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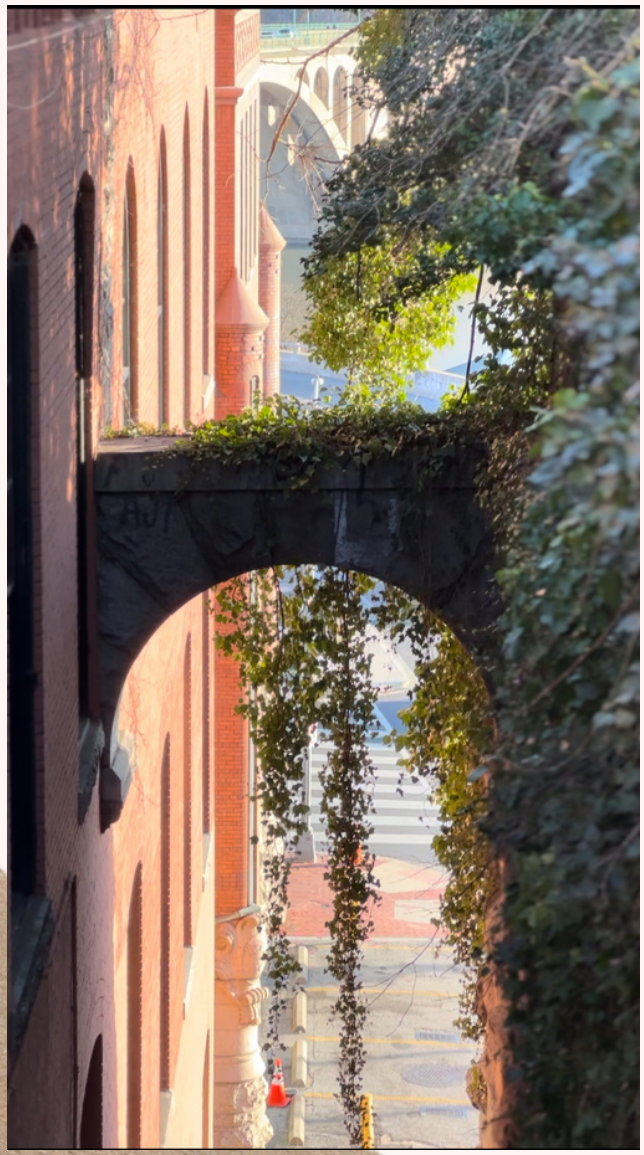
AAALGRADS

THE AAAL GRADUATE STUDENT CONCIL NEWSLETTER



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Dear AAALGrads Readers,

We are delighted to present the latest and diverse array of articles in the Spring 2024 issue of AAALGrads. This edition encapsulates the multifaceted nature of applied linguistics through the insightful contributions of emerging scholars.

In our feature articles, Edcel Javier Cintron-Gonzalez initiates our exploration with "Microecologies and Translingual Literacies." Cintron-Gonzalez delves into the intricate web of microecologies, offering a nuanced perspective on translingual literacies. In "AI Divide," Mohamed Almahdi addresses the contemporary issue of the artificial intelligence (AI) divide. Almahdi's exploration delves into the growing debate within the academic community regarding the integration of AI tools into academic writing practices. It presents various perspectives on the "AI divide," discussing both proponents and skeptics of AI in academic writing, as well as differing stances among institutions and academic journals. "My Quest of Becoming a Transformative Intellectual: An Autoethnography" by Md. Didar Hossain provides insights into Hossain's journey of developing their language teacher identity through experiences as both a student and a teacher. It explores the influences of family, educational experiences, and self-reflection on the author's evolving teaching practices.

This issue includes a professional development corner piece. Tianran Chen's "Cultural and Racial Bias Faced by International Graduate Teaching Assistants" provides a critical examination of biases faced by international GTAs. Chen's work contributes to the ongoing dialogue on fostering inclusive learning environments, particularly in higher education.

In terms of resource reviews, "SoWork" by Michaela Nuesser introduces us to a virtual world designed for hybrid and online classrooms. Nuesser's exploration of SoWork showcases its potential as an innovative tool for creating engaging virtual spaces, particularly in the context of remote and hybrid learning environments. Minghui Sun presents a review of "Professional Development in Applied Linguistics: A Guide to Success for Graduate Students and Early Career Faculty." Sun's review highlights the importance of this guide in navigating the complex landscape of professional development for emerging scholars in applied linguistics. Dayoung Joo's review of "Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation" provides a comprehensive overview of the book's content, highlighting its structure and thematic focus on the experiences of graduate students and faculty members in the context of academic enculturation.

Finally, three intriguing creative corner pieces are included in this issue. Yejin Jung explores the concept of "Micro-workouts," presenting a novel approach to physical and mental well-being. Jung's article invites readers to consider micro-workouts as a viable strategy for maintaining a healthy balance amidst the demands of academic life. Sarah Aartila shares a poem "Perseverance." The poem beautifully captures the dual nature of perseverance, portraying it as both an inspiring force and a potential source of obstinance. The verses eloquently express the internal struggles and sacrifices associated with the relentless pursuit of goals. Finally, Sadia Shad's piece on "The Joy in Dissertation Writing" encapsulates the transformative journey of doctoral students. Shad's reflections offer a nuanced perspective on the emotional nuances of dissertation writing, rekindling the joy that can be found within this often challenging process.

We hope you find these articles thought-provoking and enriching. Our gratitude goes out to the authors for their valuable contributions, making this issue a diverse and engaging exploration of applied linguistics. Happy reading!

Warm regards,
Jieun Kim, Edwin Dartey, Eric Ho, Sarah Howard, and Xinyue Lu
Co-Editors, AAALGrads

Microecologies and Translingual Literacies: Youth Authors' Resistance and Agency Against Monolingual Practices

By Edcel Javier Cintron-Gonzalez
Illinois State University

Lu & Horner's (2013) concept of "translingual literacy," refers to the ability to communicate and navigate language differences in multilingual settings. The authors argue that translingual literacy is an important skill for individuals in today's globalized world, as it allows them to engage with a diverse range of people and ideas when it comes to writing. In conversation with Canagarajah (2011a), Lu & Horner (2013) also addresses writers' translingual practices in their own writing, but as a sign of resistance to what we come to know as standard written English (SWE). Therefore, this presentation seeks to argue how authors, such as Remy Lai and Vera Brosgol resist monolingual, imperialistic, and SWE practices by using their own translingual practices in their stories. For example, Remy Lai in Pie in the Sky and Vera Brosgol in Be Prepared use "microecologies" to show their use of different language practices in their writing as a form of agency. Canagarajah (2011b) references Creese and Blackledge (2010) to describe "microecologies" as strategies authors use in their writing to display their codemeshing practices, where the "microecology of the text" are identified as visual clues such as "punctuation, font size, script, symbols and emoticons" (p. 20). This is identified as a series of symbols and codes to represent an author's codemeshing practices. As stated by Choi (2021), "Non-monolingual writers often purposefully engage in code-meshing, drawing from their entire language repertoire without strict adherence to a set of particular language rules, such as standard English, to make sense of their world... and resistance to linguistic injustice" (p. 6). In other words, I view codemeshing as a type of translingual literacy because it challenges traditional notions of language purity and advocates for the legitimacy of diverse linguistic identities within academic, professional, and social contexts.

Children's Literature, Agency, and Translingual Practices

In Children's Literature A Very Short Introduction, Reynolds (2011) describes contemporary children's literature and media as an emergence of new media where authors and illustrators are thinking of new ways to make children's books more attractive, but also more interactive. Reynolds argues that children's studies have taken a shift in studying how children react and consume what they see and experience in the media. This is particularly important because the media provides a digital space and opportunity for authors to educate and talk about a diverse array of topics to children. In other words, as Hamer (2021) explains in "Media," new media provides the space where "children's literature, material culture, and play illustrates the ways that children's literature has long been imbricated in material culture and other media" (p. 120). Scholars such as Christensen (2021) have talked about the importance of agency in both how the child character approaches a challenge presented to them in their narrative, and on the writing choices authors make in their work. This ties back with Lu & Horner's (2013) discussion on the relationship between translingual literacy and agency, which is the ability to take action and make choices that shape one's life. The authors argue that translingual literacy is closely tied to agency, as it allows individuals to navigate and shape their language use in various contexts. Lu & Horner (2013) emphasize the role of personal autonomy in the context of language. They argue that language is not a static entity but rather a dynamic outcome shaped by habitual use. According to them, "practice" cannot be solely attributed to individual actions or to behaviors prescribed by society, culture, or history. Instead, they view practice as a meaningful activity that links us with others. This connection is forged as we engage with and react to the demands of social interactions and circumstances, necessitating meaningful engagement. When thinking about writing practices in a composition course, we tend to think of this term as an action with the purpose for students to improve their writing. The same goes for authors of diverse backgrounds when they are writing about their lived experiences.

In conversation with Canagarajah (2011a) and Lu & Horner (2013), Motha (2014) addresses the role of language in colonialism and how Applied Linguistics has contributed to the perpetuation of colonial and racial hierarchies through its focus on standardization and the promotion of dominant language norms. Therefore, it is important for BIPOC authors to "be conscious of how also ongoing and unrelenting settlement through contemporary capitalism by depending on economic, political, and social arrangements established and maintained through White settler colonialism, especially land dispossession" (p. 131). To decolonize applied linguistics and the way we as readers view different languages represented in literature is to acknowledge and center the experiences and perspectives of marginalized communities and engage in critical reflection on the ways in which language use and teaching perpetuate oppression. In addition, Motha (2014) discusses the significant role of the English language in colonial history. The author suggests that the expansion of English went hand-in-hand with the aims of colonialism. As colonizers took over lands that were not theirs, they often engaged in acts of violence, displacement, or domination over the indigenous populations, and the imposition of the English language was a part of this process of control. Even though people would like to think of concepts of "empire" and "colony" as a thing of the past, we still live in a world where empires still oppress and benefit from their colonies.

Microecologies as Second Language Barriers in Pie in the Sky

In Pie in the Sky, Lai represents the struggles of learning English as a second language through the character of Jingwen and his embodied experience and anxiety. Lai uses illustrations to further emphasize how Jingwen feels like he is an alien who does not belong in his current living space of Australia because he does not have access to the language and creatively uses symbols to explore and depict the challenges of language barriers. This is an example of Canagarajah's (2011a) concept of "functional bilingualism" where second language acquisition success is linked to the person's interest and the reason they want to learn the language. This is why "[a person] may not have the grammatical competence of the native speaker, but [they have] the communicative competence to function bilingually and achieve [their] interests in the repertoire of codes [they] brings with [them]" (p. 406). For Jingwen, it was his love for baking that drove him to be comfortable with the alien language, which in this case is the English language, throughout the novel. One of the most striking symbols is the representation of the character seeing himself and others as an "alien" with multiple eyes. This imagery suggests the character's multifaceted linguistic identity, embodying the complexity and confusion of navigating multiple languages simultaneously. The alien symbolizes not just the foreignness of a new language but also the character's efforts to assimilate and understand it. Furthermore, the idea of hearing as a filter, catching words to store them for later use, highlights the gradual and selective process of language acquisition. The protagonist views words as treasures to be collected and understood over time, underscoring the effort and patience required in learning a new language.

Additionally, Lai uses symbols to signify the language the protagonist doesn't understand, reinforcing the feeling of being an outsider. This sense of alienation is further exacerbated by the perception of being "slow," a judgment passed down to Jingwen by his monolingual peers and his teacher, Mr. Fart. This monolingualism, as represented by the alien embodiment with three eyes, carries a value judgment that being slow equates to being less capable or intelligent. The author contrasts this with the protagonist's internal struggle and journey toward understanding and fluency of the English language.

Microecologies and feeling part of a community in *Be Prepared*

Similarly, Brosgol uses specific symbols and illustrations to demonstrate to the reader when her characters are switching between languages. The graphic novel, *Be Prepared*, reflects Brosgol's personal experiences. Born in Moscow and having moved to the United States at the age of five, Brosgol draws on her own childhood experiences to tell a story that is both unique and relatable. The story deals with themes of fitting in and the challenges of navigating different cultural and social environments. For instance, Vera feels out of place both in her neighborhood, due to social and economic differences, and at the Russian camp, where she still feels like an outsider despite being among children of a similar background.

The inclusion of Russian symbols and the depiction of language barriers serve to emphasize the cultural dichotomy that the protagonist experiences. It's not just a narrative device, but also a way to visually and thematically represent the protagonist's feelings of being caught between two worlds. This aspect of the story resonates with many readers who have experienced similar cultural conflicts. The examples displayed by the graphic novel shows instances of Vera talking to the other kids and camp counselors in Russian, but this is represented by brackets. In other words, when they speak Russian, the text is written inside brackets to let the reader know they are speaking Russian and not English.

Final Thoughts on Microecologies

Microecologies represent a way for BIPOC authors who write for youth audiences to open the space to have conversations about author agency in expressing their diverse language practices as a translingual practice. This is an example of how BIPOC authors are taking agentive control of not only their own writing, but also their lived experience as they narrate it in their work. With SWE, practice is seen as a tool for students to master how to write a certain way in English, which seems to be a singular preferred way with no room for creativity or for students to take agentive control of their own writing. This is why it's important for authors to take a stand in standard English practices and write stories where their multilinguals' experiences are seen and valued.

Acknowledgements: I want to offer my gratitude to Dr. Lisya Seloni whose doctoral linguistic seminar on linguistic justice, translanguaging, and culturally sustaining pedagogies was the inspiration for writing this paper. I also want to thank my Illinois State University peers, family, and friends for all your constant support.

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Navigating the 'AI Divide' in Academic Writing: A Review of Perspectives, Merits, and Pitfalls

By Mohamed Almahdi
Arizona State University

Introduction

The emergence of artificial intelligence (AI) in academic writing has ignited a growing debate about its potential merits and pitfalls across academic circles. This debate is dividing the academic community as some scholars support its utilization while others oppose it. Based on this discourse, I coined the term the "AI divide" to refer to the significant academic divide in academia about integrating AI tools into academic writing practices. The AI divide contributes to the ongoing discussion within the AAALGrads community shedding light on divergent standpoints on this topic. Therefore, this paper aims to provide a balanced review of the literature viewing different perspectives of the "AI divide".

Proponents' Perspective

On one side of the spectrum, some scholars believe that AI tools can improve students' writing skills as these tools provide several opportunities for all writers ranging from beginning writers in ESL/EFL contexts to professional writers in academia. For example, some scholars claim that AI tools can improve students' writing skills as these tools provide personalized feedback that helps learners identify grammatical errors and improve style, clarity, and coherence as evidenced in many studies (Dai et al., 2023; Dizon & Gayed, 2021; Parker, Becker & Carroca, 2023). In addition, Dr. Kyle Jensen, as discussed in Woo et al. (2023), recommends accepting AI tools as "a thought partner" in the writing process and advocates for a balanced approach to AI. This camp generally encourages using AI tools to enhance writing practices and save time on some academic tasks. This side of the AI divide tends to claim that the merits of integrating AI tools may outweigh its pitfalls.

Skeptical Perspective

Conversely, the optimistic perspective is countered by significant concerns about academic integrity, hindering critical thinking and originality according to Ngo (2023) and Yan (2023). These concerns align with Chomsky et al. (2023) questioning AI's capability to mimic human cognitive functions such as ethical reasoning and explanation. Moreover, Lund et al. (2023) highlight concerns about AI tools when it comes to the credibility of research that integrates AI tools because they have potential biases in training data and coding processes. These concerns signal the negative impact of AI on scientific research, prompting skepticism about incorporating AI tools into writing practices. Therefore, this camp advocates a cautious approach to its integration and suggests the need for further advancements.

The AI Divide Among Institutions and Academic Journals

Institutions and journals are not on the same page either when it comes to the utilization of AI tools. Yu (2023) reports that many schools and universities, including Seattle Public Schools, Science Po in Paris, RV University in Bangalore, and the University of Hong Kong prohibit the use of AI for completing writing tasks. On the other hand, some universities allow using AI tools for specific tasks. For instance, the College of Law at Arizona State University (ASU) permits new applicants to use AI tools to prepare their admission applications. Furthermore, ASU is partnering with OpenAI to provide ChatGPT Enterprise to its faculty and staff this spring. This partnership is the first of its kind between OpenAI and an academic institution.

The AI Divide extends to academic journals as certain journals allow the publication of some papers entirely written by AI tools while others guide its integrations in their published work. In addition, some journals have not presented any statements on the integration of AI. Lund and Naheem (2024) analyzed

AI authorship policies among the leading 300 academic journals and found that about 59% of journals have established policies when it comes to the use of AI tools. They stated that most journals allow the use of AI tools to improve manuscripts and exclude these tools from authorship. Finally, they emphasize the need for ongoing dialogue and policy refinement to standardize the AI tools policy in academia.

Middle Ground Perspective

Seeking to bridge the AI divide, some scholars do not support or oppose the use of AI tools in academia. They monitor the discussion in this regard, and they aim to find solutions to current issues in research. For instance, Liang et al. 2023) explore the challenge of differentiating AI-generated text and human writing presenting biases and limitations of current AI detection tools. Furthermore, Cotton et al. (2023) discuss academic honesty and provide some recommendations for AI use such as educating students on plagiarism, encouraging draft submissions, and calling for setting clear institutional guidelines.

Conclusion

Overall, this article aims to spark a thoughtful discussion to navigate different perspectives on the use of AI tools in writing practices. From the discussion above, AI tools could be viewed as a double-edged sword since these tools have potential merits and pitfalls. Scholars have different perspectives on integrating AI tools in academic writing. On the one hand, some scholars encourage the use of AI tools since they offer personalized feedback, serve as “thought partners”, save time for some academic tasks, and enhance writing skills. On the other hand, some scholars share their concerns about AI tools in terms of academic integrity, critical thinking, and mimicking human cognitive functions.

Based on this divide, I believe further experimental research on the integration of AI tools is crucial to thoroughly understand the benefits and challenges of AI tools in academic writing. Furthermore, I believe that AI tools are here to stay forever. Therefore, we should bridge the divide and harness these tools to serve writers. As a community, we need to come up with a standard policy for integrating AI tools into writing practices. These days, many institutions do not provide training and detailed guidelines to students on how to integrate AI tools in their writing practices as these training and guidelines are not delivered nor well-explained in many institutions. Thus, institutions and professionals should provide comprehensive guidance and training to enhance academic integrity and guide writing practices narrowing the existing AI divide in the community.

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My Quest of Becoming a Transformative Intellectual: An Autoethnography

By Md. Didar Hossain
Illinois State University

This autoethnography will focus on the development of my language teacher identity through the negotiations of divergent teaching practices that I experienced as a student and as a teacher. Several research studies consider the issue of negotiation important in the gradual progression of a teacher's identity (Yazan et al., 2023; Canagarajah, 2012). I chose autoethnography because it offers several methodological affordances: it creates agency for the researchers and authors as autoethnographers to narrate and analyze their own lived experiences (Canagarajah, 2012), and it can "break through the dominant representations of professional practice, creating new knowledges" (Denshire, 2014, p. 838). To be more specific, I chose evocative autoethnography because it combines the characteristics of autobiography and ethnography and helps autoethnographers analyze their lived experiences within their particular social situation (Ellis et al., 2011).

I grew up watching my father teaching the children and some young people (School-going students) at my home. They used to sit on mats in line and my father would help them solve their problems. Sometimes, he would call me to help children of my age. I believe this subconsciously made me plant the exigencies of becoming a teacher in my psyche. However, after completing my 10th class, I attended a spoken English course where I got some people with whom I could practice speaking in English. At that time, I memorized and forgot a lot of English words and their meanings! Another thing that motivated me is the respect that English teachers get in our society. Well, let's move on. After my 12th class, I got admitted to a BA in English program, and it was during my undergraduate studies that I was exposed to English books, movies, songs, and English learning videos on a greater scale. This exposure gradually made me a more confident user of the English language. Some teachers, at that time, positively influenced me from the very first year of my undergraduate. Sometimes, those positives are reflected in my teaching. For example, behaving nicely with students, designing engaging class activities, and creating opportunities for student agencies. During my teaching career, I attended several workshops and training that equipped me with learning strategies for teaching effectively. I believe that an autoethnographic look back and analysis would do justice to the gradual remediation and formation of my language teacher identity.

Self-evaluation

Several other factors contributed to my expectations of becoming a language teacher. I started giving tuition to school and college students right after I got admitted to my undergraduate program. I actively took part in class activities whenever I got an opportunity. On top of that, I managed to get a good result in my undergraduate, so some of my teachers motivated me to pursue the teaching profession. My "apprenticeship of observation" led me to choose and apply bits and pieces from the techniques and strategies that I saw my teachers apply (Borg, 2004).

These include my effort to apply creativity in class to make the lesson engaging, making alternative plans (if A does not go well, B will), and sometimes improvising because both A and B might not/ do not work. Also, learning to be reflective is very crucial for bringing development in teaching skills. I reflect on my previous teaching strategies so that I can make my next class more fruitful than the previous one. Moreover, I incorporate humor in my teaching (as necessary)- sometimes telling the students a funny story or joke so that they feel energized. Above all, I let my students talk and engage them in different activities that are highly important in language learning and teaching (for me). I think I should retain these characteristics. Right now, I believe, and I feel that I am in between a "reflective practitioner" and a "transformative intellectual" (Kumaravadivelu, 2003).

As practitioners, we can also learn from reflecting on the things that we could/did not do in the right way because as autoethnographers, we must learn to constructively criticize ourselves. Sometimes, in my previous teaching experience, I did not study the lesson well before going to the class, possibly because I was teaching almost the same thing every semester. I think it harmed the enhancement of my knowledge. I have improved my class preparation skills a lot, and I am still trying to improve more.

After I started my Ph.D. journey, I realized what I learned by far is not even 1% of the ocean of knowledge in my area of study. Well, I read several articles, studied some books, and watched some educational videos by now, but I would like to mention three things that enlightened me the most by far. First is the idea of Translanguaging from which I have realized that the students bring a strong knowledge repertoire (in this case, language repertoire) to the classroom (Fu et al., 2019). They just need a positive trigger to express themselves and teachers should create that required space for them. According to me, one of the main goals of language teaching is to create a comfortable space for students that helps them engage and express their ideas. Translanguaging is an approach that has the potential to offer that by allowing the students to use their language repertoire. For example, if a student sees that the teacher is allowing them to use their native language in some form to prepare their ideas in the initial stages, that will work as a motivation. The students will feel encouraged to express their ideas in a better way. It helps the teachers and students establish a more comfortable and trustworthy relationship. As the student gains confidence, gradually the teacher can increase the input of the target language. However, as a teacher, I must acquire relevant knowledge and experience from teachers who are already practicing this approach. Another is Kumaravadivelu's (2001) idea of postmethod pedagogy which enriched my attitude towards language teaching. He sees it as a three-dimensional approach containing three pedagogic parameters: particularity, practicality, and possibility (Kumaravadivelu, 2001, p. 537). In my opinion, it looks at teaching and learning more holistically than any other approach that I have come across. Another thing is the encouragement of learner autonomy. Many researchers have emphasized the importance of involving students in decision-making processes regarding their language learning (Littlejohn, 1985; Little, 2007; Dam, 1995; Chan, 2003). Additionally, Smith (2008) thinks that "learners have the power and right to learn for themselves". As a teacher, I must let the students feel that their opinions matter. I can do that through intrinsic and extrinsic motivation. I always believe that students are the soul of a classroom. If the students do not cooperate or feel engaged, then a thousand efforts by a teacher would not make a difference.

Uptake: Words of Reflection

It is true that as students, we can learn teaching strategies from our teachers, but I think we can strengthen our teaching skills inventory if we can build a reflective sense because every day of our life teaches us something new. We just have to learn to scoop out what can benefit us in developing our language teacher identity. The exercises and the class activities I have been a part of have opened new horizons regarding how I can apply these numerous useful collaborative activities in my teaching. Maldaner et al. (2019) found that collaborative activities were effective for learning. The Jigsaw activity, the Literature Circle, and the group and peer discussions are some that I am surely going to apply in my teaching.

T I want to become a teacher who not only imparts knowledge but also encourages the use of creativity and promotes the issue of "togetherness" in an effective way that translates into the successful learning of the students (Marie, 2022). The techniques/ activities that I mentioned earlier can be an inventory of establishing togetherness in class. I strongly believe being reflective about the things one teaches and wants to teach can bring meaningful changes in one's teaching trajectory. In my opinion, the final goal of a teacher should be to leave a positive impression on students' minds as a transformative intellectual who the students take as a role model to inculcate the positives in their lives.

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An Anti-racist Approach to Equitable Peer Assessment in Composition Teaching

By Tianran Chen
Illinois State University

Being an International TA at a University in the U.S.

Being an international Teaching Assistant (TA) in the U.S. is not easy, especially for people like me who have almost zero experience with the American education system. Despite the lack of familiarity with the American way of teaching in college, and the unspeakable homesickness and nostalgia, I tried so hard to adapt myself to fit in the system and to be a good teacher to my students. However, I got comments from students saying "She has a strong accent and I don't understand what she is talking about." Frustration did control me for a moment when I saw the comments, but then it gave me the motivation to research why and how this happened to me and maybe to other people in my position. Most importantly, it drove me to reflect on what I can do to improve my teaching.

While it is true that everyone possesses accents to some extent, numerous studies have revealed that students often harbor biases based on instructors' accents and racial/ethnic backgrounds.

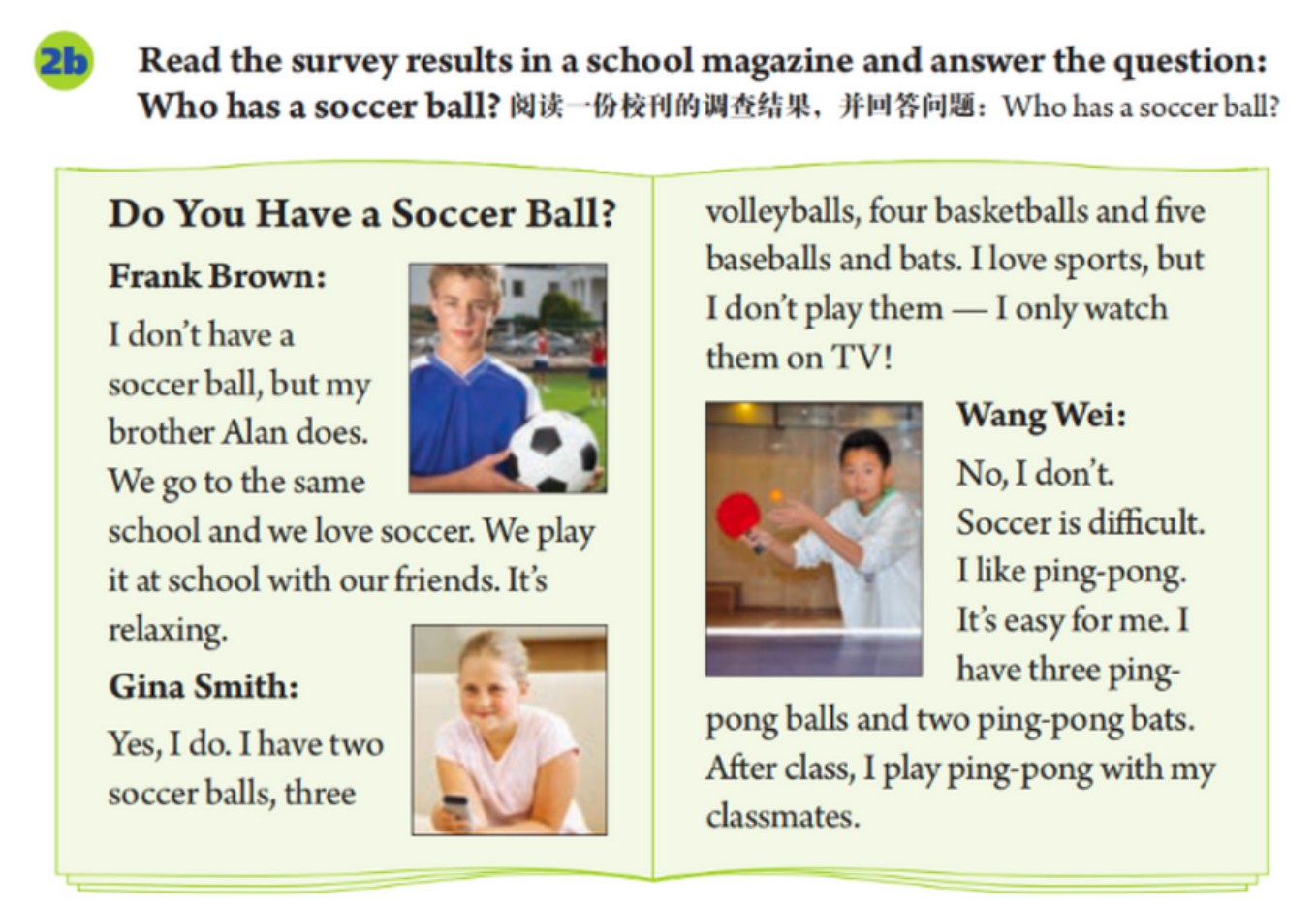
Faculty with accents and Asian last names receive lower scores and Rate My Professor ratings as compared to their white counterparts (Subtirelu, 2015). Another study from Smith and Hawkins (2011) shows that black and other non-white faculty received the lowest mean scores among multiple evaluation items across teaching quality, teaching ability, etc. It is crucial to recognize that, as long as an instructor with any accent remains comprehensible, these accents should not be associated with any stereotypes or biases that either favor or disadvantage a particular group. This is when and where I realized that we have to bring the ideology of cultural and racial justice to the table for our students, especially when we have the space to discuss translingualism in the course Composition as Critical Inquiry (ENG 101).

An Anti-racist Approach to Equitable Peer Assessment

My previous experience with racial discrimination or microaggressions in a classroom inspired me to create this project called "Anti-racist Advocacy Genre Research Presentation" (click the hyperlink to see this project). The purpose of this project is to focus on anti-racist promotion activities involved in different fields, which helps students to better understand how people make meaning and communication in terms of cultural and racial inclusions and equity. For example, considering the genre of nutrition guidelines, anti-racism could be covered when writers research more databases with minority groups of people. Moreover, multiple languages are shown in a food advertisement to offer accessibility to more recipients from a linguistic perspective. This project includes concepts of Genre, Genre conventions, and Genre Research for students to dive into specific genres and artifacts of their rhetorical situations (Bitzer, 1968) from an anti-racist perspective. Students will eventually deliver a presentation for practicing genre research in a specific genre of their choice, such as TikTok videos, Instagram posts, protest posters, etc. Students will provide an uptake document after their presentation according to their learning process and two peers' presentations. It will show what and how students would learn from their own presentations and peers' works.

In-detailed class discussions can inform our students of the existence of anti-racist advocacy in the genres in some areas so that students will have an idea of what people are doing to obtain racial and social justice for individuals. Artifacts in specific genres that advocate cultural and racial inclusions and equity are helpful to elaborate this idea. Though there is evidence of racial inclusions in some artifacts, a certain level of stereotype should be pointed out to discuss. For example, in the ESL English textbook,

Compulsory Education Textbook English Grade Seven Volume One, written by Liu, Zheng, and Nunan (2012), visuals and stories of different nationalities can be found to incorporate racial inclusion for the target Chinese learners since they included a Chinese character. However, it somehow still has the stereotype of a Chinese kid playing table tennis, and a white boy playing soccer, etc. There is a stereotype that all Chinese know how to play table tennis, which is not always true. Therefore, analyzing this will be beneficial for students to find out how people are trying to be inclusive and equitable and facilitate them to be aware of this issue.



2b **Read the survey results in a school magazine and answer the question: Who has a soccer ball?** 阅读一份校刊的调查结果，并回答问题：Who has a soccer ball?

Do You Have a Soccer Ball?

Frank Brown:

I don't have a soccer ball, but my brother Alan does. We go to the same school and we love soccer. We play it at school with our friends. It's relaxing.

Gina Smith:

Yes, I do. I have two soccer balls, three volleyballs, four basketballs and five baseballs and bats. I love sports, but I don't play them — I only watch them on TV!

Wang Wei:

No, I don't. Soccer is difficult. I like ping-pong. It's easy for me. I have three ping-pong balls and two ping-pong bats. After class, I play ping-pong with my classmates.

Figure1: An activity in the Chinese ESL English textbook for 7th grade

Pedagogical Implications

With the help of this project, there are pedagogical implications for us to bring equity to peer assessment—the process by which students give feedback and learn from peers, including forming in-detailed class discussions, multimodal presentations, and uptake documentation.

First, in-detailed class discussion will give students an opportunity to dive into specific genre artifacts and their conventions. In doing so, students can interact with each other with expanded ideas. Based on class discussion, students are consciously or unconsciously assessing each other and gaining information with the awareness of anti-racism.

What's more, the multimodal presentation could be considered as a form of peer assessment. They can deliver their presentation in their preferred ways with awareness and analysis from an anti-racist perspective. And they will listen to different stories and perspectives from their peers. Even though the

presentation is not an explicit peer assessment as usually defined, students are listening to, engaging, and maybe even discussing with the presenter, and cognitively assessing other's presentations. Though students are not required to provide actual feedback to their peers, the process of listening to peers' presentations includes the cognitive part of peer assessment, from where students could learn and uptake.

Last but not least, the uptake notes enable students to transfer the presentation into their learning outcome, in which they learn on their own and learn from their classmates. Before documenting their uptake into texts, a conversation in small groups based on the presentation could be facilitative to focus on the anti-racist cases or examples that they share in class. In that way, ideas are generated and discussed with their peers in class before they compose their reflections. With anti-racist ideology in mind, they will be more racially tolerant in peer assessment and also in the social communities they might participate in the future.

In conclusion, this project can increase students' understanding of racial and cultural issues in different areas, which will help them think critically in assessing others' works, including peers' assignments, and also international instructors. Being an international instructor or TA in the U.S. is not easy in terms of cultural background and discrimination, but this is not the reason for us to quit or run away. When we find that an issue exists, the point is to think about how we can fix it or make things slightly better. What I've learned from the biased comments that I've received is to generate a project in which I could educate my students with more awareness of racial inclusion and equity not only for us as teachers but also for students who will be part of a community. This could also be beneficial for other teachers who want to advocate anti-racial ideology in their teaching practices.

Tianran Chen is a PhD student in TESOL studies at Illinois State University. She is interested in Second Language Learning and Teaching, Second Language Writing Pedagogy, and Composition Pedagogy. She earned her master's degree in Applied Linguistics at the University of Queensland, Australia. She has been teaching for 3 years in China and the US. In her free time, she likes to workout, play table tennis, and hang out with friends. She is a big fan of rock music.

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SoWork: A Virtual World for Hybrid and Online Classrooms

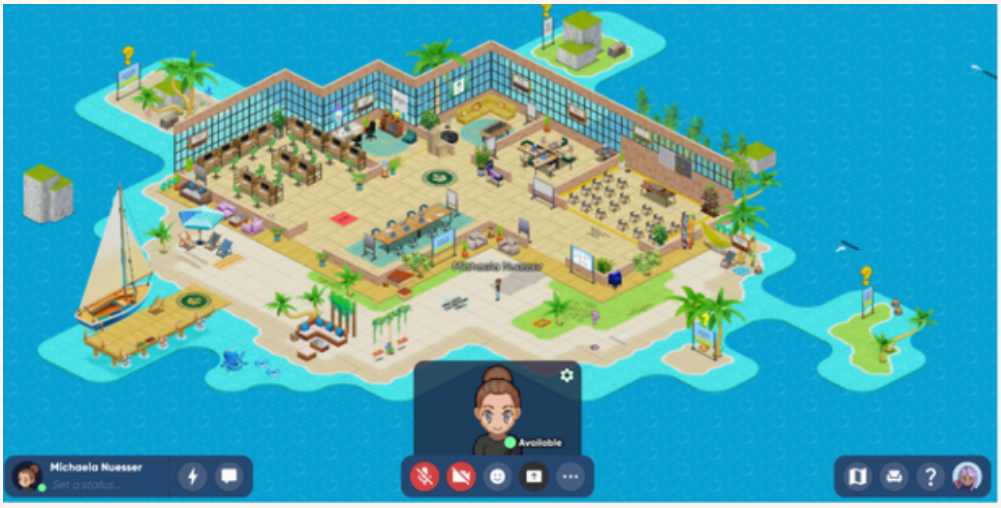
By Michaela Nuesser
University of Hawai'i at Mānoa

SoWork is an online meeting tool originally intended as a remote alternative to offices. It has gained great popularity among large companies like Microsoft, Tinder, or Harvard Business School as it allows participants to create avatars and meet in a digital space built solely for their office.

Using a range of templates, managers of a space can build rooms of any size and place items from a variety of office-related objects, e.g., whiteboards and blackboards, desks, group tables, bookshelves, posters, or file cabinets. Boards are directly connected to the collaborative whiteboard app *Eraser* allowing participants to draw and write together in real-time with the option of saving their work. Posters and signs can show any jpg or png file. Every placed object can be paired with broadcasting privileges (see below) or a hyperlink that sends visitors to external websites. Visitors can enter the space at whichever time from whichever location. If two or more visitors are in the same space, they can message each other; if they are close to each other, *SoWork* immediately starts a video-call. Video-calls function much like those of popular video conferencing app *Zoom* with the possibility to (un)mute, turn video on or off, and share screens. Managers can also set up meeting zones within which every visitor is able to participate in a video-call despite being further apart from others. In addition, objects with assigned broadcasting roles allow anyone to broadcast their voice and video to the entire space. Undoubtedly, these features lend itself greatly for remote classroom uses.

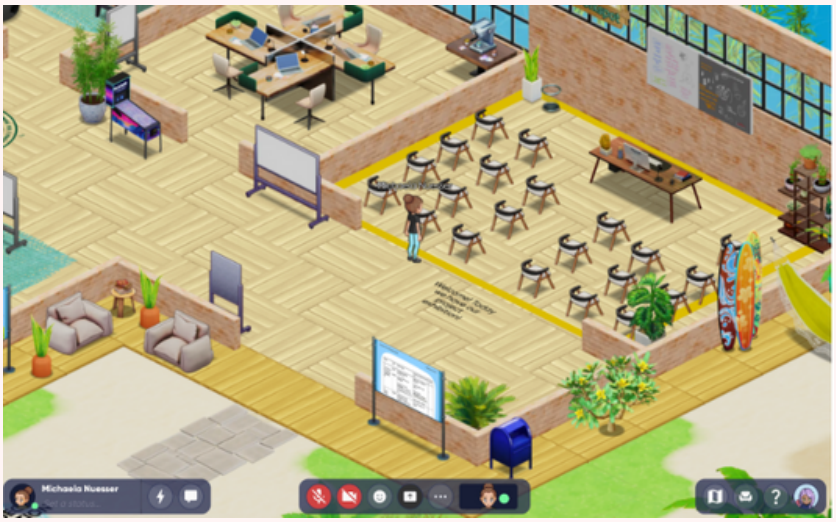
My Experiences

One semester ago, I was assigned to teach a fully online synchronous class. I immediately remembered Covid online synchronous classes (when breakout rooms went silent once the teacher left, students joined lectures while having breakfast in bed, and parents did their children's French homework). I knew I needed a real space to meet, not just faces popping up on our laptops. Upon discovering SoWork, I used the office templates to build a classroom, my office, a computer room, and some co-working spaces for my students.



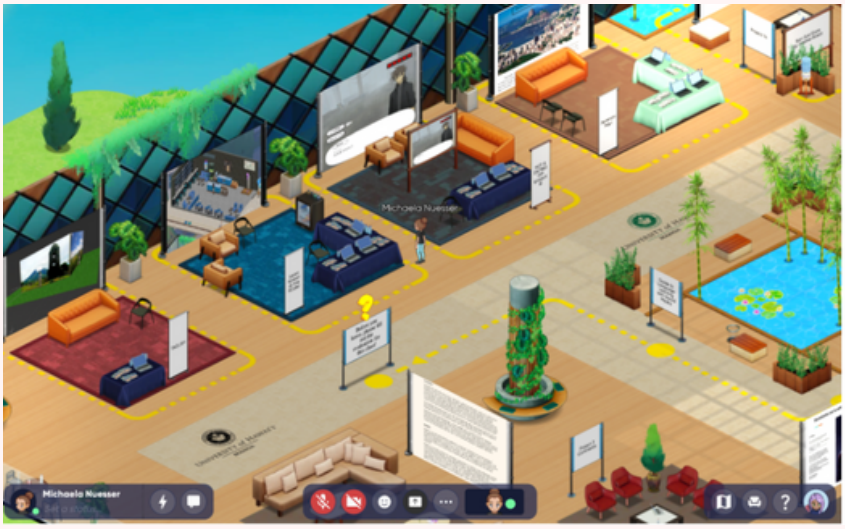
Our Virtual Class Space

I added learning resources to posters and signs with links to videos I recorded or self-assessment quizzes. Every week, my class and I met in our virtual classroom. Class started when everyone sat down in the main lecture hall. All chairs in this room were within a meeting zone, meaning that everyone joined the same video-call when in the lecture hall. I assigned broadcasting interactivity to the desk in front of the blackboard and used it to start class, send off students to do project work, call them back into the classroom, and assign homework for the next class.



The Lecture Hall

During work phases, students spread out at different whiteboards to make mind maps or draft answers to questions, sat down at computers with hyperlinks to online resources or quizzes, or prepared their virtual booths for their poster presentations. While students were at work, I would walk around the space and join their groups to give feedback, provide guidance, or answer questions. Compared to Zoom classes, students had more agency than when just being thrown into and pulled out of breakout rooms, and joining student discussions as a teacher required less time and effort than switching breakout rooms. SoWork thus allowed us to have a student-centered classroom without me having to give up the opportunity to observe, help, and monitor the students. Bookshelves and file cabinets served as storage for materials and video-recorded student paper presentations when linked to Google Drive folders. I could keep the classroom as it was for most of the time but was able to add presentation booths, a museum we built as a class, or other smaller hyperlinked activities throughout the semester.



Our Poster Presentation Hall

In general, SoWork seems to be a useful tool for classrooms that are not able to meet in person. Its various features give teachers great flexibility, and it allows for student-centered, project-based learning in a visually attractive environment, which may encourage motivation. With some creativity, the virtual classroom has the potential to simulate in-person classrooms, but also go beyond what is possible in the physical world.

Further Possible Uses

Though my class met synchronously online, I gave my students the opportunity to meet in-person to ensure everyone had a quiet room from which they could attend. This made me realize its potential for hybrid classrooms. If I were to teach a hybrid class in the future, I would use SoWork the same way by having all students log onto the virtual classroom and communicate through the app. This way, online students are not left with less attention, a common issue in hybrid classrooms. In-person students may still choose to work together and speak without using their microphones; their avatars, though, must also meet virtually to ensure that everyone in the classroom knows who is working with whom (and at which whiteboard, for example).

For self-guided (language) learning purposes, I imagine SoWork being able to fill another role. Since objects can hold links to pdfs, docs, or slideshows, they can be placeholders for tasks. A teacher can fill a space with several of those tasks for self-study using arrows and captions on the floor to guide the learner where to find the next task. For language learning specifically, SoWork may also serve as a tandem learning space. Learners can enter the virtual world at the same time as other learners and solve communication-based tasks or visit rooms for free conversation in a certain language.

SoWork's possibilities for teaching and learning seem vast, and despite some required creativity to turn the office templates into classrooms, the interface has proven intuitive. SoWork offers a free plan, though it limits voice-calls to 30 minutes. Voice-calls that last longer than 30 minutes disconnect for 30 seconds before reconnecting. Since neither my lecture components nor my work phases typically last longer than 30 minutes, I have been using the free version successfully. In cases where it did happen, the interruption was minimal. For classroom use, teachers need to consider that its great number of features may be overwhelming in the beginning—teachers and students alike—, but the advantages far outweigh the disadvantages.

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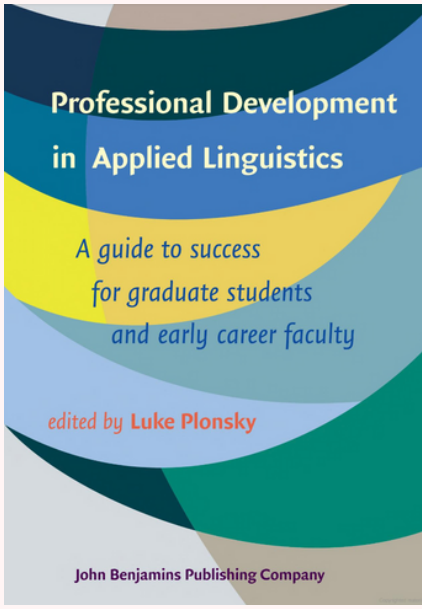
Resource review of: Plonsky, L. (Ed.). (2020). Professional development in applied linguistics: A guide to success for graduate students and early career faculty. John Benjamins.

By Minghui Sun
Pennsylvania State University

Players of video games often refer to the navigational map in the screen's left corner to orient themselves and decide on their next steps. Similarly, in many doctoral programs in Applied Linguistics, a comprehensive "roadmap" (often referred to as the PhD handbook) outlines the requirements that PhD students must fulfill at different stages of their studies. Taking the roadmap from my home department as an example, it specifies required and elective courses, qualifying exam, comprehensive exam, and dissertation defense (Ph.D. Handbook and Roadmap, n.d.). Drawing an analogy, the journey of a PhD student towards earning their degree, after meeting all the requirements, mirrors the quest of a character in role-playing games achieving long-term goals through the completion of various tasks. As players of this competitive and high-stakes game, we may wonder: What should we do to succeed? What resources and tools are essential to enhance our gaming experience? What tactics can help us deal with the highs and lows along the way?



With these questions in mind, I started searching for "how-to" guides for academic success. Among the noteworthy resources I discovered were *A PhD Is Not Enough* (Feibelman, 2011) and *The Professor Is In* (Kelsky, 2015), both offering unique perspectives on navigating life as PhD students. Yet, it was only after I encountered the guidebook for graduate students and early career faculty specifically in the field of Applied Linguistics that I started treating my professional development seriously. This edited volume is composed of thirteen chapters contributed by more than 20 scholars in Applied Linguistics, covering topics encompassing the breadth of academic life of graduate students and early career researchers, with insights into graduate school application (Ch. 2) must-knows about the PhD life (3), conference experience (4), work-life balance (5), dissertation writing (6) and academic job market (7) that are of particular interest to graduate students. For early career scholars, the second half of the book offers guidance on backstage stories about peer review processes (9), writing for the public (12) and preparing for promotion (13), alongside chapters dedicated to navigating the complexities of professional relationships with colleagues (8), organizations (10), and students (11).

As someone in the middle stage of her PhD journey, I find chapters 3 and 4 are most impressive and helpful. For example, chapter 3 offers insightful guidance on selecting an advisor. For many of us, choosing our advisor(s) is a defining moment that significantly affects our overall PhD satisfaction and our academic progress. The decision-making process involves evaluating various factors such as the advisor's career stage (i.e., whether the advisor a senior, mid-career, or junior scholar, p. 23) and the match with potential advisor(s) regarding "expertise, advising style, and academic and professional expectations" (p. 25).

However, certain aspects such as personality compatibility between the advisor and the student, although not covered in the volume, play a key role in one's decision making. The idea of working closely with someone with whom we may not get along for four to six years is daunting. Thus, it is essential to seize every opportunity to learn more about potential advisor(s) before making a final decision. This also extends to forming the dissertation committee, where ensuring mutual respect and understanding among members is equally crucial.

With respect to making the best use of advisor-advisee meetings, I find it particularly helpful to be aware of what we need to do before, during and after each meeting and prepare accordingly (p. 25). I coined it as GAS, an acronym that stands for Goal (before the meeting), Action (during the meeting), and Summary (after the meeting). To start, we should have a clear goal in mind for the upcoming meeting, asking ourselves "How can I best utilize these 90 minutes?" "Which issues need to be discussed?" and "What outcomes do I anticipate at the end of our meeting?" These inquiries guide me in crafting a detailed agenda, which I share with my advisor in advance. During our bi-weekly sessions, we go through each item on the agenda and collaboratively plan for actionable next steps. After the meeting, I summarize the key points discussed and proceed with the action plans, preparing them for discussion in our next meeting. Following the GAS strategy has improved the productivity of our meetings and made it easier to keep track of my academic progress.

One of my takeaways is the importance of strategically promoting our work to expand our social networks and access additional resources, which was discussed in detail in chapter 4. For example, it is suggested that we make wise use of social media to promote ourselves and seek information, establish personal websites, and put our work on academic databases such as Google Scholar and ResearchGate (p. 28-30). Honestly, as someone growing up in a culture that values modesty and discourages self-praising, I find it somewhat embarrassing and even shameful to promote myself. However, we must admit that engaging in various forms of "promotional discourse" (Bhatia, 2014) is essential for navigating the increasingly competitive academic job market. In addition, the book recommends embedding links or QR codes to our personal website or academic profiles in the final slide of our conference presentation (p. 43), which plants the seed for potential collaborations with scholars who share our interests.

I started building my own academic profile after I read this chapter. For example, I created accounts on Twitter and Facebook, where I began sharing updates on my research activities, including publications, grants awarded, and milestones like passing qualifying and comprehensive exams. Last summer, I was honored with invitations to speak at my alma mater institutions in China, where I completed my bachelor's and master's degrees. At the last slide of my presentation, I embedded links to my homepage within my doctoral program, my ResearchGate profile, and a QR code directing to my academic CV. This way, the audience who were interested in my work could learn more about it. A few days later, I was approached by an individual interested in collaborating on some idea I had introduced during one of my presentations. Additionally, I received inquiries from master's students who attended the talks, expressing interest in my PhD program in the U.S. This suggested that my efforts went beyond self-promotion, contributing to guiding future scholars in their academic journeys as well.

Overall, this edited volume sheds light on how to navigate diverse challenges encountered by both graduate students and early career scholars. It would be beneficial and enriching if these scholars could, perhaps, consider sharing their experiences of dealing with anxiety and imposter syndrome that are prevalent among graduate students and early career scholars, though that would indeed be a topic for another discussion. On a final note, academia can be toxic as many argued (Ruben, 2020), ultimately, though, it is our decision whether to engage in this environment. This is not to diminish the structural and multifaceted external forces of inequality but to affirm the personal agency we all possess - though it may become obscured or diminished as we navigate the complexities of academic life.

Approach it strategically. Game it, don't be gamed by it.

Minghui Sun is a PhD candidate in Applied Linguistics at Pennsylvania State University. Her research draws on linguistic anthropology, conversation analysis, and semiotic discourse analytic approaches to examine shared decision-making processes in small group meetings. With a specific focus on older adults, she investigates the ways in which they exercise agency, build relationships, and cultivate a sense of community through active participation and involvement in organizing events and activities, in the context of continuing care retirement communities. More broadly, she is also engaged with the methodologies of qualitative research and issues related to researcher's positionality and ethics in conducting ethnographic studies.

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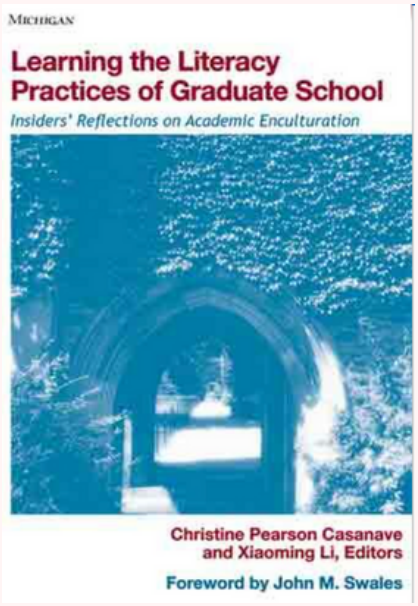
Review of Casanave, C. P., & Li, X. (Eds.) (2008). Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation. University of Michigan Press.

By Dayoung Joo
Georgia State University

In graduate school, learning goes beyond the simple acquisition of knowledge; it is a unique journey of socialization, moving from the periphery of the academic world toward its center. While every member of the academic society has gone through moments of confusion until learning how to "do" graduate school, this hidden curriculum has hardly been shared.



Casanave and Li bring these untold stories to life in their edited volume, 'Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation.' The book weaves together the stories of graduate students and faculty members from diverse backgrounds, addressing their challenges, crises, and strategies in navigating their way into academia. What links these narratives is the theoretical underpinning of "community of practice" (Lave & Wenger, 1991), capturing the shift of learners from outsiders to active participants in the scholarly world. Another underlying theme throughout the collection is "identity," as various writers share their journey of multi-layered socialization and their identity transformation in the way of gaining membership in academic society.

The book consists of 16 chapters, organized into three sections. Part 1, "Learning to Participate", introduces captivating stories of scholars from their novice years, illustrating their journey in adapting to scholarly conventions and unwritten rules in graduate school. In the first chapter, Casanave reflects on personal struggles with learning participatory practice in graduate school, highlighting that even 'prototypical, English-speaking mainstream students' are no exception from the challenges of linguistic conventions of academic settings. The following chapters by Hedgcock, Li, Fujioka, and Costley provide keen insights into the intricate nature of literacy practices within the graduate-level context. Hedgcock refers to academic writing as mediated social action, which can be acquired through implicit lessons and comes to life through collaboration between an advisee and an advisor. Li portrays her challenges with developing an argumentative edge in writing, being hesitant to make an authoritative voice as a novice scholar. Fujioka shares her experience of changing her dissertation topic and advisor, gradually gaining ownership of her writing. Costley offers a fresh insight into the fixed idea of a non-traditional, first-generation student and presents useful strategies for adopting "a voice which they do not yet own" (Ivanič, 1998, p. 86) in academic writing.

Part 2, "Mentors and Mentees," delineates a delicate relationship between advisors and advisees, offering readers guidance on successful engagement within the academic community. In their chapter, Simpson and Matsuda shed light on the collaboration between a doctoral student and an advisor from both mentee and mentor perspectives. This narrative unfolds the dynamics of this long-term relationship as the doctoral student gradually progresses toward becoming a peer in the same profession as the advisor. The next three chapters, written by Li and Flowerdew, Hirvela and Yi, and Zhu and Cheng, focus on the interplay between advisor and advisee in doctoral dissertation writing, including their communication at each stage of the research process, the negotiation involved in writing a qualitative study, and finding a stronger authorial stance in literature review writing. Next, Lu and Nelson depict the gradual transition of a graduate student from a disempowered newcomer to an active participant, capturing Lu's personal journey in her own voice and Nelson's reflections not only on students but also on himself as a senior researcher, inspired by the students. The section closes with Liu's chapter, co-authored by various faculty members, including those on her dissertation committee and from informal mentoring relationships. Liu emphasizes the benefits of building a supportive network with multiple mentors, both within and beyond her professional field.

Lastly, Part 3, "Situated Learning," compiles a collection of unique yet relatable stories of graduate students and faculty members. These essays delve into their experiences as concrete living people, entangled in very human relationships not only inside but also outside of the academic setting. Kuwahara presents helpful tips for international students during their first year of doctoral study, identifying various challenges, such as identity crisis, isolation, and confusion, along with helpful suggestions to overcome these difficulties. Buell and Park illustrate a collaborative relationship between two graduate students from different disciplines in their dissertation writing. Meanwhile, J. Ohashi, H. Ohashi, and Paltridge introduce the dual struggle of a novice faculty member finishing his doctoral study. Through the interwoven narratives of three individuals—the faculty member, his wife, and his advisor—they describe how overcoming the challenges of this high-pressure experience is possible with support from both the advisor and family. In the following chapter, Prior and Min lay out "chronotopic laminations" (Bakhtin, 1981) by incorporating both fictional and real-life scenes of a graduate mentor and international graduate student. In this portrayal of academic days, they capture the delicate emotions of both frustration and joy intertwined in their professional and everyday lives. The final chapter, written by Okada, illustrates the author's identity transformation from a teacher to a novice researcher, navigating through the challenges of her illness and graduate school life at the same time.

Reflecting on the fact that more than 15 years have passed since the book's publication, it is fascinating to explore how the insights shared by Casanave and Li still resonate in today's landscape of graduate education. Recent advances in technology have significantly reshaped graduate life, alleviating the burdens of students and faculty with enhanced access to information, while simultaneously introducing new challenges related to technology use and information overload. Yet, the fundamental essence of graduate life remains unchanged: the ongoing struggles of identity redefinition and academic socialization. Learning, in this context, is indeed a "very human journey" (p. 245), an experience deeply intertwined within our identities rather than a purely detached academic exercise. Casanave and Li's book captures this timeless nature of graduate learning, successfully bringing the lived experiences of graduate students and mentors into a cohesive narrative. This volume serves as a valuable resource not only for graduate students and novice researchers starting their academic journey but also for experienced faculty members. Anyone who seeks guidance on their academic journey would resonate with numerous episodes in the book, finding inspiration along the way.

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Micro workouts count for extremely busy researchers

By Yejin Jung
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It is widely known that physical activity improves overall health as well as academic performance (Marquez et al, 2020; Stillman et al, 2020). In the life of researchers, however, it is never easy to carve out times to work out regularly. Academic work revolves around brain work at a desk, which is highly likely to trap them in a sedentary lifestyle. Furthermore, day-to-day lives are packed with reading, writing, meetings, and teachings all year round. When there are a lot of plates spinning during the academic year, a hustle to the gym would be of a lower priority, in a realistic sense.

This article questions the feasibility of researchers practicing the recommended guidelines of exercising 150-300 minutes a week for adults (U.S. Department of Health and Human Services, 2018, p. 8). It further draws attention to the benefits of doing micro workouts when life gets overwhelmingly busy. The aims of the article are to i) describe what micro workouts are, ii) share my personal experience of trying them out during my PhD dissertation write-up, and iii) introduce a couple of exercises that helped me immensely.
It is noted that this article does not claim that micro workouts are sufficient on their own for researchers to maintain a good level of fitness. In addition, this article does not intend to offer professional advice by any means, acknowledging that the effect of the exercises may vary depending on individual health conditions as well as personal goals.

What are micro workouts and why?
I use the phrases micro workouts, mini workouts, and small workouts interchangeably in this article, to refer to bouts lasting for more or less 10 minutes (U.S. Department of Health and Human Services, 2018, p. 110). Some might think that 10 minutes is not really much time for exercise. Generally, a workout session is more likely to be associated with the movements of longer duration such as 5K run, climbing, circuit training, or pilates. I used to be an enthusiastic weightlifter who spent a good two hours at the gym and believed that a solid workout should be long enough to tire me out. I did not necessarily consider a short bout of physical activity - for example, a little walk between meetings – as a workout, thinking that it would add little to my fitness and health.

There has been, however, a gradual realization over my PhD journey that I should be more efficient in my workout. On the one hand, with various types of commitments coming with my doctoral training, it was not really feasible to spend a big chunk of time every week traveling to the gym, working out with high intensity, and having rest time for post-workout recovery. On the other hand, scientific research has informed me that there are real-life benefits of doing small workouts. Health scientists have reported that the physical activity of any duration (including 10-min-long bouts) can bring health-related benefits (Erickson et al, 2019; Jakicic et al, 2019). Specifically, our cognitive performance can benefit from intermittent quick workouts: for example, increased memory or attention (Heiland et al, 2021; Niedermeir et al, 2020). In addition, physical activity can improve how we feel emotionally and mentally even if it is as short as 5-10 minutes (Hansen et al, 2008; Hogan et al, 2013). The findings have indicated that small movements are capable of making a change in physical and mental health.

The scientific research countered my belief that a workout session should be as long as 1-2 hours, telling me that I might have underestimated the value of small workouts. My takeaway from the research was that I should probably incorporate more shorter exercises into my routine and see if they would work better for my academic lifestyle. I changed up my workout regime, with less focus on 2-hour gym sessions but more short exercises spread out throughout a week. In the following section, I will provide a brief anecdote of myself implementing the new approach in my work routine.

My personal experience of doing micro workouts during PhD dissertation write-up

My dissertation write-up was an opportunity to try micro workouts and test out the effects. As is the case to many doctoral students, writing was probably one of the most stressful times along my PhD journey. I was occupied with intense writing every single day. When I was not writing, I was thinking about what to write and how to write. I worked around the clock, feeling pressed to produce a set amount of writing to a certain deadline. I could not afford much time for gym workouts (well, I thought I could not back then), because I wanted to stay in the zone of focused writing without losing the momentum.

As the life of heavy workloads stretched over months and months, my body started to scream for breaks. I felt dragged down after having a 1.5-hour work session. The feeling of exhaustion worsened gradually, to the point that just the act of turning my laptop on gave me a tightened chest. I woke up every morning, feeling like I had rocks on my shoulders. Having gone through all these physical signs as well as an absolute tornado of emotions, I realized that I actually needed to do something, in order to complete the writing successfully.

My approach to balance between 'keeping my focus on writing' and 'feeling better physically and mentally' was to fit in some quick-fire exercises. They were genuinely quick-fire, in that I did them next to my workstation for 3-5 minutes and then I got right back to work. I usually repeated one type of workout to the extent that I felt slightly warmer after doing the movement whilst not going out of breath completely. My favorite part of the short exercises was that they were an instant remedy when I had the physical signs of anxiety and stress – a feeling of tightness in my chest area or heart palpitations. Just by warming myself up a tiny bit from the micro workouts, I felt detached from the stressor and refreshed immediately. From the experiences of moving my body intermittently and alleviating my physical and mental strain, I learned that small movements could provide the practical value to the researchers who are constantly in work mode. The following section will briefly describe a few exercises that I have found particularly helpful when I was short on time.

Description of Wall Sit

My 'go-to' micro workout has been Wall Sit, also known as imaginary chair. The gist of this exercise is to sit against the wall, as if you are sitting on an invisible chair, and hold the position. It may sound simple, but for your safety, here are the two breakdowns of the movement. The first step is to stand with your head and back placed against the wall. Second, you slowly sink down by placing your feet further away from you. To give you a clearer idea, I demonstrated the exercise in the video below.

My favorite part of Wall Sit is that it does not require any workout gear. You can even perform it in your usual office attire. The only thing needed for this is a flat wall, which is available pretty much anywhere around you. In addition, the exercise can be enjoyed by a large number of people in that it is relatively gentle on your joints but powerful enough to make you sweat. Engaging your core and lower body altogether, it has been found to be particularly effective for heart health (Edwards et al, 2023; Swift et al, 2022).

Besides Wall Sit, there are a couple of more small movements that I have found helpful: Sit-to-stand or Mini-squats. The instructions for these exercises are available in the webpage of National Health Service (UK) (https://www.nhs.uk/live-well/exercise/strength-and-flexibility-exercises/strength-exercises/). The examples of small exercises were offered based on my personal experience and preference. Given that different individuals might experience them differently, feel free to play around a diverse range of movements and find what works for you.

Conclusion

This article has discussed the idea of integrating micro workouts into busy academic life. The discussion highlighted that they might be under-rated, despite the potential to improve a sedentary lifestyle without too much fuss. Hopefully, micro workouts can be more utilised as a tool that assists with the academic performance and well-being of researchers, specifically when they are having restless days.

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Perseverance

In this endless journey, I march on to the tune of a broken record.
I want, I can, I should work harder.
I would rather die young under the weight of stress
than to live a long life of aimlessness.

They ask me aren't you tired, and in response, I offer the refrain: Perseverance is in my blood; it courses through my veins and reminds me of my name.
It is the light that shines in the abyss and beckons me to fight even when for lack of sleep, I lose my sight.
It calls upon me to retreat from the mundane world to achieve a higher state.

Perseverance with a coaxing hand entreats that this is not the end. It whispers patiently,
"Remember who you are. Scale the precipice and don't look back."

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Reflection on the topic of perseverance:
I chose to write an irregular ode on the topic of perseverance as it is like a double-edged sword in that it is both an inspiring quality and a marker of obstinance. The word perseverance tends to invoke a positive image, yet it requires a lot of sacrifice. With too much sacrifice, such as forsaking sustenance and emotional well-being, it may be deemed obstinance. In this poem, I voice both aspects of perseverance, the positivity of remaining committed to a goal and the negative tendency to fall into obstinance. Obstinance may look like working on a project until 4 am when one can't physically read anymore and not stop working, skipping meals because it takes away time from working on a project, locking oneself away from the outside world, and stopping social communication for weeks to focus on one's studies.
In contrast, perseverance is taking small steps towards a goal while not forsaking one's holistic health, ignoring the remarks of those who don't understand this journey, maintaining a forward-facing outlook, and reminding oneself why they fight.

(Re)discovering joy in dissertation writing: Why do doctoral students need more peer-based support?

By Sadia Shad
University of British Columbia

Recently, at a department gathering, one of my colleagues, whom I had not seen for a while, commented, "You look good, Sadia! It does not look like you are writing your dissertation". This was followed by our shared laughter. I was happy to know I was not looking like a zombie and knew that my colleague was pleasantly surprised at how I was still socializing at this stage when graduate students (like me) would typically sit in an isolated corner with a pile of books, staring stressfully at their computer screen, and not wanting to see anyone. What I aim to illustrate through this anecdote is that, traditionally, doctoral students tend to feel and/or are perceived as feeling dreadful while writing their dissertation, which is quite unfortunate.

Writing one's dissertation is the culmination of years of hard work, persistence, and resilience. This hard work includes, but it is not limited to, finishing doctoral seminars/course work, qualifying/comprehensive exams, defending a dissertation proposal, preparing ethics application, generating data, working on manuscripts, presenting one's work at conferences, and working in multiple additional roles as TAs/RAs/GAAs, and so on during all the preceding years. Ideally, dissertation writing should be the most enjoyable part of one's graduate program; however, it tends to be a dreary, isolated, and stressful experience for many doctoral students. Some major factors contributing to stress in the dissertation writing process include (but are not limited to) perfectionism, impostor syndrome, and the ambiguity surrounding the dissertation process (Amell, 2022; Gardener, 2010). This last phase of the doctoral journey is considered "a high-risk period of attrition" (Liechty et al., 2009, p. 482), and different forms of targeted psychological help and scaffolding such as collaborative community building and creating safe spaces for doctoral students are considered helpful (Peters et al., 2015).

As I write this reflective piece, I am moving my own way through the final chapters of my dissertation as a PhD candidate and have been through the phases and some of the issues described above. Before I started writing the initial chapters of my dissertation, I felt stuck, inactive, and paralyzed for many weeks. The enormous pressure of "writing a dissertation" would not let me get out of the "perfectionism" syndrome. I would open anything on my laptop except for my dissertation folder. Something I disliked the most during this period was this question when someone asked, 'When are you finishing up writing your dissertation?', which started to impact my desire to socialize in non/academic circles. It went on for a couple of weeks before I realized that this emotional blockage and "avoidance" was not helping me make any progress.

Just around that time, I took up the role of a "Graduate Peer Facilitator (GPF)" in my department. It was a pilot project aimed at creating community building, facilitating students' concerns or questions at the dissertation writing stage, coping and strategy development for issues such as parenting while writing a dissertation, and ensuring that the graduate student experience remains a rewarding, connected, and supported one even during later stages of the program. Passing through such a stage, this role just came up to me right in time because I had experienced in my previous role as a graduate peer advisor that helping my peers had helped me immensely in return. As soon as I took up this role of GPF and conducted a survey among dissertation writing stage students, I realized that most of them, like myself, needed a peer support group and designated writing space more than anything else. Once the writing group was formed, the next step was to get a designated writing space where we could all get together and write in one another's company, regardless of what stage of dissertation writing each one of us was at that moment. Besides providing us with a writing space, our department also allocated us some money for lunch for the days when our writing retreat would

My personal experience of doing micro workouts during PhD dissertation write-up

go on for the full day (9:00am-4:00pm), which would usually happen once a week. To make the writing retreats more accessible, we adopted a hybrid mode, although in-person participation was preferred over Zoom participation. On other days of the week, we could come and leave according to our schedules.

Developing a Canvas shell for this group was the next step where we could collate resources, engage in discussions, and check out our weekly/monthly writing retreat schedule. I gained a lot of motivation during developing this space and extensively researched on how writing groups and/or retreats function, especially in relation to dissertation writing. We also needed a more convenient platform to stay in touch for informal communication, celebrate big and small achievements, and readily check each other's availability and well-being. Initially, we started using Discord for informal conversation, but we ended up using WhatsApp more conveniently as more members joined the group. Communicating on WhatsApp in academic settings may not be a common practice, but it strengthened our group communication and sense of belonging.

In our hybrid writing retreats, we would typically start off by socializing, talking about how we are doing in our different roles, and sometimes just blaming the weather for not being able to make much progress. We would then go over our writing goals for the day for which I had prepared some guiding prompts focusing on setting specific and manageable writing goals for different writing sessions. We used the Pomodoro technique for our writing sessions, which was important for keeping us organized and motivated. The Pomodoro technique is an effective scheduling method to get tasks done by promoting sustained focus and preventing distractions, and is considered an effective time management tool for doctoral students (Huizingh, 2023). Using this method, writers can alternate between work sessions of 25 minutes followed by a 5-minute short break. On some days, we were more flexible about changing the length of our writing sessions according to everyone's energy levels and/or writing goals. Since the Pomodoro involves using a timer to keep track of time, it can sometimes be challenging for the facilitator to move between writing sessions and short breaks in the flow of their own writing. Dividing the facilitator's task among different group members for different writing sessions may be more effective.

A few weeks into the peer support group, I realized that my "perfectionist" syndrome and waiting for the "right-moment-to-write" problem were improving. While it was surely because of healthy peer pressure during the writing retreats that forced me to sit down and just write or read instead of being distracted by email, social media, and so on, it was also because of all the non-academic conversations, and connections I had built over the weeks/months with my fellow writers. The learning process in this small community of practice has been transformational from asking each other questions (that we usually do not consider important enough to ask others and/or struggle over in isolation) such as potential lengths of certain chapters, organization of dissertation, negotiating feedback, the processes involved in dissertation defense to discussing loaded research concepts, theories, methodologies, and so on. While facilitating this writing group, I also (re)discovered the joy of writing I had long forgotten. I recalled how I used to find so much comfort in the *process* of writing as a student of literature many years ago. However, the dominant discourses around "expectations" of graduate school and dissertation writing, and overly strict academic writing "standards" had changed my perspective about the *process* of writing, especially in the initial few years of my doctoral program.

It is important to acknowledge that while peer support during dissertation writing stage could be hugely beneficial, building and maintaining a healthy peer support group does not come without challenges. Since the writing group members may be at different stages of dissertation writing each facing their own unique challenges, the facilitator might not be able to address all the different needs. Another challenge could be maintaining a healthy balance between creating opportunities for socializing without comprising the productivity and collective goals of the group. If not monitored well, writing retreats and peer groups could easily become sites of prolonged chatting and inactivity. Having some mutually agreed-upon pre-established group rules and visiting them frequently could be a way to address these challenges.

While acknowledging several other writing-related challenges and injustices faced by students who use English as their second/additional language (and the ways these challenges intersect with their different roles and identities), I believe that peer support could be *one* of the support systems to help doctoral students to work collaboratively, develop a sense of community, and reorient to the *process* of writing rather than just the *product*. Finally, in order to *think otherwise, and act for change*, I urge graduate programs to provide additional opportunities of targeted psychological and peer-based support to doctoral students not only during the dissertation writing phase but throughout their graduate school experience.

Acknowledgment: I am grateful to my supervisor, Dr. Monique Bournot-Trites, for encouraging me to apply for the Graduate Peer Facilitator position and to my peers in the LLED Dissertation Writing Support Group for their contributions to making the writing group an invaluable supportive community.

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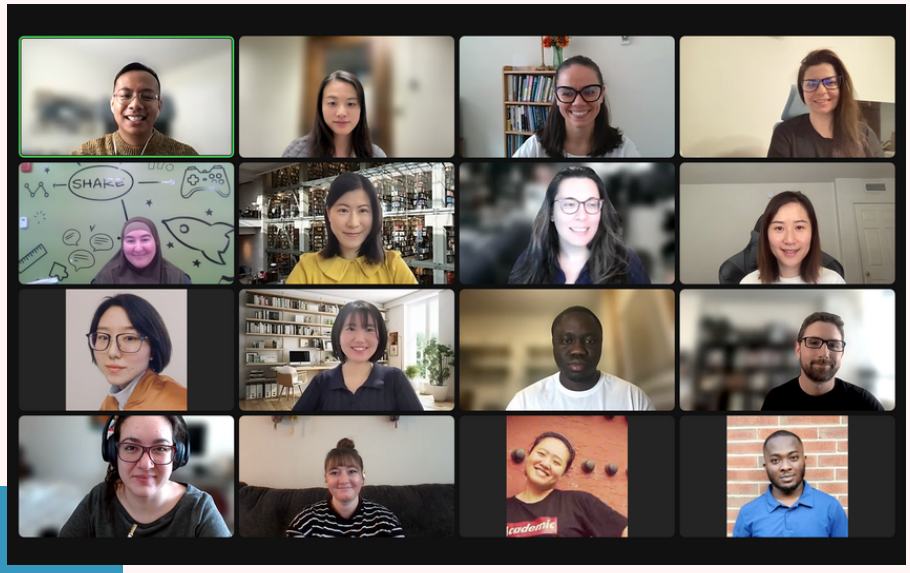
Reflecting on a year of service: Letter from the steering committee

John Wayne N. dela Cruz, co-chair

Service to the field is that weird, less talked about aspect of identity-making as junior scholars: unlike research, service often goes unseen, uncited; but like teaching, it can be just as, if not more, fulfilling and meaningful than conducting research alone. Having worked with Oksana, a supportive co-chair (and mentor, really!), along with hardworking subcommittee leaders in the steering committee—-Jennifer, Jieun, Wei, and Kyungjin—-has been a highlight of this past year. I have learned so much from watching and supporting these women realize their visions for graduate students in different areas, be it through GSC's newsletters, our social media outreach, our webinars and conference panels, and our commitment to ensuring inclusivity and diversity of all our projects. I feel privileged to have been able to co-spearhead the GSC this year, and grateful for the opportunity to have learned and served through leading.

Oksana Moroz, co-chair

Working with someone, and not just for someone" is a phrase I repeat when being interviewed for teaching and administrative positions. A collaborative and supportive work environment that recognizes and celebrates individual strengths encourages humane experiences and prioritizes mentorship, which is what I believe in. My involvement with AAAL and GSC for the past two years has reinforced these pillars. Looking back at my time as a co-chair, I can confidently say that this experience has transformed me as a graduate student and helped me understand the kind of working environment I want to be part of. I am grateful for the connections, opportunities, collaborations, and meetings this position has helped me experience. I was able to advocate for graduate students, and the association was willing to hear ideas and student perspectives on various topics. I feel accomplished due to several initiatives launched, such as the Graduate Student Roundtable and support for GSC membership, which will continue to present students with opportunities to get involved and benefit from membership in the association.



JEDI

In this March, 2023- March 2024 round of AAAL GSC service, JEDI Subcommittee is/ has been making history for the AAAL for “four first-times": (1) promoting core values of JEDI, more than diversity, for the first time in the AAAL and AAAL GSC history, (2) benefiting more people with Ramadan settlement in the AAAL Conference, (3) creating an evaluation form of speaker selection, establishing a foundation for future JEDI teams to make better judgment when suggesting who to be selected for the graduate student webinars and workshops, and (4) working on 2 JEDI surveys and reports in one year round because we genuinely care about not only JEDI, but also ALL graduate students' feedback to the whole community. We have been doing our best to make the community more inclusive and we hope you can join us to make a bigger impact as well!

Social Media

In the past year, Social Media team has been serving as the connector of the other AAAL GSC subcommittees, by diligently keeping up the good work of reposting key and useful information for AAAL graduate students. From our social media channels you may find all the information you need: AAAL official announcements, webinars, newsletters, pre-conference roundtable, and other related events. Our posts reflect thoughtful thinking of the Social Media team on making the information accessible to a heterogenous group of graduate student audience and we have been trying our best to attend to direct messages on all of our social media platforms. During the conference, we cordially invite you to continue to follow us for real-time updates on the conference sessions. Additionally, this year we published two blog posts from previous GSA winners with more multimodal and interactive elements incorporated. Check them out on our website if you have not!

Event Planning Team

Over the past year, I have felt incredibly privileged to be involved in the event planning team. Through the collaborative efforts of our team members, we have successfully hosted three webinars and will be hosting two panel events during the AAAL conference. In September 2023, Sudhashree moderated the first webinar, centered on “Insights for Early Graduate Students," where experienced scholars shared valuable advice from their PhD journeys. Kerry moderated the second webinar in November, exploring "CAQDAS in Applied Linguistics Research," with demonstrations using MAXQDA. In January 2024, Insil moderated the third webinar, "Navigating Faculty Job Searches," offering practical tips for graduate students searching for jobs. Additionally, during the conference, our team will host two additional panel events: "Leveraging AI and ChatGPT in Applied Linguistics: Applications and Implications," moderated by me, and "Collaboration for Conference Presentations and Beyond," moderated by Jeevan. I am grateful to our team members for their dedication and initiatives, and I take pride in our team's provision of valuable resources and support to graduate students and early career scholars. I appreciate the relationships and community-building with scholars that I have gained through this role.

2023-2024: The Year from the Diversity Subcommittee to the JEDI Subcommittee of AAAL GSC

By Chia-Hsin Yin
The Ohio State University

On October, 23rd, 2023, as with the announcement by Dr. Agnes He, the AAAL Secretary, the AAAL marked the history on its own: “the amendment to our Bylaws with the creation of a new officer of the Executive Committee devoted to justice, equity, diversity, and inclusion (JEDI) was passed”. This also opened a new chapter for the AAAL GSC, signifying that the Diversity Subcommittee of the AAAL Graduate Student Council (GSC) officially became the Justice, Equity, Diversity, and Inclusion (JEDI) Subcommittee of the AAAL GSC.

This is a collective endeavor from the people ahead of us and as the first Leader of the JEDI subcommittee of the AAAL GSC, with our deep gratitude, I would like to bring you the attention on the contributors who made things possible: our current JEDI Ad Hoc Committee (Drs. Ashley Moore (co-chair), Elizabeth Miller (co-chair), Usree Bhattacharya, Suresh Canagarajah, Trish Morita-Mullaney, Jennifer Phuong, Jon Henner (In Memoriam)) as well as the 2022-2023 Diversity, Equity, Inclusion, and Access Task Force (Drs. Manka Varghese, Ashley Moore, Patricia Baquedano-López, and Valentino Rahming, with Executive Committee Liaison Dr. Ryuko Kubota).

The JEDI change does not come overnight. It is accumulated, constant, and collaborative work. As the milestone has been set, we hope that one day you can walk out with this JEDI inspiration and confidence to make impacts on more people in various contexts around the world.

GSC
SOCIAL MEDIA
SUB-COMMITTEE

RECENT PUBLICATIONS ON SOCIAL MEDIA

On December 3rd 2023, after multiple rounds of editing, the Social Media team published a blog post titled "Navigating Between Research and Teaching: Diversifying and Maximizing your Ph.D Experience" authored by a previous GSA winner, Tianfang Wang (UCLA, previous Penn State graduate student). This blog post offers valuable experience and suggestions for graduate students for enriching their Ph.D. experience to be better prepared for the job market. Some concrete advice includes reaching out to professors for opportunities of co-teaching graduate-level courses to diversify one's teaching experience and how to turn course papers into academic conference presentations.

Our second blog post titled "Crafting a conference abstract that resonates: An initial step into AAAL as a community of practice" from another previous GAS winner, Masaru Yamamoto (University of British Columbia), is scheduled to be published in early March, 2024. This blog post takes the form of a written interview to demonstrate Masaru's suggestions for graduate students to produce a strong conference abstract and maximize their conference experience. In this blog post, you will find some multimodal elements, such as images. We hope this blog post in a non-traditional format will offer you a more engaging reading experience!

For more food for thought, remember to follow us.

GET IN TOUCH WITH US!

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GRADUATE STUDENTS

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Instagram / @AAALGrads
www.aaal-gsc.org
aaalgrads@gmail.com

AAAL GRADUATE STUDENTS

GSC EVENT PLANNING SUB-COMMITTEE

WEBINAR ON NOV 14, 2023

On Tuesday, November 14, 2023, the AAAL GSC Event Planning Sub-Committee hosted its second webinar of the 2023-2024 academic year. Led by Dr. Sal Consoli of the University of Edinburgh, the webinar, titled "Unveiling the Power of MAXQDA: Exploring Computer-Assisted Qualitative Data Analysis in Applied Linguistics Research," was attended by over 90 members of the applied linguistics community. The event was moderated by Kerry Pusey from the AAAL GSC Event Planning Sub-Committee. During the webinar, Dr. Consoli began with a broad overview of the relations among researchers, onto-epistemology, and computer assisted qualitative data analysis software (CAQDAS) programs. He then went on to focus on the applications of the program MAXQDA to the specific methodology of narrative analysis, highlighting how the program has allowed him to trace the reflexive processes which cumulatively make up and shape the interpretive moves involved in the research process. After the presentation, there was a question and answer session with Dr. Consoli and the moderator, followed by questions from the audience.

WEBINAR RECORDING AVAILABLE

On Thursday, January 25, 2024, the AAAL GSC Event Planning Sub-Committee hosted its third webinar of the 2023-2024 academic year. Led by three panelists, Dr. Sarraf (California Polytechnic State University), Dr. Zhang (Hunter College, The City of New York), and Dr. Sah (The Education University of Hong Kong), the webinar titled "Do's and Don'ts in Job Searching for Faculty Positions" was attended by over 80 members of the applied linguistics community. Insil Jeon, a PhD candidate from the University of Minnesota and a member of the AAAL GSC Event Planning Sub-Committee, served as the moderator for the event. Throughout the webinar, the panelists shared their insights and best practices in three different stages of academic job searching: pre-application (methods for finding and organizing job postings); during-application (guidance on the overall application timeline and interview tips); and finalizing-application (strategies for negotiating job offers). Following the panelist presentation, an interactive question and answer session took place with both the moderator and the audience. The webinar recording is available on the GSC's YouTube Channel: https://youtu.be/AZ3roHoXFWA?si=jz-BbwGko7_VLM8-

Leveraging AI and ChatGPT in Applied Linguistics: Applications and Implications

AAAL GRADUATE STUDENTS

https://www.aaal-gsc.org/

Speakers

Dr. Mimi Li
Texas A&M University-Commerce

Dr. Geoff LaFlair
Duolingo

Dr. Scott Crossley
Vanderbilt University

Date: Saturday, March 16th, 2024
Location: Arboretum 5 Room (limited seating)
Time: 12:30~1:40pm CST
Register here: https://forms.gle/8YicgfXjnJpS8bxo7

Moderator: Kyungjin Hwang, University of South Carolina
Organizers: Jeevan Karki, Michigan State University
Eva Jin, Arizona State University
Insil Jeon, University of Minnesota
Kerry Pusey, University of Pennsylvania
Sudhashree Girmohanta, University of Toronto

AAAL GRADUATE STUDENTS

https://www.aaal-gsc.org/

Collaboration in Conference Presentations and Beyond

Speakers

Dr. Jayoung Choi
Kennesaw State University

Dr. Oksana Moroz
Indiana University of Pennsylvania

Dr. Xiao Tan
Duke University

Laxmi Prasad Ojha
Michigan State University

Date: Sunday, March 17th, 2024
Location: Arboretum 5 Room (limited seating)
Time: 12:30~1:40pm CST
Register here: https://forms.gle/3zT2XFy8Bfa2mkSH6

Moderator: Jeevan Karki, Michigan State University
Organizers: Kyungjin Hwang, University of South Carolina
Eva Jin, Arizona State University
Insil Jeon, University of Minnesota
Kerry Pusey, University of Pennsylvania
Sudhashree Girmohanta, University of Toronto

AAAL GRADUATE STUDENTS X MULTILINGUAL MATTERS

GRADUATE RESEARCH ROUNDTABLE 2024

Friday, March 15, 2024, 4:30 - 6:30 pm, CST
Regency Room, Hyatt Regency Hotel Houston
Details & Registration here: https://forms.gle/k9xyPT1EAhoQjtRM8

CHOOSE YOUR MENTORS & ATTEND!

ANGELICA GALANTE
MCGILL UNIVERSITY

BEDRETTIN YAZAN
UNIVERSITY OF TEXAS AT SAN ANTONIO

KATIE BERNSTEIN
ARIZONA STATE UNIVERSITY

MARI HANEDA
PENNSYLVANIA STATE UNIVERSITY

GEOFF LAFLAIR
DUOLINGO

CRISTINA SANCHEZ-MARTIN
UNIVERSITY OF WASHINGTON

GLORIA PARK
INDIANA UNIVERSITY OF PENNSYLVANIA

JENNIFER SCLAFANI
UNIVERSITY OF MASSACHUSETTS BOSTON

CHRIS MONTECILLO LEIDER
UNIVERSITY OF MASSACHUSETTS BOSTON

MEGAN HEISE
UNIVERSITY OF PITTSBURGH

PETER DE COSTA
MICHIGAN STATE UNIVERSITY

PHIL HIVER
FLORIDA STATE UNIVERSITY

NELSON FLORES
UNIVERSITY OF PENNSYLVANIA

RON DARVIN
UNIVERSITY OF BRITISH COLUMBIA

POSTER DESIGN @ EVA JIN

MULTILINGUAL MATTERS

AAAL GRADUATE STUDENTS COUNCIL

GRADUATE RESEARCH ROUNDTABLE 2024

Friday, March 15, 2024, 4:30 - 6:30 pm, CST
Regency Room, Hyatt Regency Hotel Houston
Register here: https://forms.gle/k9xyPT1EAhoQjtRM8

Join us at the forefront of academic exploration sponsored by *Multilingual Matters* for an enriching experience tailored just for you! The Roundtable provides a unique opportunity to receive invaluable feedback on your in-progress research from esteemed faculty mentors and peers who share your research interests, followed by a Social Mixer (6:30 - 8:30 pm) for you to unwind and network with food and drinks.

Registration Deadline: Jan 10, 2024

Open to all graduate students attending the 2024 AAAL Conference, no separate registration fee required!

AAAL GRADUATE STUDENTS
https://www.aaal-gsc.org/

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MULTILINGUAL MATTERS

POSTER DESIGN @ EVA JIN

AAAL 2024 PLENARY SPEAKERS

Linguistic citizenship as decolonial pedagogy: How minoritized language speakers contest epistemic injustices in EFL education
Muzna Awayed-Bishara
Monday, March 18th
11:20 am-12:25 pm

B is for Bilingual, Black, or Broken: The need for an intersectional, human(e) applied linguistics
Dr. María Cioè-Peña
Sunday, March 17th
11:20 am-12:25 pm

Transforming our thinking about, of, and through Indigenous and embodied language practices
Dr. Candace Galla
Saturday, March 16th
5:55 pm-7:00 pm

Acting to change [our] perspectives: Social judgements, bias, and mitigation
Okim Kang
Monday, March 18th
5:55 pm-7:00 pm

Trans linguacultures, trans logics: Re-imagining the potentiality of applied linguistics through gender justice
Dr. Kris Aric Knisely
Friday, March 1st
1:00 pm - 2:00 pm

Exploring equitable access to language learning for neurodiverse students in classroom settings: Past achievements and future directions
Judit Kormos
Sunday, March 17th
5:55 pm-7:00 pm

2024 Award Winners

2024 Dissertation Award

Christian Fallas-Escobar | Universidad Nacional de Costa Rica

Distinguished Service and Engaged Research Graduate Student Award in Relation to Diversity Efforts

Kelly Baur | Arizona State University

Graduate Student Award Winners

Olessya Akimenko | Simon Fraser University | Wilga Rivers Award
Aisha Barise | McGill University
Simon Bauer | University of Gothenburg
Saurav Goswami | Georgetown University
Lisa Lackner | University of Toronto | Duolingo Award
Harumi Maeda | Stanford University | NFMLTA/MLJ Award
Sophia Minnillo | University of California Davis | Grabe/Stoller Award
Caitlyn Pineault | Georgetown University | NFMLTA/MLJ Award
Monica Shank Lauwo | University of British Columbia | Multilingual Matters Award
Julia Spiegelman | University of Massachusetts Boston | Duolingo Award
Lyana Sun Han Chang | Penn State | GSA-JEDI Award
Yuanheng Wang | Penn State
Hongye Zeng | University of Maryland College Park | ETS Award

Serve on the Graduate Student Council!

The AAAL Graduate Student Council (GSC) is currently recruiting members to serve on our different sub-committees. For the 2024-2025 term (March to March), the GSC has a number of vacant positions in the four sub-committees (Event Planning, Social Media, Diversity and Newsletter). Members typically serve for a full year with a possibility of extension in the same or different position for up to three years. To apply for a position on the desired sub-committee(s), submit an application stating your interest and why you'd be a good candidate for that sub-committee. You may apply for more than one sub-committee, but please fill out a response for each sub-committee you are applying for. You can find the description of each sub-committee by visiting our website at https://www.aaal-gsc.org/. You can also talk to GSC Steering Committee or sub-committee members during our Conference event.