reading. While this caveat preserves the book's inclusivity, future editions might benefit from expanded examples across disciplines to further broaden its relevance.

### Conclusion

Barbara Sarnecka's *The Writing Workshop* is more than a manual on writing; it is an invitation to reconceive academic life around community, compassion, and sustainable practice. For graduate students, it offers not only tools but also validation and hope in equal measure. In an era where the pressures of publish-or-perish loom large, Sarnecka provides a reminder that writing can be joyful, that rejection can be celebrated, and that academia, like penguins in the Antarctic, is survivable together.

Beyond individual writers, the book offers guidance for graduate programs and universities. By promoting writing groups, shared accountability, and mental-health awareness it invites institutions to rethink how they train and support scholars. Using Sarnecka's framework, programs could build stronger writing curricula, normalize well-being conversations, and create community-based writing spaces; steps that foster both greater productivity and healthier, more inclusive academic cultures.

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**Resource review of:****Silvia P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd ed.). APA LifeTools.**

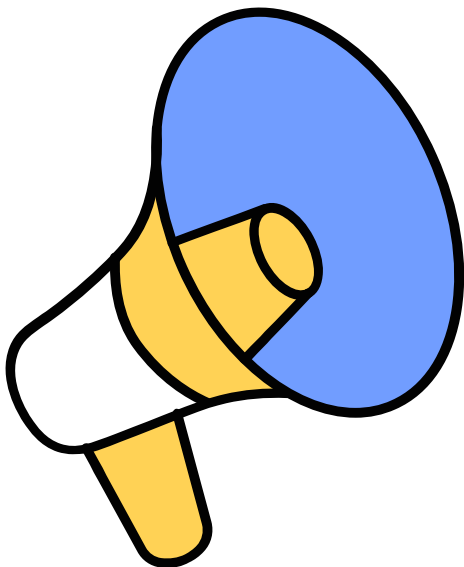
Soyoung Lim  
Georgia State University

**“If you find that writing is hard, it is because it is hard”**

(Zinsser, 2006, p.9). Writing is central to academic life, yet few graduate programs offer systematic guidance on how to be skillful writers. Instead, students are expected to learn by reading and through trial and error. Addressing this common academic conundrum, Paul J. Silvia (2019) offers concrete and behavior-oriented writing strategies in *How to write a lot: A practical guide to productive academic writing*. Despite the potentially misleading title, the book does not encourage mindless productivity; rather, it equips readers with practical methods to become prolific writers while maintaining work–life balance.

Throughout nine chapters, Silvia (2019) guides readers from habit formation on writing to genre-specific tips. From chapters one through four, the book introduces common excuses that prevent us from writing, tips to build a non-negotiable writing schedule, and various forms of writing groups that share accountability. Chapter five provides basic academic writing styles, such as syntax and mechanics. Chapters six to eight offer a handful of information on the overall process and tips when writing journal articles, books, and grants. While each chapter is worthy of equal attention in terms of importance, I would like to highlight the beginning chapters of the book, which are rarely found in other academic writing resources.

In chapter two, readers can reflect on their past procrastinations. There always seem to be valid writing barriers, which, the author explains, are fake. For example, writer’s block, a temporary condition of feeling stuck and demotivated, is fake. Unlike creative writing, scientific writing is produced through a systematic process, which does not require a long wait for inspiration. Rather, it includes reading literature, finding research gaps, raising hypotheses, designing and conducting experiments, analyzing data, and converting our findings into writing. Such a step-by-step approach is the way researchers can move forward.



Against specious writing barriers, Silvia calls for immediate action: establishing a non-negotiable writing schedule. Feeding a writing schedule into one’s life involves three steps: identifying the right time, place, and writing down achievable and specific goals. To be specific, the right writing time should meet two criteria: defensible and biologically realistic. That is, the time is unlikely to be disrupted by others. For example, 8:00 - 9:30 a.m. is a better time slot than 1:00 - 3:00 p.m., when meetings and classes are more common. In addition, this defensible time should match the biological rhythm when your brain functions most actively. What matters most is *consistency*. Once you have secured the right time, the next step is to find the right *place*. Whether it is a guest bedroom, a bathroom, or whatever, the goal is to find your personal writing hotspot. Now that a writing environment has been established, what you need is to set up clear goals and track the progress. Researchers have multiple ongoing projects on their plates. Write them down and break those big goals into tiny and tractable everyday goals. Useful phrases for clear goals include “work on,” “get started,” “think about,” “print the first draft,” “add missing references,” “read,” “finish the footnotes,” and so forth. The point is, the goals should be concrete and action-oriented.

Furthermore, building a supportive writing group helps you move forward. While variations exist, here are rules of thumb. Keep the entry level simple and lower the barrier. Share your concrete and tangible goals for next week with your members. Keep a record of all members' goals to check accomplishments for the past week's goals. Finally, do not overthink, even if you or your members did not meet the goals. We can just set up a smaller and more achievable goal for the next week.

While I could not summarize all the important tips listed in the book, there are three reasons that I decided to review this book. First and foremost, the book is short and concise. Its high accessibility, laced with dry humor and warmth, makes the book easy to read and especially appealing for busy graduate students. Second, it offers practical writing strategies that encompass a range of academic genres, including journal articles, books, and grant proposals. Silvia dismantles common excuses for procrastination and provides concrete advice for establishing and protecting writing schedules. Third, it reminds us that writing is not an innate gift but a skill that builds with everyday practice. This reassurance resonates across levels of academia, acknowledging that writing is difficult for everyone, even for experienced scholars.

However, Silvia (2019) is not free from limitations. As a somewhat dated book, it does not address a critical dilemma facing academic writers today: how to write in the age of generative artificial intelligence (AI). While AI has streamlined many time-consuming tasks, its uncritical use has come under increasing scrutiny in the academic community. Questions such as the extent to which we should collaborate with AI, or how to employ it most effectively for specific writing purposes, remain pressing concerns. Despite the absence of this discussion, Silvia's guide remains a highly relevant resource. Its blend of humor, practical guidance, and psychological insight continues to offer invaluable lessons for graduate students, who might otherwise have to glean such strategies informally from advisors or peers.

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## When Task-Based Language Teaching (TBLT) Meets AI in Korea

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As Korean culture becomes a worldwide phenomenon, Korea itself is also going through large internal changes. More people are eager to visit Korea, and some hope to settle there as immigrants (OECD, 2024). According to Statistics Korea (2024), as of May 2024, the number of foreign workers reached 1.01 million, the highest level on record. This population movement appeared to, at least temporarily, resolve Korea's labor shortages from the long-term drop in the birth rate. This rapid demographic change has also created new yet unique challenges.

Despite the global excitement around K-culture, most of these new arrivals face steep language barriers in their daily lives and workplaces. It is not rare to find a newspaper article in Korean media about how language barriers not only decrease work efficiency but even raise safety and quality issues in several industries. Choi et al. (2025) in an article appearing in the *Financial News* quoted a construction company official saying that even with safety manuals in 5-6 languages, "immediate communication is not possible even among foreign workers themselves" (p. 2). Managers often fail to tell if foreign workers fully understand safety rules, just because the workers nod and say "Yes, yes." Choi et al. (2025) writing in *Seoul Financial News* also pointed out that the appropriate understanding of safety related terms is one of the biggest factors that determine the rate of industrial accidents. Foreign workers need to take TOPIK (Test of Proficiency in Korean) to obtain E-9 employment visa, but this test is not enough to communicate terms or safety instructions specific to industrial sites (Ko et al., 2025).

These realities raise a big question for us; even with the growth of local government-sponsored programs, are these efforts truly meeting workers' needs (Lim, 2021)? Task-Based Language Teaching (TBLT) could be a good fit. TBLT is defined by Long (2014, 2016) as an approach to second language education that orients teaching around real-world tasks rather than grammar points for communicative purposes. To explore its potentials even in less commonly taught language (LCTL) context like Korean and to better understand the current state of Korean language education, I interviewed two leading experts in TBLT and Korean education for multicultural families and foreign workers in Korea: Dr. Youjin Kim at Georgia State University and Dr. Youngsoo Kim at Inha University in Korea.

Before the interviews, I ran a quick search of the research trends from 2023 to 2025 in Google Scholar. Although the raw search results only show general trends rather than definite totals, they still reveal an interesting contrast. While research on TBLT in English language teaching is a robust field, with around 37,000 papers appeared for "TBLT and English," only 241 showed up for "TBLT and LCTL." It was interesting to see that, after a more focused search on TBLT in Korean, I found 18,400 papers, which might reflect a growing attention to the Korean. This was echoed by what Dr. Youjin Kim said that TBLT in Korean is no longer completely new. Conference presentations and textbook publication on this topic are growing steadily (Y. Kim, personal communication, August. 29, 2025).

Still, I wondered whether a framework primarily developed around English research could fully apply to Korean. Dr. Youjin Kim's answer was a confident "Yes." She noted that many Korean programs already use tasks as the foundation of their instruction, as discussed by Kim and Kang (2022). Dr. Youngsoo Kim also shared practical examples: a welding course designed to teach work-related Korean, vocational training course where foreign and Korean workers learn side by side, and a successful program for Chinese workers who make up a large share of Korea's foreign workforce. It was impressive to see TBLT being already in action to address the highly specific needs of different learners.

That said, the big challenges remain familiar: teacher training, limited resources, and scalability. Dr. Youngsoo Kim talked about the shortage of instructors qualified to teach Korean for specific purposes. As Gao (2023) also highlights, teacher training needs to cover functional language use in diverse, multilingual contexts, which is especially true in occupational TBLT settings. Dr. Youjin Kim added that the problem isn't lack of interest but lack of well-prepared teachers and professional development opportunities, pointing to insufficient pre-service and in-service training for TBLT. This is where I started to think: maybe AI has a role to play.

In fact, there's a growing body of research on technology-mediated TBLT (TMTBLT) (Chong & Reinders, 2020; Lai & Li, 2011; Le & Ziegler, 2025) to reflect the affordances of technology for interaction and interactionist benefits that are possible with it. Kim and Namkung (2024) found 68% out of 254 studies on TMTBLT from 2000 to 2022 were categorized as "technology-essential." It means that technology is not an add-on, but an organic and critical part of task design and implementation. Winke (2025) and others (Godwin-Jones, 2024; Shin & Choi, 2025) have also pointed out how chatbots and generative AI can serve as valuable resources for teacher training and professional development in LCTL classrooms.

Both professors were skeptical about AI replacing human teachers but agreed it could bring real value. Dr. Youjin Kim in particular mentioned that she sees the potential in AI chatbots serving as a task partner and resource provider. The initiatives by Korean companies reflected this potential. Dongwon Industries, a leading South Korean fisheries company, developed a multilingual AI chatbot, known as "Tuna buddy," to better facilitate communication and safety onboard their tuna fishing vessels with foreign sailors.

Of course, technology alone doesn't solve everything. Godwin-Jones (2024) reminds us how gaps in device costs, internet access, and digital literacy can greatly hinder learners' opportunities in the AI-based language learning environment. Dr. Youngsoon Kim added that in Korean where many classes are often designed for low-wage foreign workers, the digital divide poses a serious challenge to ensuring equitable access and opportunities and could exacerbate existing educational inequalities. For that reason, there's growing interest in developing affordable, easy-to-use mobile apps.

This project on TBLT in Korea made me realize the critical role applied linguistics can play in addressing real-world societal problems. These interviews showed me that while AI and TBLT hold a great potential, ensuring equity and teacher preparation remain our greatest challenges—not just in Korean, but possibly across certain LCTL contexts relevant to our future work. The promise is huge, but the challenge is clear: we have to make sure that in chasing innovation, we don't lose sight of equity and access.

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## Re: Diaspora

by Taylor Togafau-Lewis  
University of Maryland

After "Diaspora" by Ngaio Simmons

Diaspora,  
we are nothing but travel, along  
winding rivers where we place our tongues.  
Traversing ourselves, confronting the violence of  
blanched impressions so that we only see deformation in our darkness.

When I ask. What language do you feel in?  
I am asking, what language takes you on this journey—  
how have you crafted this vessel to comfort and defend you?

I am not asking about blood-hungry semantics  
drowning you in their philosophies, or  
or insufficient phonetics,  
only crafted to crush your ancestry  
under paper-weight grammatical supremacy.

They only teach you the strength to hide.

Diaspora,  
I am asking,  
what language fills us with the air of defiance?

Explode my jaw with our refusal  
to die, to bend, to beg.  
Carry me into the darkness  
where our tongues rattle,  
anticipating Resurrection.

We speak like survival,  
but these tongues are Revival.

## Overview of Re: Diaspora

“Re: Diaspora” is a poem that I started writing around the time I began asking my African, Black American, and Latine students deeper questions about their languages. At first, I fumbled with responses of “only English” and/or the struggle of knowing your ancestors had many languages that you know nothing of. But I never stop asking from my middle school to university classrooms—because my Black femme self needs language reclamation to withstand the crushing violence of white supremacy.

The poem cites queer Māori/Pākehā poet Ngaio Simmons whose poem “Diaspora” inspires us to think about the complicated beauty of being diaspora, especially in Hawai’i where there is powerful Pasifika linguistic sovereignty. As a spoken word poet, Simmons reminds us of the power of creative writing not just as an art but as a study of language, culture, and politics.

My alignment with Simmons evolves in “Re: Diaspora” through my scholarly work as a linguistic activist. I refuse to let Black Language be leached off of as slang or sociopolitical generational trends in my presence. I am able to joyfully teach to the flawed logic of academic grammar and draw out the violence of seemingly neutral language education policies.

While I am happy to guide my students to wherever they land on their language journeys, my ultimate aspirations align with abolitionist thought. My kind of language activism is not one that is happy with tepid reforms or shallow recognitions. I seek ways to linguistically unravel from all around me, so that I can re-learn for myself and to pass the knowledge on to others. Through “Re: Diaspora” I speak my dream of language futures to my diaspora communities hoping that we celebrate and maintain the ways that we live histories incomprehensible to our present.



Taylor Lewis centers her research of Black queer geographies of language and education in her Maryland and Pennsylvania genealogies. Through this research, she works to honor the relationships of Piscataway and Susquehannock land, intergenerational knowledge-passing, and Black Language in the words of Black people. She is currently a Ph.D. student at the University of Maryland, College Park in the Department of Teaching & Learning, Policy & Leadership with a specialization in Applied Linguistics & Language Education.

## Side by Side Through Graduate School: Keeping Love Alive During Deadlines

*Dilay Candan*  
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When I started my first year of graduate school, I expected stress and late nights, but I wasn't prepared for how that pressure would invade even my most ordinary moments with my husband. Some evenings, we'd sit face to face at the dinner table, eating together in near silence. My mind would be spinning with unfinished work, to the point where I honestly forgot he was there at all. He was present, but I was elsewhere, stuck in academic deadlines only I could see.

There were other times when the stress got the best of me entirely. If my husband asked a simple question while I was scrambling to finish an assignment, I would sometimes snap at him and instantly feel guilty. Academic intensity sometimes made thoughtfulness feel like just another task I was too tired to manage.

Graduate school's relentless pace doesn't just challenge your intellect, it also quietly tests your closest relationships. Through honest conversations and plenty of trial and error, we eventually found strategies that helped us reconnect, and become even closer, despite the academic storms.

### **Opening up: Sharing Your Academic World**

At first, I kept my academic life to myself, worried my husband wouldn't understand or would feel overwhelmed by details. The silence left both of us feeling isolated. He sensed my stress but didn't know why, and I felt misunderstood.

What helped was starting small: sharing just one thing about my day during dinner. These brief updates helped us feel more connected without needing long conversations.

As we found our rhythm, I learned to gauge what worked best. If you're concerned about overwhelming your partner, keep it simple. Open communication isn't about dumping information, it's about helping your partner feel included, rather than left wondering what's affecting your mood and energy.

For us, even sharing small details brought us closer: I felt truly seen, and he felt more involved and respected as part of my world, which strengthened our relationship.

### **Tackling Academic Guilt**

If there's one feeling that's been a constant companion in graduate school, it's guilt. It's easy to feel that every moment not spent working is somehow irresponsible, even when I knew time with my husband mattered.

Changing that mindset was messy. What helped was intentionally reframing relationship time as non-negotiable, reminding myself: recharging my marriage is recharging my scholarship.

Putting this into practice wasn't easy. The first time I said, "I'll stop working at 9 so we can watch a movie," guilt hovered and I kept wanting to check my to-do list. But over time, boundaries became easier to maintain. My husband appreciated knowing clearly when I'd be unavailable and when we could count on spending time together, which made him feel secure and respected. Our evenings became more intentional, and our time together felt richer, since we were both less distracted and more present. Some nights we'd put our relationship first, other nights my work came first, but being intentional and honest about it helped us both feel valued.

### Building Wellness Habits Together

Even after learning to set work boundaries, we discovered that simply being together wasn't always enough and we needed intentional ways to reconnect. During my most stressful weeks, rest and wellness felt like luxuries I couldn't afford. My husband would suggest an evening walk, and I'd mentally calculate the sections I need to write in my final paper. Meanwhile, he started holding back on these invitations, worried about interrupting my work or adding pressure. We were both trying to be considerate, but our hesitation only left us feeling disconnected and more drained than ever.

The turning point came when I realized that being productive is hard without taking small breaks, even during the busiest times. I began suggesting just ten minutes of tea before bed, asking if he wanted to go out for a favorite meal, or joining him to check the garden together. These small gestures signaled to him that I valued our time together; soon he started sharing his own ideas for tiny rituals.

I was surprised by how much these small routines lifted us both. I'd return to my studies with better focus and energy, and we felt more present and connected. The simple act of protecting even a few moments together made a difference for us academically and emotionally.



**Dilay Candan** is a PhD student in Applied Linguistics at Georgia State University and an ESL teacher. Her research interests center on corpus linguistics and its applications in second language pedagogy assessment, and acquisition. She is interested in data-driven learning, technology-enhanced language education, and discourse analysis. Her work explores how corpus-based approaches can bridge research and practice in second language classrooms.

### My Husband Notes...

"When my wife started sharing details about her graduate work, those conversations became something I genuinely enjoyed. Asking simple questions like "How did your meeting go?" opened up a world I'd never seen before. I got to know her ambitious and passionate side. Her dedication to making a difference through her work actually motivated me to think more seriously about my own goals. It made our relationship feel like a partnership between two people both trying to grow. This whole experience taught me about being a better listener and partner, and honestly, our relationship feels stronger because we're both growing and sharing the journey together."

### Looking Back: Connection Over Distance

Those early evenings of silent dinners feel like a lifetime ago. The distance that once grew between us (him present, me lost in deadlines) has been replaced by genuine connection and shared understanding.

Building these habits over time taught us something valuable: taking care of our relationship isn't a distraction from my studies. Instead, it gives me the stability and energy to handle whatever graduate school brings. When we both feel supported and connected at home, I'm more focused, more resilient, and more productive.

Every partnership is different, but the principle holds: with intentional effort and honest communication, your relationship can be one of your strongest sources of support throughout graduate school, even during the toughest moments.

## Whose Epistemology Counts? Reflexivity and Relationality in Narrative Inquiry

Eun Cho  
Georgia State University

When I started writing my first publication as a PhD student, I thought good intentions were enough. I wanted to amplify marginalized voices in narratives. I believed my shared identity markers would automatically create ethical research relationships. What I discovered was messier and more transformative than I expected.

This writing is about how narrative inquiry can move beyond extractive inclusion toward epistemological recognition by centering the participants from the Global South as theorists of their own experiences. Through my research with Filipina teachers, I illustrate how reflexive relationality must include recognizing participants' existing frameworks rather than passively imposing Northern theoretical lenses.

### The Wake-Up Call: Reflexivity

My research focused on online Filipina English teachers on digital ELT platforms, borrowing from narrative inquiry. Initially, I designed the study to examine identity negotiation, how these teachers constructed professional identity within global ELT hierarchies. However, participants shared experiences I hadn't expected. During interviews focused on professional identity, they spontaneously discussed sexual harassment incidents on platforms. When I developed these into a separate topic to explore, a tension emerged that would fundamentally challenge my approach to narrative inquiry. Pillow (2003) identifies reflexivity in narrative inquiry as confronting critical questions like, "Who benefits from our representations? Are our representations valid? Do they matter? Who can research whom, when, and how?" (p. 175-176). My experience embodied this critique. These questions became urgent when participants described harassment experiences in ways that challenged my frameworks. Where I initially saw systematic victimization requiring structural critique, participants often dismissed incidents as personality quirks or strategically decoupled their gender identity from professional roles. This divergence made me pause. This pause was a reflexive act as both recognition of my own bias and my positional lens (Thambinathan & Kinsella, 2021) and an ethical commitment to represent participants through "a rigorous and inclusive analysis" (Solie, 2024, p. 514). How can I represent their narratives in ways that illuminate their lived experiences without reducing them to "problems" of the Global South or imposing Northern frameworks of analysis? Whose epistemological framework should guide the analysis?



### What I Learned: Moving beyond "Giving Voice" to Recognizing Expertise

**Start with relationality, not data collection.** Before diving into formal interviews, I had spent more time building genuine connections with participants. Through these relationships, participants began sharing experiences I hadn't expected, including sexual harassment incidents that revealed a methodological challenge. It is not just about rapport-building. It is about recognizing that participants are making sense of their own experiences in their own terms. Their ways of dismissing or decoupling harassment were not deficiencies to be explained by my analysis, but epistemological stances I needed to take seriously.

**Question your interpretive frameworks early and often.** The sexual harassment case taught me this lesson powerfully. When participants described dismissing certain incidents or strategically separating their professional and gender identities, I initially wanted to apply familiar feminist frameworks about structural oppression. But this impulse revealed whose knowledge I was privileging. I learned to ask myself, Whose theoretical lens am I using? Was I re-scripting a Global South victimization narrative, or was I honoring participants' situated ways of knowing? As Etherington (2007) highlighted, ongoing questioning, or reflexivity, "can expose and rebalance power relations between researcher and researched" (p. 611), which can lead your research to be more "rigorous and inclusive" (Solie, 2024, p. 514).

**Create space for participants to name their own experiences.** Instead of leading with deficit-oriented questions, I began asking, “How do you make sense of these experiences?” These questions can reveal both participants’ agency and epistemological practices that challenge our assumptions about what “counts” as resistance, survival, or empowerment.

**Build in multiple feedback loops for collaborative theorizing.** Woodiwiss (2017) reminds us that narrative inquiry is not a one-way process of the researcher asking and participant answering, but a co-construction of meaning. Participants are “narratable subjects” (p. ix) whose stories actively shape the research questions, onto-epistemology, method/ology. In this sense, collaborative theorizing is about acknowledging how knowledge emerges relationally in the encounter between researcher and participant. As such, don’t wait until you have “findings” to share; begin involving participants in ongoing analysis. But this is not just member checking for accuracy; it is genuine co-theorizing. Share your confusion about how to frame their experiences, and participants can help you understand their own understanding of reality.

**Embrace the discomfort of uncertainty.** When a reviewer suggested that online ELT was inherently discriminatory and should be critiqued as such, this felt like a critical moment. The reviewer’s comment seemed to assume a straightforward victim narrative that these platforms exploit Global South teachers; therefore, the entire system should be condemned. But this felt off compared to participants’ nuanced understanding of their choices. For instance, one participant, a mother, described online ELT as providing flexibility to juggle her roles as a working mom, something traditional classrooms could not offer. Was this teacher simply experiencing false consciousness about their exploitation, or was she articulating a complicated reality where structural problems coexist with genuine personal empowerment? This tension between structural critique and individual empowerment could not be resolved by choosing one perspective over the other. This uncertainty became the point, not a problem to solve but a complexity to honor and truly show participants’ experiences.

### The Transformation

The real shift happened when I stopped trying to “give voice” to participants and started recognizing their interpretations as epistemological contributions in their own right. Sexual harassment is undeniably a systemic problem in online ELT platforms, but participants’ decisions to dismiss or decouple such incidents were not signs of ignorance. They were strategic responses as a way of preserving professional legitimacy and minimizing risk within a feminized gig economy that left them precariously dependent on student evaluations. Through ongoing dialogue, I began to see their strategic decisions as forms of epistemological moves that show how structural oppression and individual agency coexist. Their accounts demanded that I hold both truths together: that harassment requires systemic critique and that participants’ own meaning-making must be honored as a form of resilience rather than dismissed as false consciousness. To echo Woodiwiss (2017), “subjects are positioned as neither victims nor heroines but as agentic within constraints that are given close analytical attention” (p. xiv).

The process required me to fundamentally rethink my role. Instead of being the researcher who would translate their experiences for academic audiences, I became a collaborator in collective meaning-making who is accountable to their epistemological stances while also situating them within the broader system that necessitates such strategies. As I reflected in my study, “the authors decided to document the decoupling process rather than imposing their external judgments on how participants interpreted their own experiences. The authors were convinced that the latter approach could run the risk of overly victimizing the participants. In particular, the first author’s epistemological orientation to decolonial feminist theory (Mohanty 2003), which emphasizes the importance of centering women’s voices from the Global South without subjecting them to Western analytical frameworks, guided their decision to document these teachers’ experiences as they themselves articulated them, rather than recasting their narratives from an outsider’s perspective.” (Cho & Jang, 2025).

## Reflexivity and Relationality: Step-by-Step Takeaways

**Before you start, check your lens:** Write down in your notes, “Whose epistemological framework should guide this analysis?” Keep returning to this question so you don’t unconsciously slip into reproducing a victimization narrative.



**During data-collection, relationship-first, not extraction:** See rapport not as a pathway to “data access” but as a site for co-theorizing. Anticipate the sensitive topics (likes sexual harassment). Make inclusion and exclusion decisions collaboratively with participants, not alone.



**During analysis, use both/and coding:** Resist binary coding of victimhood versus agency. Code for both harassment as a systemic problem and decoupling as a strategy for protecting professional legitimacy. Keep a separate memo category for epistemological tension. Involve participants in ongoing cycles of co-theorizing (Woodiwiss, 2017), not just “member-checking.”



**During the publication process, again, consider both/and:** End by showing that there is policy linkage. Situate your findings both in participant agency and systemic recommendations. Be transparent about why you chose these decisions about ethics and write them down in your manuscript. Be prepared for reviewers’ comments that frame the issue as binary and have a paragraph ready that explains why your methodology requires holding both.

## Ongoing Unlearning Process

This experience taught me that ethical research isn’t a checklist you complete; it is an ongoing practice of relationality and reflexivity of asking, “Whose Epistemology Counts?” And I still make mistakes. I still catch myself slipping into extractive patterns. But even trying to unlearn our patterns makes us grow. For fellow graduate students navigating similar challenges: lean into uncertainty rather than rushing toward conclusions. Most importantly, remember that the people who share their stories with us are not just data sources, but they’re agential humans in the knowledge-making process. If I could tell my earlier self one thing, it would be this: Don’t aim for perfect research. Do aim for accountable research as a knowledge producer.

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**Eun Cho** is a Dean's Fellow and PhD student in Language and Literacy Education at Georgia State University, with a graduate certificate in Women's, Gender, and Sexuality Studies. Her research examines intersectional identity negotiation among transnational women and queer language teachers and learners. Drawing on narrative inquiry and critical discourse analysis within a feminist epistemological framework, she explores how language both empowers and constrains those at the margins. Her work has appeared in *Applied Linguistics Review* and *The Sociolinguistic Journal of Korea*.



## 2025 JEDI Report: A Report on the AAAL Graduate Student Council's JEDI Survey Findings

*By John Odudele (University of Washington), Elizabeth Hanks (Northern Arizona University), Malachi Henry (Indiana University), Yetunde Alabede (Michigan State University), and Ying Xiong (Penn State University)*

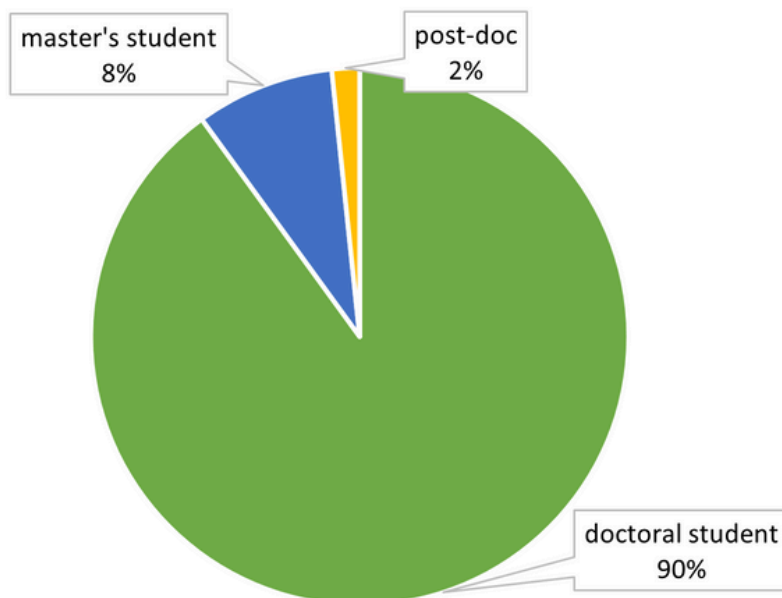
### I. Introduction

The 2024/2025 Graduate Student Council (GSC) JEDI Survey was conducted to assess how effectively the council is advancing justice, equity, diversity, and inclusion (JEDI) within the American Association for Applied Linguistics (AAAL) graduate student community. Building on the 2024 survey, this year's effort sought to capture both the demographic composition of the graduate student membership and the perceptions of how well current initiatives meet the needs of an increasingly diverse body of scholars. The 2024/2025 survey was modified from the previous one to reflect the GSC's ongoing commitment to fostering a more inclusive, supportive, and representative academic community for graduate students at various stages of their professional journeys. With responses from 60 graduate student members, the 2025 survey provides valuable insights into the heterogeneity of the student constituency in terms of nationality, age, gender identity, race/ethnicity, educational stage, and caregiving responsibilities. These data illuminate the diverse contexts in which AAAL graduate students live and work, highlighting the importance of programming that addresses this complexity. Beyond demographic representation, the survey findings affirm the progress made in expanding inclusivity and engagement, while also identifying clear opportunities for growth, particularly in supporting caregivers, first-generation scholars, AAAL first-time attendees/newcomers, and students seeking career development resources. By listening to these voices from the survey responses, the GSC JEDI enhances its capacity to serve as a platform for student-centered advocacy, ensuring that graduate student perspectives remain central to AAAL's mission.

### II. Demographic Landscape

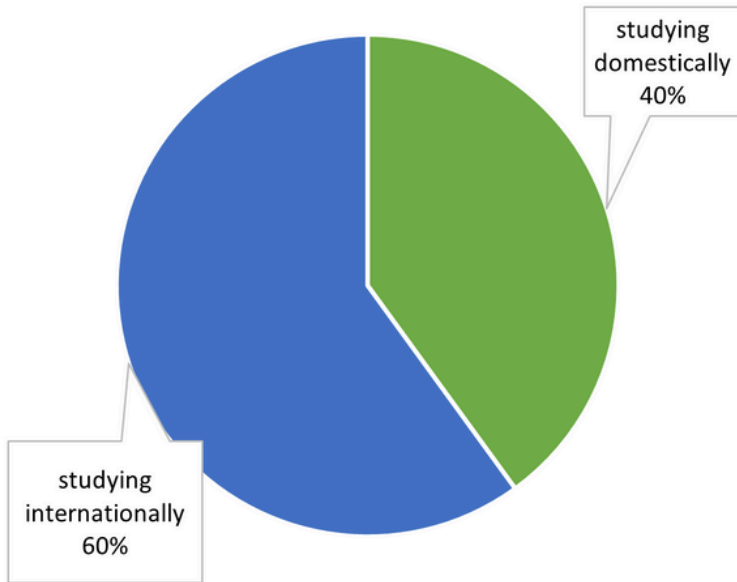
A total of 60 graduate students responded to the survey. Of these, 54 participants (50%) are doctoral students, 5 (8%) are master's students, and 1 is a post-doc (see Figure 1).

**Figure 1.** Current education level



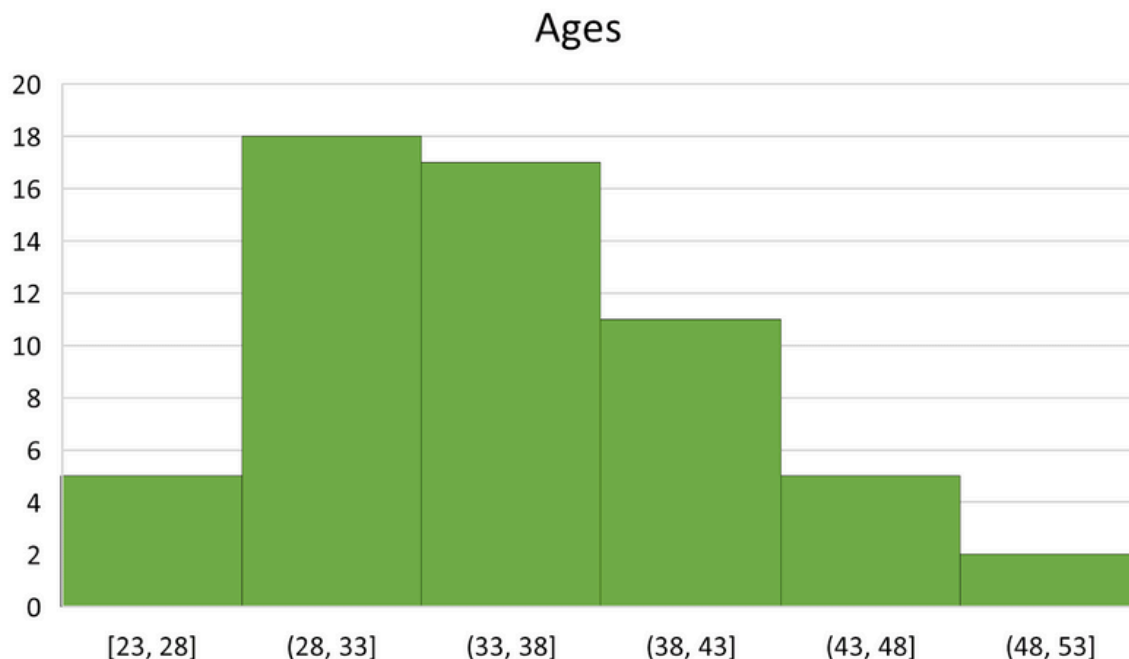
At 36 (60%), over half of the participants are international students, including 20 who are international students studying in the United States (see Figure 2). 35 participants (58%) are based in the U.S., while 25 (42%) are based in one of 11 other countries ( $n=4$  in Australia, 5 in Canada, 1 in Chile, 3 in China, 2 in Hong Kong, 1 in Korea, 1 in Mexico, 1 in Saudi Arabia, 1 in Spain, 1 in Turkey, and 5 in the U.K.).

**Figure 2.** International and domestic studies



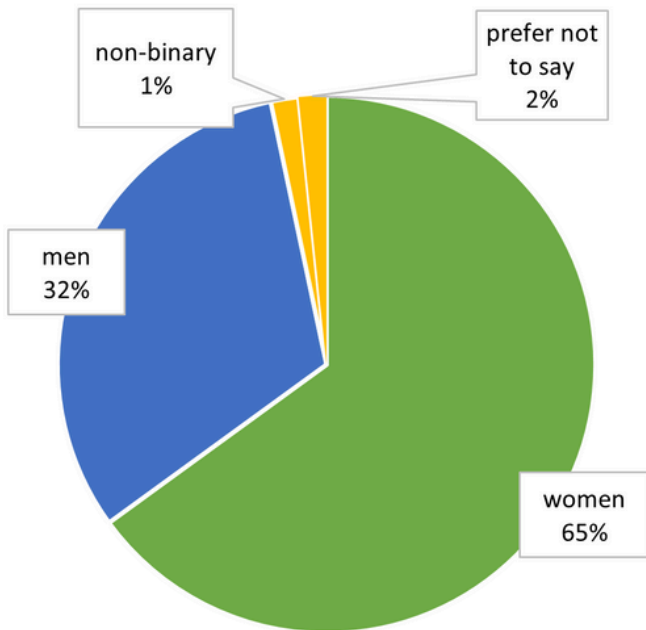
In terms of age, 8 participants (13%) are between 23 and 29 years old, 35 participants (58%) are between 30 and 39 years old, and 15 participants (25%) are between 40 and 52 years old (2 participants preferred not to answer) (see Figure 3).

**Figure 3.** Histogram of ages



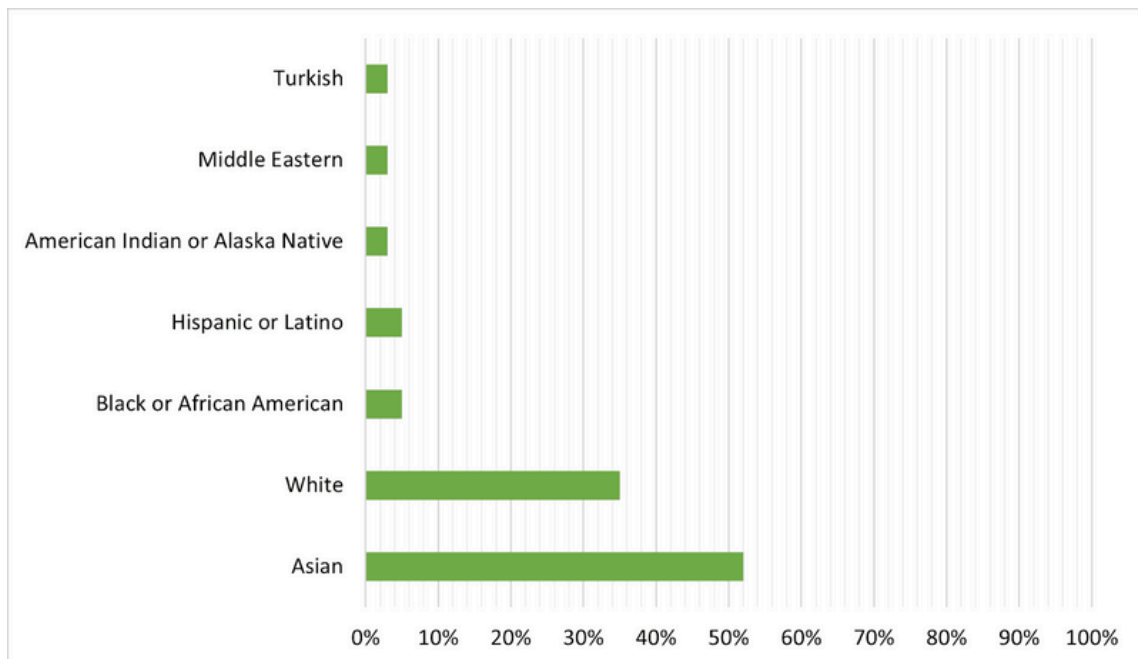
39 participants (65%) identify as women, 19 participants (32%) identify as men, and 1 participant identifies as non-binary (1 participant preferred not to answer) (see Figure 4).

**Figure 4.** Gender identities



In terms of race/ethnicity, 31 participants (52%) identify as Asian, 21 (35%) identify as White, 3 (5%) identify as Black or African American, 3 (5%) identify as Hispanic or Latino, 2 (3%) identify as American Indian or Alaska Native, 2 (3%) identify as Middle Eastern, and 2 (3% of respondents) identify as Turkish (see Figure 5). Please note that, because many participants identify with more than one race/ethnicity, the percentages reported above may add up to more than 100%.

**Figure 5.** Race/ethnicity



14 participants (23%) are caregivers for one or more dependents.

### III. Rating of Experience

Participants responded to 4 questions on a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree”. Participants also had the option to select “Not applicable/Unsure.” To summarize these findings, we converted responses to numbers where strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5. Descriptive statistics, including means and standard deviations, were calculated for each of the four items. Two responses were not analyzed quantitatively because each consisted of extremely negative responses (i.e., “strongly disagree” for each item) along with extremely positive commentary (e.g., “Everything is perfect”, “I loved it”), indicating that these participants did not read response options carefully. The results are depicted in Figure 6 as well as summarized in prose below.

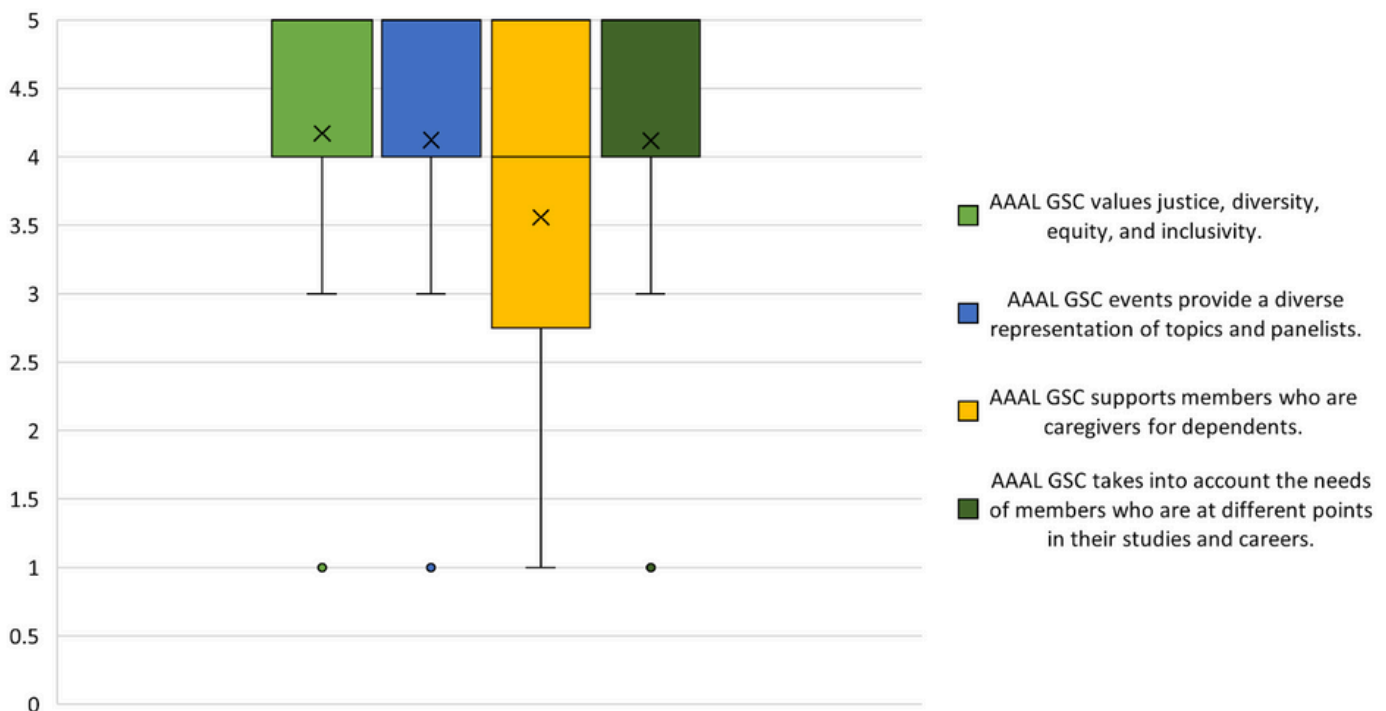
The first item asked participants to indicate the extent to which they agreed with the following statement: “AAAL GSC values justice, diversity, equity, and inclusivity.” The mean response to this item is 4.3 (SD=1.2), indicating that participants tend to agree or strongly agree with the statement.

The second statement was “AAAL GSC events provide a diverse representation of topics and panelists,” for which the mean response is 4.2 (SD=1.2), indicating that participants typically agree with the statement.

The third item asked participants about their beliefs about the following statement: “AAAL GSC supports members who are caregivers for dependents.” The mean response to this item is 3.7 (SD=1.3), which indicates that respondents agreed with this item slightly less than with the others. While many indicate they strongly agree with this statement (mode=5), more participants state they disagree (n=3) or strongly disagree (n=3) with this statement than for other items. Many participants report that this item is not applicable to them (n=26), which aligns with the demographic results outlined above, where over half of respondents report that they are not caretakers.

The final item states, “AAAL GSC takes into account the needs of members who are at different points in their studies and careers.” Participants tend to agree with this statement, indicated by a mean of 4.2 (SD=1.0).

**Figure 6.** Summary of responses to survey items



#### **IV. Experiences and Suggestions**

The qualitative responses to open-ended questions reflect the overwhelmingly positive perception of the Graduate Student Council's commitment to justice, equity, diversity, and inclusion. Comments such as "I think you folks are doing a great job!" reflect this sentiment. Some suggestions for improvement were also offered. These ideas include helping to prepare first-generation students for the job market, sharing recommendations for first-time conference attendees, and providing additional funding for Indigenous students, as well as increasing the representation of Indigenous scholars at the conference. Many participants are satisfied with the events and panels hosted by the GSC this year, as revealed in comments such as "More of the same please!" Some participants recommend additional events that could benefit graduate students in AAAL, including 'boot-camp'-style workshops (particularly on methods and statistical analysis software) as well as workshops on the job market and professional development.

#### **V. Discussion**

The 2025 JEDI Survey revealed a broadly positive assessment of the council's efforts to address justice, equity, diversity, and inclusion, while also highlighting key areas for growth and further engagement.

The demographic data, collected from a diverse cohort of 60 graduate student respondents, underscores the heterogeneity of AAAL's student membership in terms of nationality, age, gender identity, race/ethnicity, and caregiver responsibilities. Importantly, the findings reflect a prevailing perception of inclusivity within GSC programming and initiatives, alongside actionable suggestions for enhancing member support and representation. The open-ended responses further contextualize these findings, suggesting that while the current trajectory of the GSC is well-received, graduate students are eager for deeper engagement and expanded programming. While the overall sentiment was positive, several areas emerged where expanded efforts may enhance equity and inclusion for the full range of graduate student members.

Given the lower ratings and qualitative feedback, it is evident that the needs of graduate student caregivers merit additional attention. Despite the efforts made by the JEDI subcommittee for parent scholars, tailored programming, peer support groups, or resource guides for balancing academic and caregiving responsibilities may offer more inclusive participation opportunities. One participant expressed a desire for "more explicit support for members with children or other dependent care duties." This suggests that there is likely a need for better communication with this group of students to identify resources.

Several participants highlighted the need for onboarding resources for newcomers to AAAL. These could include first-time conference guides, mentorship opportunities, and introductory sessions. The potential of a first-time attendee primer or resource manual may help newcomers to AAAL in navigating conference activities, especially those geared toward students. There also appears to be a need for more targeted career preparation and professional development support for first-generation scholars. Suggested initiatives include job market workshops, application guidance, and panel discussions centering non-traditional academic pathways.

While participants conveyed appreciation for the current trajectory of the GSC's efforts, they also identified several ways that the council could continue to grow. Greater awareness of caregiving needs, targeted resources for first-generation students, enhanced representation for Indigenous scholars, structured support for new members, and expanded methodological training all represented opportunities for further engagement. These suggestions, grounded in both quantitative and qualitative data, offer a roadmap for ensuring that all graduate student members feel recognized and supported within the AAAL community.

Overall, the results of the 2025 JEDI Survey confirmed that the GSC has made significant progress in terms of engagement, with student responses nearly doubling from the 2024 JEDI Survey. The GSC is committed to building an inclusive and responsive graduate student community. At the same time, the findings underscore the importance of continued dialogue, reflection, and action in meeting the evolving needs of a diverse membership. By listening to the voices of its constituents, the GSC is positioned to build on its existing strengths and move forward with intentional, student-centered advocacy.

**VI. Conclusion**

The demographic data from the 2025 JEDI Survey highlight the diversity and complexity of AAAL's graduate student membership. Respondents represent a wide range of educational stages, age groups, gender identities, and racial/ethnic backgrounds, with a strong international presence and notable participation from students balancing caregiving responsibilities. This heterogeneity underscores the importance of centering inclusive practices that address the varied needs of members across personal, academic, and professional contexts. By recognizing the multiple identities and lived experiences within the graduate student community, the GSC is better positioned to design programming and resources that reflect and support the realities of its diverse constituency.

**GET IN TOUCH WITH US!****AAAL**  
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## Call for Proposals for the AAALGrads Newsletter (Spring 2026)

We're delighted to welcome submissions for the Spring 2026 issue of the AAALGrads Newsletter. If you're conducting a new or ongoing research, reflecting on your graduate school experience, or love to share your perspectives on current issues in our field, we'd love to feature your work. The newsletter provides a great platform to connect with peers, showcase your ideas, and contribute to meaningful conversations within our community.

Please review the list of available submission formats below and consider sending in your proposal. Selected contributions will appear in the Spring 2026 issue, scheduled for publication in mid-March.

### Possible Submission Formats

We extend our call to include Feature Articles, Resource Reviews (e.g., books and technological tools), Creative Corner 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 opinion pieces on topics affecting the AAALGrads community. Please refer to the provided examples for each submission format, but note that submissions are not limited to the presented examples. Additional examples can be found in past issues of the newsletter.

- **Feature Article.** A feature article should be 750-1,500 words. It should address and critically develop a question or idea relevant to the AAALGrads community. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative or service work.
- **Professional Development Corner.** Blurbs for the Professional Development Corner are 500-1,000-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. Please, **do not refer to institutions, departments, or individual people by name.**
- **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, especially ones published in recent years. 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 a 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, visual art/photography, 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). Reflections on personal experiences are encouraged. Taking a small step to acknowledge the current changes at the AAAL 2024 conference, we are pleased to announce that the *Creative Corner* now accepts submissions in languages other than English. If you choose to submit your work in a language other than English, please indicate the language used for the final submission and provide a brief explanation in English. Text-based creative submissions (poetry/essays) may be up to 1000 words. All submissions may be accompanied by a description of no more than 500 words.
- **Trending Topics Forum.** This forum gives you the opportunity to share your opinion on current issues, events, or topics affecting the AAALGrads community. Opinion pieces allow you to take a stance on a topic, share personal experiences, or issue a call to action. In your proposal, please be sure to describe the relevance of this issue to members of our community. Submissions to the Trending Topics Forum should be 500-1,000 words.

**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 type of submission (Feature Article, Professional Development Corner, Resource Review, Creative Corner, or Trending Topics Forum)
- include an overview/description of your submission
- confirm your ability to commit to the timeline (provided below)

**Proposals will be collected through this [Google Form](#) and are due by Monday, January 19th, 2026 @ 11:59 PM Eastern Time. You can submit a proposal if you are a current grad student or recent graduate. You do not have to be a current AAAL member.**

**Please review the timeline listed below to ensure that, should your proposal be selected for inclusion in the issue, you don't foresee any major issues following it.**

Tentative Timeline for Spring 2026	
<b>Monday, January 19th</b>	Proposals are due by 11:59 PM Eastern Time.
<b>Wednesday, January 28th</b>	Authors notified of acceptance.
<b>Thursday, February 5th</b>	The first draft of the manuscript is due.
<b>Thursday, February 12th</b>	Editors provide feedback to authors on first drafts.
<b>Thursday, February 19th</b>	Revised drafts are due.
<b>Tuesday, February 24th</b>	Editors provide additional feedback, <i>if necessary</i> .
<b>Monday, March 2nd</b>	Final drafts of manuscripts are due. Authors provide a short biography and headshot.
<b>Thursday, March 5th</b>	Editors return the final draft with proofs.
<b>Wednesday, March 9th</b>	Authors respond to proofs.

**Kindly note that this schedule is subject to change if deemed necessary.**

For questions or inquiries, please reach out to the newsletter co-editors at [aaalgrads@gmail.com](mailto:aaalgrads@gmail.com).

