

# AAAL Grads

The AAAL Graduate Student Council Newsletter

## INSIDE THIS ISSUE

### Feature Articles:

- Vietnamese Japanese Language Teachers · P3
- French as a Second Language · P6
- Teacher Cognition · P10
- Cross-Cultural Consciousness of Muslim Women · P13

### Resource Review:

- The PhD Parenthood Trap · P17
- 57 Ways to Screw Up in Grad School · P19
- Open Science · P21

### Creative Corner:

- The Story of Language · P24



### Leaves of Uniqueness by Minghui Sun

Every leaf is different, shaped by subtle genetic variations, even when they grow on the same tree - each unfolding in its own size, shape, and color. Just like us, we carry our unique histories and blossom in our own way, drifting across life's vast ocean in diverse, unpredictable directions.



**PLUS**

2024 JEDI Report · P27

And More!

# LETTER FROM THE CO-EDITORS

Dear AAALGrads Readers,

Welcome to the Fall 2024 issue of AAALGrads! We are thrilled to share some exemplary work within the field of Applied Linguistics from our fellow graduate students. Our newsletter consists of insightful research, creatively critical reflections, and reviews of relevant resources. As co-editors, it's our privilege to guide you through this edition, offering a glimpse into the diverse voices and narratives that shape our field.

This issue begins with a stimulating exploration of "Teachers as educational missions, not service providers": A Narrative Inquiry of Vietnamese Japanese Language Teachers in a Changing Educational Landscape." Nguyễn Hồng Ngọc illustrates the complexities faced by one teacher, Nga, caught between traditional roles and a customer-oriented approach in a private university through narrative inquiry. This research demonstrates the importance of demonstrating the value of local theories in understanding teacher experiences.

In "Empowering plurilingualism in French as a Second Language (FSL) Teachers," Hannah Keim examines the influence of plurilingualism on FLS teachers and their students related to empowerment. Through Critical Discourse Analysis, she extrapolates meaning from Canadian FSL teachers who participated in the research study conducted by the author. This study provides valuable insight into striving for more linguistically welcoming FLS spaces toward equitable language learning and teaching.

Through the examination of teacher cognition, Gaia Oikawa shares his review of key findings from previous studies, titled "An attempt to advance teacher cognition research: Focusing on vocabulary teaching." More specifically, the author examines the relationship between teacher cognition within the context of vocabulary instruction. The author provides suggestions for bridging the theory to practice gaps in equitable language teaching and learning.

Our last Featured Article, "Rhetorical Listening as a Tactic to Promote Cross-Cultural Consciousness of Muslim Women in the American Society," by Dalia SeifAllah, is a riveting piece that discusses the capacity of rhetorical listening to amplify minoritized voices and how it may afford a better understanding of Muslim women's cultural logics and religion for fostering effective cross-cultural communication.

Our first Resource Review for this issue, written by Ming Chen, introduces us to Kerry F. Crawford and Leah C. Windsor's *The PhD Parenthood Trap: Caught Between Work and Family in Academia*. The review highlights the book's pivotal role in providing an in-depth and eye-opening examination of the tough balancing act between academic careers and family life, especially for parents in higher education.

In Yarui Chen's Resource Review of Haggerty and Doyle's *57 Ways to Screw Up in Grad School*, she synthesizes the authors' 57 actions that will screw up the graduate student journey and subsequent strategies for graduate students to advocate their academic success. This review provides invaluable suggestions for making the most out of our time in graduate school and how to set ourselves up for success upon graduating.

Our last Resource Review, by Xuechun Huang, provides an overview of Plonsky's *Open science in applied linguistics*. Provided that the concept of open science has become increasingly prevalent in our field, this overview of Plonsky's work is a great taste of how we can further understand and integrate it within our practice.

Finally, our Creative Corner piece examines language through the expression of poetry. K M Jubair Uddin presents us with a thoughtful poem, "The Story of Language." This contemplative piece provides an account of the origin, growth, actions, varieties, and complications of language. It describes the emergence of language in the ancient world through the shaping of various languages, the formation of diverse modes of expression, and the development of society and culture. A delightful creative touch to round off the academic content.

As we flip through the pages of this issue, we're reminded of critical considerations in Applied Linguistics. Our participation as graduate students is not isolated to engaging with research, but also introspection on the nature of the field and how we can all strive for a more equitable professional environment. We hope these articles resonate with your experiences and provide valuable insights for your journey.

To conclude, we'd like to express our gratitude to the authors, reviewers, and the AAAL GSC for their dedication and hard work in making this issue possible. As co-editors, we're excited to continue bringing you engaging content that reflects the dynamic and ever-evolving field of Applied Linguistics. We look forward to hearing your feedback, suggestions, and, of course, your contributions for future issues.

Warm regards,  
Ifeoluwa Awopetu, Sarah Howard, Sarah Jones, Rickey Larkin, Harriet Olulo, and Minghui Sun  
Co-Editors, AAALGrads

| <b>TABLE OF CONTENTS</b>         |    |
|----------------------------------|----|
| Letter from the Co-Editors.....  | 2  |
| Feature Article - Ngọc.....      | 3  |
| Feature Article - Keim.....      | 6  |
| Feature Article - Oikawa.....    | 10 |
| Feature Article - SeifAllah..... | 13 |
| Resource Review - Chen M.....    | 17 |
| Resource Review - Chen Y.....    | 19 |
| Resource Review - Huang.....     | 21 |
| Creative Corner - Uddin.....     | 24 |
| <br>                             |    |
| <b>Around the GSC</b>            |    |
| Diversity Survey.....            | 27 |
| <br>                             |    |
| <b>Announcements</b>             |    |
| Call for proposals.....          | 32 |
| Graduate Student Roundtable..... | 34 |
| Roommate Finder.....             | 34 |
| Co-Parenting Finder.....         | 34 |

# “Teachers as educational missions, not service providers”: A Narrative Inquiry Vietnamese Japanese Language Teachers in a Changing Educational Landscape

Nguyễn Hồng Ngọc  
Tokyo Metropolitan University

Vietnamese Japanese language teachers have witnessed the dynamic evolution of Japanese language education, significantly impacted by the strengthening ties between Japan and Vietnam since the Doi Moi policy (坪田, 2018). As the education market becomes increasingly competitive, these teachers grapple with challenges to their professional identity, role, and values (Phạm, 2010). Using narrative inquiry, a methodology commonly employed to investigate teacher identity (Clandinin & Connelly, 2004), this research reveals the complexities faced by one teacher, Nga, caught between traditional roles and a customer-oriented approach in a private university.

## Local Methodology and Theory

Exploring local stories requires understanding people's beliefs and identity, which are deeply rooted in local culture and philosophy. Local methods and theories are essential for this exploration. As defined by Evans et al (2009), local methods are research conducted by local people, grounded in local traditions and knowledge. Chilisa (2012), Khupe & Keane (2017), Nhemachena et al (2016) and Smith et al (2019) emphasize the importance of conducting research from the perspective of local people, especially marginalized groups. Rand (2011) advocates for prioritizing local cultures, self-reflection, and local theories and methods. Building trust between researchers and participants is crucial for encouraging participants to actively and continuously share their stories and challenges.. In this research, Nga, a friend of the researcher since 2016, frequently connects to share teaching experiences and stories.

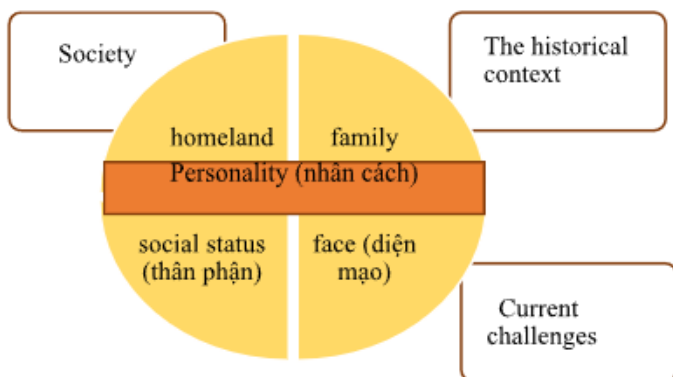
In foreign language education research, understanding teachers or students from their own perspectives is crucial. By adopting local methods and theories, researchers can gain more authentic and nuanced insights into their experiences and perspectives.

## Vietnamese personality (nhân cách)’s theoretical framework

Phan (2000)’s theory of Vietnamese personality (nhân cách), rooted in homeland, family, social status (thân phận), and face (diện mạo), provides a framework for understanding challenges faced by Japanese language teachers in Vietnam.

Figure 1

Vietnamese Personality (Adapted from Phan, 2000)



Social status and face, shaped by societal factors, influence personality development. Social status, as defined by Phan (2000), is a state of independence and self-reliance, valued for personality. However, increasing societal dependency makes achieving this status more difficult. Face, also defined by Phan (2000), is a cultivated attribute traditionally associated with knowledge-based professions like teaching.

This study investigates how these constructs evolve amidst educational marketization and impact teacher personality.

## Narrative Inquiry

This narrative inquiry, drawing on the work of Connelly et al. (1990), Rand (2011), and Clandinin & Connelly (2004), aims to understand the experiences and personality of Vietnamese Japanese language teachers in a commercialized university. By exploring their narratives, the author seeks to illuminate the tension between maintaining high academic standards and accommodating student preferences in a customer-oriented environment.

Nga (pseudonym), a Vietnamese Japanese language teacher with seven years of experience in a private university, serves as the primary research participant. Her narratives, along with triangulated data from other teachers and social media, provide valuable insights into the commercialization of higher education in Vietnam. The Vietnamese cultural tradition of storytelling makes narrative inquiry a particularly well-suited methodology for understanding her perspectives.

Through the analysis of Nga's narratives, this research seeks to gain insights into her personality, the challenges she faces, and her contributions to the field of Japanese language teaching. The main analysis process is to identify segments relevant to the main term of the theoretical framework such as personality, face, social status, current challenges... and identify specific labels for these segments or coding with vivo for important discourses. After that, the author connected the emerging themes in Nga's stories, conceptualize main categories and storyline into theme-based stories as below.

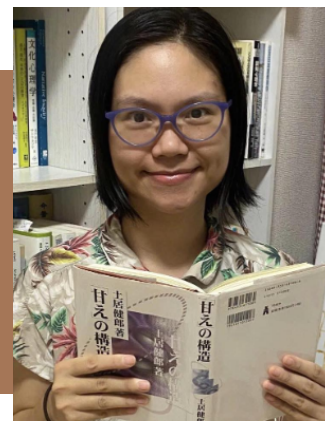
## The Dilemma of Social Status From Moral and Knowledgeable Teacher to Multi-Tasking Employee

In commercialized universities, teachers are burdened with various tasks based on KPIs. Nga believed this was taking them away from actual teaching, and the heavy workload outside of teaching created a conflict between improving expertise and meeting administrative demands. She expressed concerns about unrealistic expectations, such as being constantly available to students. The increasing emphasis on KPIs frustrated her, as she believed it hindered her ability to teach and conduct research effectively.

Nga noted that the list of KPIs was extensive, including career guidance, student recruitment, and various school activities. She emphasized that the evaluation of teachers using KPIs was a recent phenomenon, leading to increased pressure on lecturers to be proficient in their field, excel in research, and provide excellent customer service. She even jokingly mentioned that in her university, teachers are also expected to sing well and dance beautifully.

In this context, Nga demonstrated moral courage by not taking teaching lightly. She explained that preparing effective lessons required significant time and effort, including thorough research and planning. However, the demanding schedule for other education-irrelevant tasks made it difficult to allocate sufficient time for lesson preparation, leading to feelings of guilt and frustration.

Nguyễn Hồng Ngọc (Rubie) is a PhD candidate at Tokyo Metropolitan University, specializing in Japanese language education. Her research focuses on understanding (1) the experiences, personalities, and morals of Vietnamese teachers; (2) Sustainable Japanese language education. Through her studies, she employs a multifaceted approach, drawing from indigenous education theory, East-West interaction theories, and sociological perspectives.



### **The Dilemma of Social Status as a Teacher Evaluated by Personality vs. Employer-Evaluated by Standardization Criteria**

Nga argues that the emphasis on publications in research evaluation is misguided. She posits that research should be about understanding the underlying nature of a problem, leading to a more comprehensive perspective and informed judgments. Additionally, Nga highlights the tension between the flexibility required for effective teaching and the standardized criteria used for teacher evaluation. She emphasizes that classroom observation is complex and requires a deep understanding of the teaching context. Nga suggests that effective teachers need the ability to adjust their teaching plans based on student needs and progress, rather than strictly adhering to predetermined standards. She questions the fairness of penalizing teachers for deviations from a rigid teaching plan when such adjustments may be necessary to support student learning.

### **The Dilemma of Face as a Teacher changed to a “người làm dâu trăm họ” (Jack-of-all-Trades) Serving "Customers" (Students)**

Nga describes the tension between her role as a teacher, focused on student growth, and the expectation to serve as a 'customer service' provider in her private university. She notes that students are often viewed as customers, and their demands can sometimes conflict with her educational goals.

Nga also mentions the precarious nature of teaching in a context where students have the power to choose their teachers. She acknowledges that it's impossible to satisfy all students as 'hundreds of mothers-in-law' [Jack-of-all-Trades], but she strives to connect with a specific group of students who appreciate her approach.

Nga observes that some students view themselves as customers, entitled to certain privileges and demanding special treatment and even 'look down on teachers'. She believes that students need extended interaction with teachers to accurately evaluate their abilities and that focusing solely on pleasing students can compromise her educational beliefs.

Nga emphasizes the importance of challenging students for their future growth and development. She believes that teachers must balance firmness and flexibility in their interactions with students, avoiding the pitfalls of treating them as customers. She also believed that, in addition to imparting knowledge, they should also teach students morality. However, as an educational service provider, she found it challenging to implement this. In the author's interpretations, her personality is being shaped by the challenge of losing teachers' high position as in tradition.

### **Summary and Discussion: Teacher Dilemmas and Social Transition**

By employing local theories and research approaches, we reveal that Nga navigates the tension between maintaining high academic standards and accommodating student preferences in a customer-oriented university. This dilemma is exacerbated by broader societal shifts, leading to a loss of traditional authority and autonomy. Traditionally, Vietnamese education emphasized teachers' moral personality, knowledge, and effort, granting them high status and autonomy (e.g: Thu, 1957; Lê & Nguyễn, 1971; Kim, 1974). However, the increasing marketization of education has forced teachers to adhere to demands for KPIs and standardized criteria. Despite this social transition, teachers bring both traditional and modern values to their work. The conflicting values and erosion of traditional teacher authority create a challenging environment for educators. Amidst these challenges, teachers' personalities also play a significant role. Researchers should conduct further research and provide support to teachers in problem-solving through locally appropriate approaches, as suggested by the academic tradition in Vietnam, particularly in reconciling traditional and modern values (“aufreabend”), as proposed by Phan (1998).

This study demonstrates the value of local theories in understanding teacher experiences. Focusing on "personality," rather than "identity," offers a new lens for analyzing teachers' narratives. This suggests that local theories can provide a nuanced understanding of teacher experiences in diverse cultural contexts. Practical support for teachers should be tailored to local contexts and consider the importance of "personality." Reconciling traditional and modern values is a key challenge, and appropriate support can help teachers navigate this tension. For example, teachers with high levels of "personality" may require university and social appreciation to actively shape their values.

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## Empowering plurilingualism in French as a Second Language (FSL) Teachers

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The current reality of French as a Second Language (FSL) teacher education is alarming. According to a study (ACPI report, 2021), Canada is short of nearly 10,000 qualified FSL teachers. Current FSL teachers report feeling undervalued, unsupported, and unable to teach in an increasingly multilingual Canada. Despite the increasing demand for accessible FSL programs, there is a lack of programs and FSL teachers often feel underprepared to create engaging programs for their diverse classrooms. How teachers model their own linguistic identity is essential in creating positive and equitable learning experiences for their students (Fielding, 2016). To navigate beyond the monoglossic French and English bilingual approach in language classrooms, it is important for teachers to view themselves as plurilingual language users who can empower their students rather than focus on deficits (Wernicke, 2022). The term plurilingualism "refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction" (Coste et al., 2009, p. 187).

This article will discuss the following questions, 1) *To what extent does plurilingualism empower FSL teachers in teaching plurilingual students?* And 2) *What are teachers' perceptions of plurilingual practices in the development of French among plurilingual students?* This article will use Critical Discourse Analysis to extrapolate meaning from Canadian FSL teachers who participated in the research study conducted by the author.

## The current reality of FSL and FSL teachers

As a country with two official languages of English and French, most Canadian students outside of Quebec, and even in Anglophone schools in Quebec, attend school in English with French as a Second Language (FSL) classes. In most provinces, these FSL classes meet from 2-5 times a week during the school year. FSL is a required course for most young Canadians, the length of the program is between 3 to 9 years. Each province differs with the number of years students are required to take FSL classes in their schools. It is important to note that FSL is mandatory for roughly 1.7 million Canadian students (Stats Canada, 2024). During 2015–2016, which is the most up to date survey conducted on student populations in French programming, some 430,000 students were enrolled in French Immersion programs in Canada. This is in comparison to 360,000 in 2011–2012—an increase of nearly 20% in just four years at a time when the total student body has remained the same (Canadian Parents for French, 2017). In 2019, a study was conducted by the federal government of Canada in provinces across Canada to examine which regions in Canada were experiencing teacher shortages (Canada Office of the Commissioner of Official Languages, 2019). In all provinces there are reports of consistent teacher shortages for at least the past 15 years, in particular within the French programs. In a 2021 report conducted by ACPI (Association Canadienne des professionnels de l'immersion or the Canadian association of professionals of Immersion) study, of the 10,630 schools that offer FSL programming, roughly 1 out of 3 schools have experienced an FSL teacher shortage. This equates to a shortage of between 7,000-8,000 FSL teachers across Canada. 70% of the 934 schools across Canada that responded to the survey are experiencing French teacher shortages. Every province in Canada is feeling the effects of teacher shortages and in particular French teacher shortages.

There are 10,630 English schools that offer some form of FSL in Canada and based on the percentage of teacher shortages, this means that roughly 1 in 3 schools is affected by this shortage. To frame it from an employment perspective, roughly between 7,000-8,000 full time FSL jobs were not filled in 2021. This does not include the jobs that may have FSL classes combined with other subjects. The severe shortage of FSL teachers has often meant that we have had to sacrifice language quality just to put a teacher in each classroom (Paradis, 2018).

Some newly graduated teachers admit that they accept teaching jobs that have an FSL class even if they don't have training in FSL (Bouchard, 2024). These new teachers then feel overwhelmed by teaching a subject that they were not trained in, and they often state that they are able to meet the needs of diverse FSL classrooms. FSL teachers do not feel adequately prepared to meet the diverse needs of growingly diverse classrooms. (Lapkin et al, 2009). Additionally, French second language teachers spend substantially more time developing, translating, and adapting teaching materials than teachers in English subject areas (Wernicke, 2020), and the responsibility of making the school a French speaking environment mostly falls on the teachers' shoulders (Bouchard, 2024).

In order to lift some of this weight off of the teachers' shoulders, the concept of plurilingualism has been brought forward as both a theoretical framework and as a pedagogy. Because of the increasing teacher shortages, there are fewer teachers that feel qualified to teach FSL than there are schools that offer French programming. Plurilingualism can help FSL teachers foster the conception of identity (Norton, 2013) with the various languages and cultures of their students even if they do not share the same languages or cultures. This could help create more opportunities for FSL teachers to view themselves with a linguistic growth mindset - not by what they lack. By actively involving their students' cultural and linguistic identities, teachers can help create meaningful representation and relevant pedagogies within their teaching practices and further encourage their students to continue to learn languages and to improve their French education.

### **Critical Discourse Analysis and research study**

Critical Discourse Analysis (CDA) is an interdisciplinary research method that has different theoretical models and methods that is a combination of discourse analysis and social theory. It helps make sense of how discourse changes over time and how discourse can affect, shape and change social issues (Van Dijk, 2015). In the field of teacher education, CDA is used in many ways to help create better understandings of language used by teachers and students alike. Because of the social commitment to understanding and facing social problems (Reisigl & Wodak, 2017), CDA is a problem-oriented approach. This commitment can be beneficial for creating practical implications that are more accessible rather than theories which can have many commonalities across discourses. The reason the definition is general is due to the continual evolution and fluid nature of discourse. Due to the fluidity of interviews and the problem-oriented nature of CDA, there are potential answers from the participants that can be implemented in future studies that provide solutions to some of the problems that FSL teachers say they face.

To learn more about the problems posed to FSL teachers, a general call for participants was posted on a flier via social media. All the participants taught FSL for at least one year, and all had a first language other than French. This was important to the study as many FSL teachers report having languages other than French as their first language and they have often experienced either the French Immersion programming or have experiences within Canadian FSL programs. Interviews were conducted online with 10 FSL teachers via Microsoft Teams after the participants filled out a survey and agreed to participate in a follow up virtual interview. All teachers responded to the call on social media and expressed interest in including plurilingualism in their classrooms. The themes that were analyzed with CDA are as follows: *linguistic security, linguistic insecurity, attitudes towards language learning, programs/resources, languages, cultures, plurilingualism, and teacher identity*. This article focuses on language learning through the lens of plurilingualism. These themes were created after the interviews, and they aligned with the aim of this study which is to determine how plurilingualism can help empower FSL teachers. These themes all relate to CDA as they are all discourse/language-based themes that reflect common social practices.

### **Results from the study**

The interviews with Canadian FSL teachers revealed that despite the different curriculums, school demographics and teacher education, there are many commonalities in the problems that FSL teachers feel that they face every day. Of the 10 teachers interviewed, all teachers reported feeling underprepared after their teacher education to teach FSL in the classroom. One participant, a teacher from Quebec, stated that "I never imagined I would become a French teacher in Canada, since Spanish is my first language, but teaching French had the most job opportunities." Four of the teachers stated that their first teaching contract was dependent on them teaching at least one class of French even though they had not taken a specific French teaching course in their schooling. 7/10 participants said that even though their jobs required them to teach French, they feel that they lack an overall proficiency in French. This is surprising to hear as all the participants had been teaching French for at least three years if not longer. Another surprise came from a comment by a teacher in Alberta who stated "I feel like FSL isn't really prioritized in my school, but it's the only reason I got a permanent teaching contract." This quote highlights that FSL teachers don't often feel prioritized by schools, however they understand that French is essential to school programming. All participants stated that they have students from a large variety of linguistic backgrounds and all stated that they often speak both French and English in their classes to help their students understand the various tasks. All participants also stated that they feel that plurilingualism helps both them and their students better connect and learn French in the classrooms.

Even though all participants responded positively to including plurilingual pedagogy in their classrooms, the reality of curriculum and systematic restrictions reveal the constraints on plurilingual implementation. One participant from Ontario said that "My principal doesn't want

me to speak any English to my students, nor do some parents. The general attitude is that [the students] can't learn French via English. It's frustrating and honestly, I sometimes just speak English to them so they can understand. This poses a difficult challenge to me because I don't want to risk my job, but I want to make sure my students understand what they are learning." Another teacher in Quebec said, "When I signed my contract, I had to agree to only communicate in French during my classes to students, even though my first language is Spanish which is also the same as a lot of my students. It's weird because we speak the same mother language, but we can't use it or else we all get in trouble." Including plurilingual pedagogies into FSL classrooms is, like many pedagogies, a great concept that can be difficult to implement. Despite the clear interest shown by FSL teachers, there are many challenges that lay ahead for creating practical plurilingual resources that can be easily accessed and implemented by FSL teachers.

## Conclusion

In conclusion, plurilingual pedagogies have a large potential in FSL classrooms but there is a long road ahead. There needs to be a large overhaul of creating accessible resources for FSL teachers that celebrate multiple languages and cultures rather than focusing exclusively on French. Plurilingual pedagogies can effectively scaffold students' development of various language features (Galante et al., 2023) and encourage teachers and students alike in viewing themselves as legitimate language users that embrace their plurilingual practices. If more accessible plurilingual resources are created and provided to FSL teachers, these teachers can continue to engage with their students' identities and language learning processes. It is important that we create more linguistically welcoming FSL spaces, so students feel that their languages are celebrated, thus they are celebrated.

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## An attempt to advance teacher cognition research: Focusing on vocabulary teaching

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Teacher cognition (TC) refers to “what teachers know, believe, and think” (Borg, 2003, p. 81) and is closely linked to actual classroom practices. For example, Phipps and Borg (2009) clarified grammar teaching practices that reflected TC. Junqueira and Payant (2015) revealed that a novice teacher recognized written corrective feedback as useful and tended to correct global errors. Considering that TC affects classroom practices, investigating and understanding TC provides valuable insights into what teachers think and do in the classroom. With this understanding, researchers can make theoretically grounded recommendations for improving instruction and conduct further research rooted in real-world practices. Exploring TC, hence, can strengthen the connection between theory and practice. However, while previous studies have predominantly focused on TC about grammar and writing, relatively few have examined TC in the context of vocabulary instruction.

Vocabulary plays an important role when learning foreign languages. Previous studies have shown that language learners require vocabulary knowledge of 2,000 to 3,000 word families to achieve adequate listening comprehension (van Zeeland & Schmitt, 2013), and between 8,000 to 9,000 to comprehend a range of reading materials including novels, newspapers, and graded readers (Nation, 2006). Additionally, Milton (2013) showed that vocabulary size which refers to how many words a learner knows was closely associated with language performance in four skills (i.e., reading, listening, speaking, and writing) in a foreign language.

According to Bergström et al. (2022), many language teachers believe that vocabulary knowledge can be developed incidentally and rely on incidental vocabulary learning in their teaching practices. The teachers did not regard vocabulary itself as an object of learning. Similarly, according to Sánchez-Gutiérrez et al. (2022), teachers often prioritize grammar instruction over vocabulary. The teachers in the study evaluated students’ vocabulary knowledge based on whether they could use the vocabulary. In other words, teachers only considered form-meaning connections and their usage, ignoring other facets including phonological knowledge and collocational knowledge.

However, from a research perspective, vocabulary knowledge is multifaceted, encompassing dimensions of form, meaning, and use. Additionally, each includes both receptive and productive components as depicted in Table 1.

This points to a discrepancy between teachers’ conceptualizations of vocabulary knowledge and those of researchers. Given that teachers’ classroom practices are closely aligned with their beliefs, this gap suggests that current teaching practices may diverge significantly from research-based recommendations. Addressing this discrepancy requires a greater focus on TC research specifically targeting vocabulary instruction. This feature article will review key findings from existing TC research on vocabulary and propose directions for future studies.

**Table 1**  
Components of vocabulary knowledge (Nation, 2022, p. 54)

|         |  |   |   |
|---------|--|---|---|
| Form    | spoken                                       | R | What does the word sound like?                                |
|         |  | P | How is the word pronounced?                                   |
|         | written                                      | R | What does the word look like?                                 |
|         |  | P | How is the word written and spelled?                          |
|         | word parts                                   | R | What parts are recognisable in this word?                     |
|         |  | P | What word parts are needed to express the meaning?            |
| Meaning | form and meaning                             | R | What meaning does this word form signal?                      |
|         |  | P | What word form can be used to express this meaning?           |
|         | concept and referents                        | R | What is included in the concept?                              |
|         |  | P | What items can the concept refer to?                          |
|         | associations                                 | R | What other words does this make us think of?                  |
|         |  | P | What other words could we use instead of this one?            |
| Use     | grammatical functions                        | R | In what patterns does the word occur?                         |
|         |  | P | In what patterns must we use this word?                       |
|         | collocations                                 | R | What words or types of words occur with this one?             |
|         |  | P | What words or types of words must we use with this one?       |
|         | constraints on use (register, frequency ...) | R | Where, when, and how often would we expect to meet this word? |
|         |  | P | Where, when, and how often can we use this word?              |

## Review of Previous Studies on Teacher Cognition of Vocabulary Teaching

Previous TC studies focusing on vocabulary teaching indicate that teachers prioritized teaching grammar over vocabulary. Bergström et al. (2022) showed that teachers acknowledged the importance of vocabulary but relied on incidental vocabulary learning such as participating in language activities. Moreover, while the teachers recognized the necessity to teach aspects of vocabulary knowledge beyond form-meaning connections, they often lacked the training to teach the aspects. Sánchez-Gutiérrez et al. (2022) clarified that the reasons why teachers relied on grammar teaching over vocabulary instruction varied across teachers. For example, some teachers explained the contents and formats of exams, but others the lack of training on how to teach vocabulary as a major reason. Moreover, teachers in the study were unsure what tools beyond dictionaries were available for themselves to collect vocabulary information including collocations and frequencies. Thus, it seems that teachers agree with the practical value of vocabulary teaching, but they may not be well prepared or trained to teach vocabulary effectively.

Another mainstream of research on TC is its relationship to teacher training. Tavakoli (2023) studied the effects of a one-day training session on fluency and found short- and long-term impacts on teachers' understanding of fluency. Ha and Murray (2021) observed a professional development (PD) program shifted TC on oral corrective feedback as well. As for vocabulary teaching, Chung and Fisher (2022) examined the effect of a PD program on TC longitudinally and revealed that the program led to changes in TC and its development of vocabulary teaching. However, the changes in TC did not necessarily translate into altered classroom practices, indicating that though changes in TC are closely linked to changes in practices, the occurrence of changes in TC does not necessarily mean that changes in practices will occur. Moreover, cultural factors may mediate the link between TC and teaching practices. In line with the indication, Gao and Ma (2011) found that teachers in Hong Kong tend to prefer intentional vocabulary learning whereas those in Mainland China contextualized, suggesting social and cultural factors affected forming and changing TC. Thus, in the differences in TC cultural influences may also be observed. When incorporating research-based findings into TC and practices, it is necessary to take into account the cultural context.

## Suggestions for Future Research

Building on the previous findings, here are some suggestions for future research on TC in vocabulary teaching.

**First**, future research needs to analyze TC holistically because its development is a complex interaction of social, cultural, and individual factors. When investigating such a complex phenomenon, researchers need to consider not only TC itself but also other factors including implemented syllabi, relationships with learners, and culture. Besides a few exceptions like Sánchez-Gutiérrez et al. (2022), which adopted multiple data sources for triangulation (e.g., syllabi, PowerPoints, exams), few studies have taken such a comprehensive approach; therefore, future research needs to consider data triangulation to provide deeper insights into how TC in vocabulary teaching develops. Researching students' perceptions regarding vocabulary teaching is also essential to comprehend TC. This is because teachers' instructional practices are largely influenced by students' voices. For example, in Sánchez-Gutiérrez et al.'s study, teachers were to focus on grammar teaching over vocabulary teaching with more questions about grammar by students.

### 1. Holistic Analysis

In addition, future studies need to consider not merely external factors such as social and cultural effects but also internal factors such as individual differences or teaching experience. When TC develops being affected by external factors, internal factors such as learning experience, teaching experience, and the capability of accepting new opinions should interact. For example, even if teachers receive identical teacher training, the influence on each teacher and how the TC of each teacher changes differ (Chung & Fisher, 2022). The divergence results from interactions with individual differences, and how the interactions occur needs investigating.

**Second**, additional research with divergent language backgrounds from previous studies is necessary because the difference will make various TCs. When language structure, vocabulary, or pronunciation are similar to learners' L1, teachers and learners can make use of the advantage. In contrast, when a learner's L1 is far from a target language, teachers need to take measures to overcome the difficulty including providing sample sentences and using mnemonics. Considering such a difference, teaching methods and TC will vary depending on L1 and L2. Thus, further research with a wide variety of L1 and L2 is necessary to expand the TC research field.

## 2. Research with Different L1 and L2

## 3. Longitudinal Research with Changes in Practices

**Third**, future researchers should conduct longitudinal studies to track how TC evolves while examining changes in teaching practices in actual classrooms. As Chung and Fisher (2022) identified, the development of TC is not a linear but incremental process. Moreover, changes in TC and practices and students' reactions are complementary. As a teacher's TC changes, the instructional ways in the classroom can change, and the students' reactions can change accordingly. In turn, these reactions further inform teachers' decisions regarding how to teach afterward. Concerning vocabulary teaching, since vocabulary knowledge is acquired incrementally (Nation, 2022; Webb & Nation, 2017), students' reactions to instructions and what students need to learn vary class by class. The changes are not only fleeting but rather take place over a long period. In addition, classroom environments are dynamic in which other factors such as motivation, and relationships with classmates influence each other (see Feryok, 2010). Therefore, changes of TC in the classroom environment should be intertwined within that long period, not only focusing on a short period of changes.

## Conclusion

This article reviewed key findings from previous studies on TC of vocabulary instruction and made some suggestions for future research. To bridge a gap between teachers and researchers, investigating TC can be a solution because it allows researchers to understand what teachers believe, think, and do. For teachers, learning what research has revealed and recommended via professional development training can help their instruction improve. Researchers and teachers can learn from each other through TC and it should spark the bridging between theories and practices.

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## Rhetorical Listening as a Tactic to Promote Cross-Cultural Consciousness of Muslim Women in the American Society

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Ratcliffe (2005) questioned, "I conceded that women may need to learn to speak up more. But why ... cannot men also expand their repertoire of listening skills. And why ... cannot listening itself be revalued" (p. 21)? As a Muslim migrant woman, these are the questions that always come to mind every single time I have experienced stigmatization for being Muslim. The daily microaggressions I face as a visibly Muslim woman include remarks like, "I am glad your husband allows you to grab coffee with us," "Wow! You have good English," "Before we knew your name, we used to call you the girl with a headcover," and "Dogs scare you; I know it is a cultural thing." This serves as a constant reminder of the biases we, Muslim women, encounter and receive from both men and women in the United States. The difference between Ratcliffe's concerns and any Muslim woman is that Muslim women are not merely seeking American men's listening; their narratives, which transgressed gender to include religion, race, social class, and culture, need to be heard and understood by the whole American society. Thus, the question I raise here is why do I, or any Muslim woman, have to convey our stories while some Westerners are not willing to listen or do not know how to listen to us? This is why Ratcliffe (1999) conceptualized rhetorical listening as a "code of cross-cultural communication" so that individuals can understand the complexities of gender and race (p. 197). Despite the contributions of previous research in the body of literature about the capacity of rhetorical listening to amplify minoritized voices, little research has explored how it may afford a better understanding of Muslim women's cultural logics and religion for fostering effective cross-cultural communication.

## Gendered Misrepresentations of Muslim Women

A substantial body of literature documented the misconceptions associated with the Islam religion and Muslims in Western society. Haque and Tubba (2018) attributed the increasing Islamophobic ideologies against Muslims to the “[o]verrepresentation of media coverage,” (p. 76) which depicted Muslims as barbaric, violent, and incompatible with the American culture (Alimahmod-Wilson, 2020). Islamophobia has been defined as a “general umbrella term that indicates acts or feelings against Muslims based on fear, dislike, and discrimination, which in turn create boundaries between ‘us’ and ‘them’ ” (Eum, 2017, p. 831). This binary constructed by the Orientals has been intensified after the attacks of 9/11 and resurrected in the last decade due to the politicians’ rhetoric against Muslims in general and women in particular. Orientalist tropes are accountable for the disinformation that emerged in the visual media against Muslim women as being pitiable, oppressed, exploited, hypersexualized, and subjugated (Islam, 2019). This misogynistic discourse has adverse consequences on Muslim women’s agency and subjectivities, depriving their voices of being heard for a long time in the West (Abu-Lughod, 2013; Islam, 2019).

One example of the misunderstanding between Muslim women and American society is the practice of veiling. Muslim women wear hijab or headscarf as a part of their religious and cultural practices (Zimmerman, 2014). However, hijab has been politicized and given negative meanings, representing Muslim women’s subjugation to religious patriarchy and depicting hijab as an “extension” to the terrorism associated with Muslim men (Al Faham & Ernst, 2016, p. 130). This disregards Muslim women’s agency along with other regional and cultural perspectives Muslim women consider in veiling choices. Such a narrative came as a result of constant confusion between the Islam religion and the culture of some regions (Raja, 2014), portraying unequal genderism discourses and false patriarchy for men over women (Alimahmod-Wilson, 2020). Therefore, Muslim women’s resistance and activism to counter such pervasive narratives in the workplace, on campuses, or even online is well documented (Islam, 2019). Despite their ability to speak up, their voices are still in need of an ear. According to Stenberg (2011, p. 250),

“The addition of voices makes little difference if there isn’t equal attention devoted to careful listening ... it is insufficient to invite new voices to speak without altering the structures that excluded them in the first place.”

Therefore, I brought this Orientalist history to the discussion as a part of the equation to understand why Muslim women are racialized, and why American society needs to lend an ear to this marginalized group.

## Rhetorical Listening

Ratcliffe (1999) defined rhetorical listening as a “new trope of interpretive invention” (p. 196), which requires “an openness that a person may choose to assume in relation to any person, text, or culture” (Ratcliffe, 2005, p. 1). This openness has the potential to facilitate cross-cultural communication among diverse groups by enabling individuals to recognize their distinct discourses emanating from different positionalities, interrogate their power and biases, address their privileges, and hear differences as “harmony” (Ratcliffe, 1999, p. 203). It also eliminates any inherited hierarchy of speaker and listener. Both are active agents in reciprocating discourses and are committed to flushing any early judgments out of these discourses (Cui, 2019). Both can be heard without urging themselves to agree with one another. Thus, Ratcliffe (2005) critiqued Burke’s theory of identification in which there is only a space for commonalities, not differences. Rather, analyzing the claims made by others in an attempt to understand their differences and diverse cultural categories (age, language, culture, race), gives interpretations to these claims. This re-envisioning of difference is a legitimate component for “societal survival” and for constructing conscious identifications, which challenge the narratives made by the uneven power and history (Ratcliffe, 2005, p. 66).

Nevertheless, Ratcliffe (1999) problematized the uneasiness of constructing these conscious identifications due to the dominant ideologies and cultural presuppositions, as well as stereotypes that are deeply inherited in society (Cui, 2019). Connecting this discussion to Muslim women, I argue that the existing stereotypes and misconceptions of Muslim women hinder having conscious identifications. Moreover, Muslim women's identities have long been constructed at the intersection of race, gender, religion, social class, and culture, as well as the dominant social and political discourses (Zimmerman, 2014). Without an adequate understanding of intersectionality, "a heuristic device for illuminating discrimination" (Davis, 2019, p. 114), Muslim women's experiences will not be fully understood (Karaman & Christian, 2020). Therefore, the failure to recognize Muslim women's social, political, and cultural logics, which leads to aggravated marginalization, can be attributed to the divided logos or disidentifications functioned by dominant groups over non-dominant ones.

To elaborate more on disidentifications, the Greek term "logos" can be defined as a "system of discourse within which a culture reasons and derives its truth [...] and its verb form *legein* [which] means both saying and laying" (Ratcliffe, 1999, p. 202). This laying suggests paying keen attention to hearing the thoughts being said, allowing listening to occur. While divided logos interrupt this approach by prioritizing "saying" over "laying", divided logos also perpetuate the dominance of some cultural groups, thus silencing others. The neglect of laying or listening to minoritized groups has often been misinterpreted as silence; however, it is not just silence, it is a form of silencing (Ratcliffe, 1999; Stenberg, 2011). Karaman and Christian (2020) emphasized that Muslim women tend to remain silent as a strategy to cope with American society; however, I argue that these Muslim women students in their study have been silenced as a result of confronting racialization and social exclusion on their campuses.

Although I suggest rhetorical listening as a tactic for American individuals to interrogate the misconceptions of Muslim women, Ratcliffe (2005) emphasized that troubled identifications will not be ended forever within rhetorical listening. However, they will probably gain visibility and audibility through which they would be relevantly negotiable. Therefore, the intention of listening to understand should be attendant in the minds of the listeners, enabling them to realize the aims, motivation, and cultural logics lurking and embedded in the speaker's speech (Jones, 2019).

However, understanding these processes does not necessarily mean that individuals develop a full understanding of others' experiences and differences. There is a terrain wherein listeners have adequate time to think, lay down, reflect, and dwell in speakers' experiences to accept their differences, not to agree with everything, but to understand why and how differently the other groups' logics shape their lives (Cui, 2019; Ratcliffe, 1999). To this end, Ratcliffe (2005) suggested non-identification. Within non-identification, the speaker and listener are equally positioned in this open space that allows their differences, gaps, and contradictions to be discussed and heard. This acceptance and openness to difference neither requires having consensus on whatever was heard nor guarantees a successful communicative environment. Instead, it motivates both speakers and listeners to believe in differences that exist due to all the social, political, cultural, and religious diversity. Thus, non-identification can be conceptualized as a plain area that rhetorical listening aims to create wherein individuals abandon their identification and disidentifications to construct new understandings consciously and ethically from what they hear (Ratcliffe, 2005).



### A Call to Action

I call on scholars and researchers, including myself, to conduct empirical studies to explore how this tactic may bridge the interracial, intercultural, interreligious, and gender-related gaps between some individuals in American society and Muslim women in a way that contributes to dismantling the pervasive stereotypes and deconstructing the harmful ideologies that impact the lives of the Muslim women in the United States. Muslim women's racialization has to be understood by illuminating the lens of intersectionality through which race, gender, religion, culture, and social class are tightly connected to the power dynamics and discursive practices operating in Western societies against Muslim women (Karaman & Christian, 2020; Zimmerman, 2014). Now is the time to celebrate Muslim women's experiences and narratives!

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**Resource review of:  
Crawford, K. F., & Windsor, L. C. (2021). *The PhD parenthood trap: Caught between work and family in academia*.  
Georgetown University Press.**

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Kerry F. Crawford and Leah C. Windsor's *The PhD Parenthood Trap: Caught Between Work and Family in Academia* offers an in-depth and eye-opening examination of the tough balancing act between academic careers and family life, especially for parents. Reading this book from the perspective of an unmarried male without kids was a bit of a revelation for me. It gave me a much clearer picture of the immense challenges academic parents face—challenges that people like myself, who don't have caregiving responsibilities, might easily overlook. This book really exposed me to the structural barriers that make academia less supportive for parents, especially mothers. The evidence presented in this book highlights that these systemic issues necessitate immediate and substantial reform, which has been long overdue.

Crawford and Windsor base the book on a 2017 survey where they asked academic parents—individuals in academia, such as graduate students, postdoctoral researchers, and faculty members, who are balancing their academic careers with raising children—to share their experiences. This survey runs throughout the book and gives real-world insights into the struggles of balancing family, parental leave, and work in academia. It's pretty clear from early on that academia is not very family-friendly, particularly in the early-career stages when researchers face intense pressure to teach, publish, and secure tenure. Throughout its nine chapters, the book touches on themes like the unique obstacles faced by student parents, the precariousness of non-tenure-track positions, and the elusive goal of achieving work-life balance. The personal stories from academic parents—both men and women—are woven into the analysis, showing how the system often forces them to make hard choices between their career ambitions and their family responsibilities.

From my own experiences and positionality, I hadn't realized how gender plays such a massive role in academic parenthood. *The PhD Parenthood Trap* makes it obvious that women, especially mothers, take on the majority of caregiving duties. Academia expects total dedication, but this clashes with the real-life demands of raising kids. Women are particularly penalized for stepping away from their work to care for their families. In Chapter 4, "*The Elusive Work-Life Balance*," the authors take on the popular advice that women should "lean in" and work harder to succeed. They argue instead for much-needed systemic change that actually recognizes the physical and emotional demands of parenthood. Honestly, this chapter made me rethink my own assumptions about what it means to be "dedicated" to work. For women, especially mothers, the stakes are higher. Not only do they need to keep pace with their male colleagues, but they also have to shoulder most of the domestic duties, usually without any real institutional support.

What I found especially powerful was how the book highlights issues that are often swept under the rug. In Chapter 7, "*Love, Loss, and Longing*," Crawford and Windsor talk about topics like infertility, miscarriage, and child loss. These are such difficult experiences, and they're rarely discussed openly, especially in professional settings. The authors show how academia fails to offer any meaningful support for parents dealing with these tragedies, leaving them to grieve in silence while still trying to keep up their academic productivity. This

chapter really struck me, making me think about how isolating these experiences must be and the mental health toll they must take on academic parents. Chapter 5, “Doctor, Parent: Recognizing the Range of Experiences,” highlights the experiences of fathers, adoptive parents, and partners who are often overlooked in these discussions. I found the personal stories in this chapter especially impactful—they really showed just how diverse and complex academic parenthood can be.

But what sets *The PhD Parenthood Trap* apart from just being a collection of personal stories is that the authors make it clear what needs to be done. Throughout the book, Crawford and Windsor advocate for specific institutional changes that could make academia more family-friendly. These aren’t just lofty ideas—they suggest practical changes, like extending the tenure clock for parents, making childcare more affordable, and establishing clear parental leave policies. The final chapter, “Looking Back, Moving Forward,” was particularly touching, as it includes reflections from senior scholars who’ve been through these challenges. Their advice to early-career academics is thoughtful and honest, and it left me with some hope that change is possible, even in a system as rigid as academia.

This book has given me a whole new perspective on academic life. I realize now just how much of the academic experience is shaped by unseen or unrecognized labor—especially the labor of parenting. Before reading this book, I hadn’t thought much about the privileges I have by not being tied down by family responsibilities. It’s made me more aware of how I, as a future academic, can better advocate for colleagues who are parents. It’s also made me rethink my views on work-life balance. I’ve always seen academia as a career that demands full dedication, but this book showed me that this expectation is not only unrealistic but also damaging, particularly for those trying to raise a family. The authors’ call for change really resonated with me, and I’ve found myself reflecting on how I can contribute to making academia a more supportive place for parents.

*The PhD Parenthood Trap* is a must-read for anyone in academia, whether or not they have kids. Crawford and Windsor provide a moving, well-researched, and practical look at what it’s like to be an academic parent today. For people like me—unmarried and without children—it offers a much-needed perspective on the invisible struggles of those who have to juggle career and family. The book doesn’t just critique the system—it offers hope and a roadmap for how academia can become a more inclusive, supportive environment for all scholars.

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## **Resource review of: Haggerty & Doyle (2015). 57 Ways to Screw Up in Grad School. University of Chicago Press.**

*Yarui Chen  
Florida State University*

The transition from undergraduate to graduate studies is challenging, especially for doctorate students. Unlike undergraduate students, doctorate students faced systematic stress from academic, institutional, lab or cohort, and socio-economic systems (Bekkouche et al., 2022). Although there are a lot of challenges faced by graduate students, Byrd and Macdonald (2005) found that the prior life experiences and family motivation of first-generation graduate students equipped them with essential time management skills, a goal-oriented attitude, and self-advocacy skills.

However, as a first-generation PhD student, I had no idea about the life of a doctoral student and the unspoken but well-known secrets of academia before graduate school. This book provides 57 suggestions for graduate students to manage their graduate school life, especially for those who want to be in the tenure-track professor job market. In this book, Haggerty and Doyle use critical and sincere expressions to explain why these actions will screw up your journey and provide strategies for graduate students to advocate their academic success.

Haggerty and Doyle's book identifies five main principles and subdivides them into 57 overall suggestions. The first is to take advantage of all the opportunities and resources, such as developing writing skills, teaching experience, and socialization. The second is to take responsibility, as you are the only person who is responsible for your degree and career. Your supervisors, faculty members, and support staff can help shape your experience, so it is important to build healthy professional relationships. The third is to have an attentive attitude rather than a cavalier attitude. Looking for the right assistance if needed is the fourth, which means directing the questions to the right person. The last one is to build a professional reputation as a scholar and human being. These five principles provide a comprehensive framework for navigating graduate school and shaping both academic and professional growth.

The major strengths of this book are explaining the reasons for some screw-ups in-depth and providing detailed advice in helping students avoid mistakes and make smart choices. The advice that they give is valuable for graduate students. For example, they encourage students to spend and protect their writing time regularly and ask for book review opportunities. Writing, like playing guitar or tap dancing, requires constant effort and is the most important skill a scholar needs. The teaching assistant (TA) experience is valuable for graduate students to develop their teaching skills and demonstrate them in the job market. Eliciting informal feedback from students in the mid-term would help the TAs know where they need to improve. For socialization, they recommended joining conferences and hanging out inclusively with people from different institutes and communities. Graduate students should form healthy relationships with their supervisors because they are critical to their academic success. Authors also suggest some strategies like discussing with supervisors regularly and sending meeting notes after each meeting. This attentive and serious attitude also helps to build your reputation, which is crucial for trust, collaboration, and career advancement in academia, while also opens doors for leadership opportunities and partnerships.

The book also offers very specific strategies, including answers to prepare and the questions to avoid for graduate students to use in job talks. Although the audience of this book consists of students aiming to develop careers in higher education, the last two suggestions are about leaving the doctoral program and exploring alternative occupations, which were once viewed as failures. A PhD is a significant investment of time, energy, and money; thus, it is understandable that graduate students may choose to find a fulfilling career and withdraw with a master's degree. The dilemma of securing a professor position is widely acknowledged due to the lack of available positions and funding. Some individuals obtain faculty roles after several years of postdoctoral work, yet in competitive fields, they may still be considered early-career researchers. Haggerty and Doyle suggest that "mastering out" or "not working in academia after getting a PhD" are not a failure, as many people have had promising and lucrative careers in government and private research centres. I believe this encouragement is necessary for graduate students because doing a PhD is a brave endeavour.

However, one aspect that has not been covered in this book is about graduate student's mental and emotional well-being. Although the authors mention counselling resources on campus and the importance of work-life balance, these suggestions are not enough for graduate students especially after the pandemic. The changed online learning style in graduate school increased depressive and generalised anxiety disorder among graduate students (Chirikov et al., 2020). Maintaining work and study routines and religious practice whether working at an office or work from home were attested by Scorsolini-Comin et al. (2021) as a protective method for graduate students' mental health. Joining group-based self-compassion and savoring activities also creates a comfortable space for graduate students to share their difficulties, positively influencing their self-compassion and resilience (Paucsik et al., 2020).

Haggerty and Doyle (2015) sum up the graduate school experience as a long-distance backpacking trek, as both require constant endurance and strong mental resilience to reach the finish line. Overall, I believe Haggerty and Doyle's book highlights the beneficial mindset that graduate students should build in their grad school journey, and it is a must-read for students considering or already in a doctoral program.



**Yarui Chen** is a first-year Ph.D. student in Educational Psychology at Florida State University, affiliated with the Florida Center for Reading Research. Her research broadly focuses on children's language development in early childhood and how interventions by parents and teachers can scaffold this development. Prior to starting her Ph.D. program, Yarui received her master's degree in TESOL and Applied Linguistics from Boston University, where she worked at the Social Learning Lab and the Boston University Conference on Language Development. She later worked as an ESL instructor in higher education institutions in Boston.

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## Resource review of: Plonsky, L. (Ed.) (2024). *Open science in applied linguistics*. Applied Linguistics Press.

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University of Leeds

Open science is an inclusive term that combines various practices and movements to make research openly available, accessible, and reusable (Liu et al., 2023). There has been a growing interest in open science in our field. A number of special issues of prominent journals in the field have been dedicated to the topic. These include, among others: a special issue of *Language Learning* on whether and why open research practices are the future for language learning research (Marsden & Morgan-Short, 2023); a special issue of *Language Testing* on open science practices in language testing and assessment (Winke, 2024); a series of viewpoint articles in the *Dutch Journal of Applied Linguistics* on diamond open access (Andringa et al., 2024); and a special issue of *Studies in Second Language Acquisition* on replication studies (forthcoming in September 2024). Open Applied Linguistics (2024), a research network affiliated with AILA (International Association of Applied Linguistics), has attracted more than 1,500 followers on social media within just two years of its launch. Members of this network include researchers at all career stages and from different subfields (Liu et al., 2024). It is therefore foreseeable that the momentum of open science will continue to grow.

As graduate students, we have much to gain from developing in-depth knowledge of open science, as open research practices have a positive impact on the validity, reliability, and replicability of our research (Marsden & Morgan-Short, 2023). However, many of us still do not know much about what it is and where to start. The book *Open Science in Applied Linguistics* (Plonsky, 2024) provides a timely introduction for graduate students to build such knowledge.

This book has four sections. The first section is a Conceptual Introduction of the key issues and terms, including open science and study quality, metascience and research ethics in open science (Chapters 1 to 4). The second part on Application provides practical guidelines for integrating the principles of open science in pre-registration, research materials, and data analysis (Chapters 5 to 10). The third section on Open Science at the Organizational and Institutional Level suggests what graduate programs, societies, funding agencies, and journals can do to promote a culture of open science (Chapters 11 to 13). The Closing section looks at the future of open science in applied linguistics (Chapter 14).

**Xuechun Huang** is a second-year PhD student at the School of Education, University of Leeds, UK. Her research interests include vocabulary studies, technology-enhanced language learning, and translanguaging. She holds an MSc in Applied Linguistics and Second Language Acquisition from the University of Oxford. She is a CELTA-qualified English language teacher and a teaching assistant for undergraduate and graduate modules at the University of Leeds. She also serves as the Event Coordinator at Open Applied Linguistics Research Network. She has won the Best Student Work-in-progress Presentation Award at the BAAL Vocabulary SIG Annual Conference 2024.



In addition to reflecting a central theme of how open science relates to study quality (Chapters 1 and 2) and ethics (Chapter 3), many chapters in this book have highlighted the relevance of graduate studies to open science. In fact, graduate students are no less positive in attitudes towards open science than researchers at other career stages (Chapter 4). Preregistration, although it might sound unfamiliar, is very similar to research proposals defended at graduate level (Chapter 8). Replication studies can be conducted for master's dissertations or qualifying research papers (Chapters 9 and 11). Community-based dissemination of accessible research can be facilitated through the involvement of graduate students (Chapter 10). For those who are designing research materials and preparing for data analysis, there are many databases, tools, and examples that applied linguists may find helpful (Chapters 5, 6, and 7). Understanding the nature of journal publication modes can help us make informed decisions about publishing and understand what this means for us as consumers of research (Chapters 12 and 13). Overall, this book has critically discussed various dimensions of open science, including its benefits, limitations, and resources. Another highlight of this book is that it is published by a fully open-access publisher, Applied Linguistics Press. Therefore, this book represents a significant step forward in our field both in terms of its content and its publication mode.

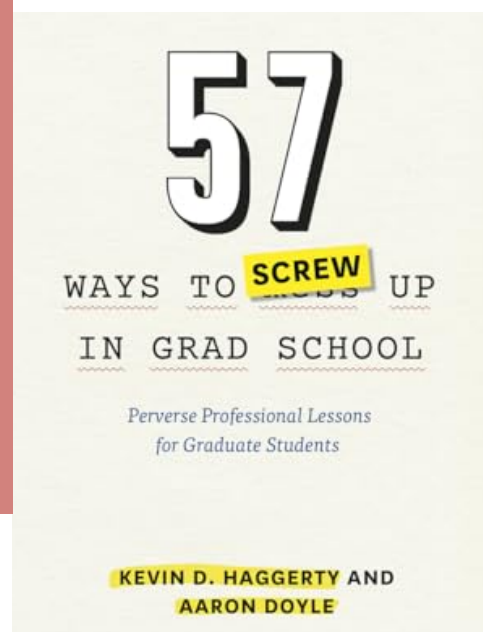
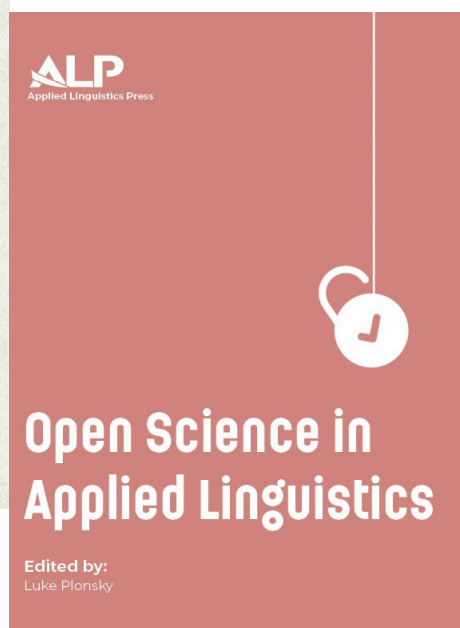
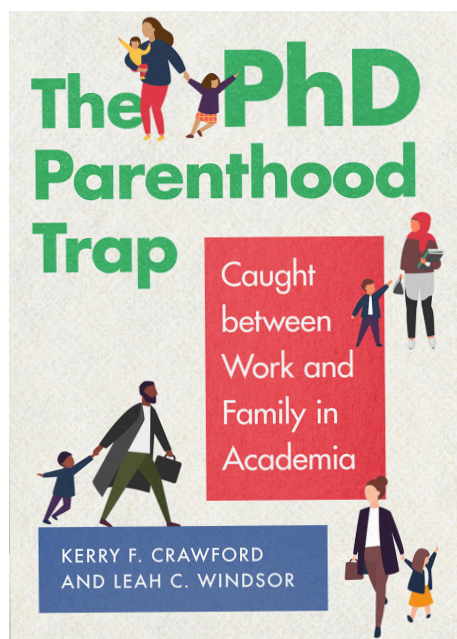
Graduate students can use this resource in at least three ways. First, for those who are new to open science, this can be an introductory handbook to develop initial knowledge. When used for this purpose, it is better to read from beginning to end. Second, for those who are ready to implement open science, this book can be a roadmap for trying out the different aspects of open science in line with the opportunities offered by the graduate program. Chapter 11, *"Promoting Open Science Practices: What Can (Should) Graduate Programs Do?"*, is a good place to start. Although this chapter is written for faculty members, graduate students can benefit from reading it as well. Read Chapter 11, identify the elements that can be acted upon (e.g., open data), and then go to the appropriate chapter for more details (e.g., Chapter 6 for open data). However, the practices mentioned throughout this book may have different levels of difficulty for graduate students, which the book does not explicitly address. Therefore, those interested in the level of knowledge and effort required to implement open science can read this book along with Kathawalla et al. (2021). Kathawalla et al. listed eight open science practices according to the ease of getting involved for graduate students. They suggest that for graduate students, it is relatively easy to organize an open science journal club, have a project workflow, or post preprints. It may be harder, though, for graduate students to create reproducible code, share data, and engage in transparent manuscript writing as well as preregistration. It may be most challenging for graduate students to submit Registered Reports. However, with persistence and support, exploring these different ways of using the resources can become a valuable learning experience for graduate students to build research skills and confidence.

We as graduate students may also have our own approaches to open science. Due to the diversity of research areas in our field, a 'buffet approach' to open science (Bergmann, 2023) is popular. This approach encourages researchers to choose open science based on specific contexts and projects. It suggests that (1) we might not be able to try everything, (2) we do not have to try everything at once, and (3) we need to label our practice. It is also useful to follow the conventions for specific types of research. For example, although Kathawalla et al. consider preregistration to be of medium difficulty, many graduate students have registered their systematic reviews (usually for their master's or doctoral dissertations) in the International Database of Education Systematic Reviews (IDESR) database (n.d.). By referring to the guidelines most relevant to our project, together with general recommendations on open science, we can gain a comprehensive understanding of why, when, and how to adopt open science practices.

As the editor of this resource book has called for further actions to be taken by AAAL and other professional organizations, I hope this review can help the AAAL Grads community to reflect and act on such recommendations to engage in open science. I believe that graduate students will find this book useful not only when we are learning the principles of high-quality and open research, but always so along our careers. There has been a discussion on what the future of open science looks like (Chapter 14), but its true shape will be determined by the actions and achievements of current graduate students, both now and in the years to come.

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# The Story of Language

Creative  
Corner

*By K M Jubair Uddin  
University of Memphis*

With the dawn of civilization, language evolves from the cave  
With brain and brawn, people overcome naïve,  
Through weaving around, words start to pave,  
With great little pace, for something, society craves.

With the onset of the language, nations are divided  
Things similar but different are hugely hoarded,  
With the length of time, human nature is decoded,  
Hopes nurtured in mind for bridges are unfolded,

Words bring solace, but, they wage war  
People come closer, but, they are far,  
Words clear the way, though they get all flustered,  
Conflict falls apart with the hope of the myth buster.

Intellectuals conceal the thoughts, politicians foist  
Poets contemplate the words, comedians make twists,  
Flatters add the colors to it, Sage throws a quest,  
Cultured people complicate it, commoners give it a moist.

From dawn to dusk, language comes to an end  
Nowadays, blessings in disguise, the media comes to defend,  
With the demand of multitude, diversity comes to apprehend,  
With unity and variety, language gets to transcend.

Men and women are asymmetrical in voice  
One fell into a trap for artistic choices.  
Another has to pay the price for the words coys,  
Both nurture hope with language and rejoice.

Sometimes language is short; images and pictures  
Nobody is aware of its structure and nature,  
People talk of semiotics in varied postures,  
People dive deep into their color and texture.

From many to many, language has a history  
How it binds the people is still a mystery!  
It molds the culture with a rich tapestry,  
With cadence and rhythm, it makes a story.

**Explanation:**

"The Story of Language" provides an account of the origin, growth, actions, varieties, and complications of language. It describes the emergence of language in the ancient world through the shaping of various languages, the formation of diverse modes of expression, and the development of society and culture. It also discusses different aspects of language related to human nature and linguistic forms—how language creates complications, makes division, forms divergent viewpoints, breaks relationships, promotes intimacy, and puts individuals at a distance. It also gives an idea about how individuals manipulate language to either conceal or reveal their true intentions. I believe the poem portrays different actions and a continuing mystery, which we all together try to unravel over time.



The first stanza reveals how language came into existence for communication. Its journey started with the inscription on the wall of the cave with the portrait of signs and symbols. Then, man overcame ignorance through their reason and intuitive power; here it is referred to in the poem as "brain and brawn." Then, "weave around," which relates to gradually facilitating communication with the coinage of words, as ancient civilizations demanded to bridge the gaps and build relationships.

The second stanza thinks about a variety of languages that give rise to making many men, many thoughts. People feel the same but express themselves differently, leading to variety and discord in society. It is believed that language segregates people. It bears the sentiment and emotion of the individual, and hence, people's identities are analyzed and judged in a variety of ways, but people believe in hope to usher in harmony among people despite differences.

The third stanza explores the positive and negative aspects of language. Words can heal people, but they bring war. Sometimes words are employed to deceive people, who feel demotivated by the dozy words of a human being. Then, these flustered words also become part of the confusion, but they can be used to resolve crises and clear misconceptions to promote peace and understanding.

The fourth stanza deals with the variation of the same language among different people, and from this, we can understand the disposition, culture, and customs of the different people. For instance, intellectuals disclose their thoughts through brevity. People will have to infer the meaning. Politicians play with language to deceive the people to get the upper hand. Poets add colors to it and craft it to make language resonant and attractive. The civilized use language to retain originality and novelty of the language, whereas the proletariat uses it to make it easier and more comfortable. What a linguistic diversity!

The fifth stanza discusses the daily disappearance of languages worldwide due to globalization or the demise of minority populations. However, in this respect, sometimes technology plays an important role in saving the dying language. But sometimes, due to media representation, one language gets dominant, leading other languages into oblivion. Diversity, on the other hand, results from the representation of different languages in the media. In this way, people get to know each other through experiencing languages with the blessing of technology, and hence, solidarity nests among the people that transcend boundaries and foster communication across the country and world.

In the sixth stanza, we can see that men and women utilize the language and think differently. The poem highlights the difference in language use across genders. It shows that men and women can experience joy, but this joy can lead to unfortunate situations if they are deceived by charming words. On the other hand, some may be treated poorly for holding back and not expressing themselves at the right time. However, human beings rely on language to express joy and happiness.

The seventh stanza instructs the replacement of language through visual communication ('image and picture'), of which people are not aware, as signs and symbols speak more than words themselves. This means that people manipulate language's structure to their advantage and do not bother about their frailties. The mention of semiotics (the study of signs and symbols) implies that individuals are building silent language, which people want to delve into, interestingly, to get through the meaning.

Finally, the poem reiterates the history of language, which unites people with a common thread and connects people from diverse cultures and communities. The last stanza also talks about the evolving nature of language and finds the newness in use, forms, and variety across the demography. Finally, language is like a flowing river that turns in different directions, carrying sediment that enriches society through its use, variation, and beauty.

**K M Jubair Uddin** is a PhD candidate in Applied Linguistics at the University of Memphis, where he also works as a graduate research assistant. His research interests include second language acquisition (SLA) and teaching, language assessment and testing, English for specific purposes, and bilingualism and multilingualism. He envisions contributing to developing language learning and assessment techniques that will work for the speakers of different languages in a multilingual environment. His work aims to integrate theory and practice, particularly in education, to explore better ways of learning languages for the coming generation.



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

*By Chia-Hsin [Jennifer] Yin (The Ohio State University), Nasiba Norova (University of Massachusetts Boston), Brittany Finch (Michigan State University), Yixuan Wang (University of Georgia), John Odulele (University of Alaska Fairbanks), and Carla Consolon (The University of Oregon)*

### Introduction

The American Association for Applied Linguistics (AAAL) places a great emphasis on justice, equity, diversity, and inclusion (JEDI) as a professional organization. Accordingly, the AAAL-Graduate Student Council (GSC) administered a survey within the AAAL graduate student community to get feedback from student members. While the survey garnered responses from thirty-three graduate student participants, reflecting authentic and insightful feedback, the response rate was relatively low (N =33). The first section of this report will focus on the demographic landscape, which will provide an overview of members' institutional and personal backgrounds, showing their geographical, academic, and demographic differences. The second section will focus on rating experiences; we will analyze members' views toward the GSC's efforts in promoting JEDI's values. The third section and the final remark will be about experiences, suggestions, and dedications; we will relate the survey to AAAL GSC and JEDI's commitment, then a final remark will be provided.

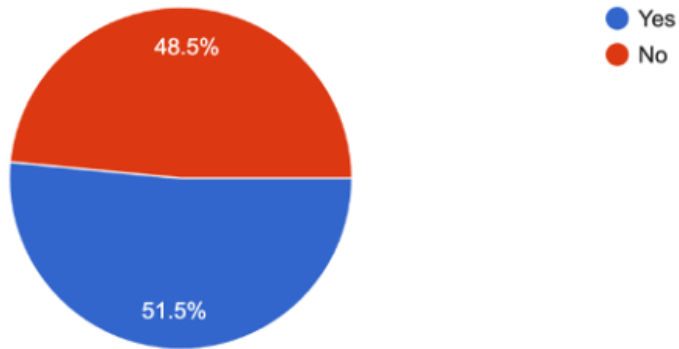
### Demographic Landscape

The first section of the survey addressed institutional and individual characteristics pertaining to the geographical distribution of the students' institutions, types of educational institutions, and areas of research. We also requested students to disclose their demographic information, such as level of study, age, gender, race, ethnicity, country of origin, sexual orientation, religion/faith, immigration status, familial status, generational education, and disability/service status. There were mixed proportions across these areas among the 33 generated survey responses.

#### Institutional characteristics

The geographical distribution of the institutions displayed national and international concentrations. While national distributions indicated the predominance of the Midwest, Southwest, and Northeastern regions, international distributions showed affiliations from countries such as Canada, China, Sweden, Japan, Belgium, and the UK. The survey also showed that most students (N = 10, 33.3%) received funding for attending the AAAL conference from their universities, while another quarter (N = 8, 24.2%) used their personal funds. A mix of personal funds and university funds was also an alternative option for a few students (N = 4, 12.1%). Lack of financial assistance has been a major hindrance for more than half (N=16, 51%) of students to attend the conference (Figure 1). Finally, respondents' academic and professional fields are multilingual language education, teacher education, African and African American studies, composition and applied linguistics, second language studies, international communication, English education, social work, and TESOL.

**Figure 1**  
Distribution of Lack of Funding Preventing AAAL Attendance among Participants

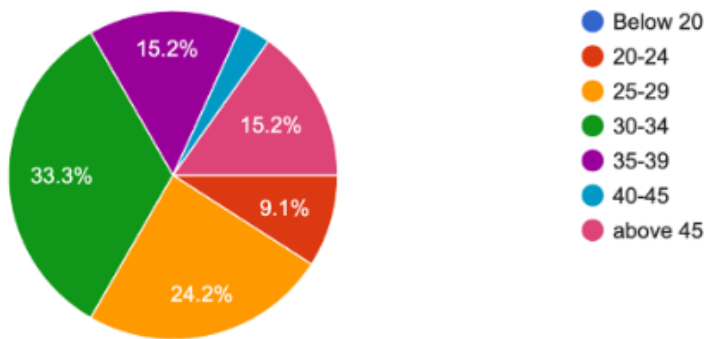


Individual characteristics

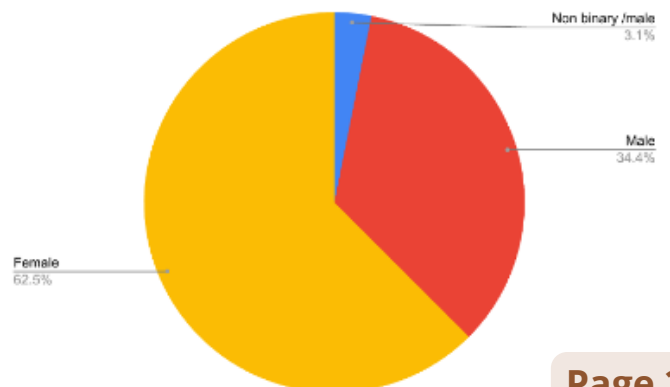
Students' level of study showed that most respondents are enrolled in doctoral programs ( N =28, 84.8%), while those at the master's level appeared at (N = 4, 12.1%). A little over half of students (N =21, 63.6%) of these graduate students were first-generation graduate students, and a third were second-generation graduate students (N =10, 30.3%). Additionally, students between 30 and 34 were the main age group in the survey results. Lastly, 62.5% ( N= 21) of respondents identified themselves as female, and 34.4 % (N = 11) as males. One person identified as non-binary/male. Figures 2 and 3 below describe the distributions of age and gender in the data.

**Figure 2**  
Age Distribution among Participants

33 responses

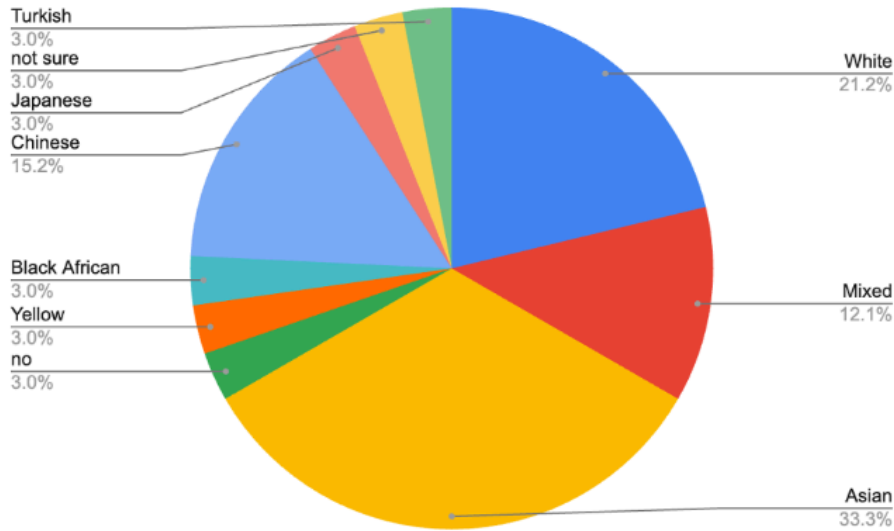


**Figure 3**  
Gender Distribution among Participants



Racewise, the reported ethnicity spread across varying categories, as shown in Figure 4. According to respondents' self-report, 3% of students responded "unsure," 3% (N = 1) preferred not to say. In addition, they self-identified as White (N = 7, 21.2%), Chinese (N =5, 15.2%), mixed race (N=4, 12.1%), Black African (N=1, 3%), Yellow (N=1, 3%), Japanese (N=1, 3%), and Turkish (N=1, 3%). It is demonstrated that AAAL graduate students are diverse as reflected in their self-reported ethnic identity.

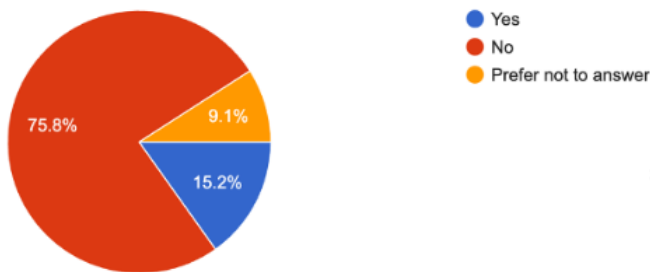
**Figure 4**  
Distribution of Race among Participants



The survey shows that apart from being graduate students, the respondents are also caregivers for their family members (N =5, 15.2%). Further, five students out of 33 reported having disabilities, and three students preferred not to disclose this information. Lastly, almost a third of the respondents expressed that they have been practicing religion(s), while three students preferred not to answer this question. Figures 5 and 6 below capture the percentages of students with different abilities and those who reported providing care for their family members and identified themselves as parents.

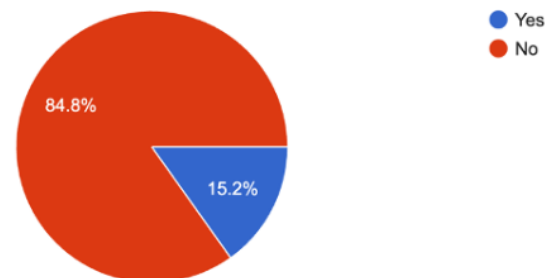
**Figure 5**  
Distribution of Students with Different Abilities

33 responses



**Figure 6**  
Distribution of Caregiver Students

33 responses



## Rating of Experience

The second section intends to reveal graduate students' attitudes toward events organized by the GSC. The response results illustrated that overall graduate students in the AAAL community have had a positive experience with GSC events. Most respondents indicated that they strongly agree or agree that the GSC supports members from diverse backgrounds (N=22, 68%), connects graduate students/junior scholars with senior scholars from diverse backgrounds (N=22, 68%), and includes diverse topics and panelists (N=22, 66%). The satisfactory rate remains at a similar level from responses to questions regarding the GSC's effort to address its members' needs at different points in studies and careers (N=21, 65%) and the needs of scholars from the Global South (N=18, 64%). Nonetheless, the satisfactory rate is lower in responses to questions that are related to GSC's efforts to address the needs of members with families (N=14, 60%), with disabilities (N=13, 58%), international members (N=17, 58%), and LGBTQIA2S+ members (N=16, 61%).

Overall, the respondents have expressed that they have had positive experiences throughout GSC-organized events (N=21, 65%). The events hosted by the GSC were beneficial for future professional development (N=22, 68%) and fostered connections with peers (N=20, 64%). The responses to the 2024 JEDI and Satisfactory Survey help the GSC better understand how its events and JEDI initiatives have improved graduate student members' experiences at the conference and year-round events. With the implications from the data, the GSC can better continue to provide support and resources that create and maintain an inclusive community for members from diverse backgrounds. Meanwhile, this report also helps the GSC understand areas that need further attention and actions to address members' concerns and suggestions.

## Experiences and Suggestions

The third section of our survey focused on the experience of our members at the conference and at GSC events. These questions were formatted in a way that invited members to discuss their responses to the events and opportunities provided by AAAL in the previous year and how these experiences could be improved in the coming years. AAAL graduate student members enjoyed attending the Graduate Student Roundtable before the AAAL 2024 conference with almost 80% of respondents selecting this GSC event. Specifically, our members found the roundtable helpful for their academic and career development by providing a place for feedback, networking, and mentoring. Second, AAAL graduate student mentors enjoyed the graduate student social, though they would still like to see more social events in future conferences. Following the graduate student social, our graduate student members enjoyed the webinars, as we have also seen in previous years. Of note, the Networking and Finding Your Academic Niche workshops were well-received. A main theme echoed by members for future webinars and workshops was writing and publication. While respondents hold a rather positive attitude towards these aspects of AAAL, improvements can always be made to continue to grow with our members and make these events more accessible, especially in providing better spaces for mentor-mentee meetings and holding more social events. With regards to increasing accessibility and making AAAL more equitable, our graduate student members suggested more social events, but were overall happy with how AAAL GSC is doing with this.

The AAAL GSC survey continues to guide the GSC in its efforts to improve the conference and GSC events for its members. Taking these responses and insights into account, the GSC will prioritize events and aspects of the conference that promote social and networking events, support for in-progress research, and publishing as well as improving the experience for non-traditional student members, members with families, differently-abled scholars, and neurodivergent scholars.

## Final Remark

Year after year, AAAL renews its dedication to fostering diversity within and outside the organization. Recently, we've made various efforts to better understand our members' needs and to gain insights into the diversity present within AAAL. However, our work on diversity is ongoing and essential in every part of our organization. Conducting this survey annually is crucial to maintaining a current understanding of our community's evolving needs and changes. With this report, we aim to build a more inclusive community, highlighting the experiences of AAAL graduate students and sharing their values and aspirations related to diversity, equity, and inclusion (DEI) in Applied Linguistics.

## GET IN TOUCH WITH US!



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## Call for Proposals for the AAALGrads Newsletter (Spring 2025)

We are looking for writers to contribute to the Spring 2025 issue of the AAALGrads Newsletter. We are open to receiving a wide range of proposals and intend to showcase an array of topics and scholarly areas that our graduate student community is currently engaged with. Please consider submitting a proposal for any of the formats listed below. If selected, your work will be published in mid-March.

### Possible Submission Formats

We extend our call to include Feature Articles, Resource Reviews (e.g., books and technological tools), Creative Corner pieces (e.g., poetry, art, and video), short “how to” or “what I wish someone had told me” blurbs for the Professional Development Corner, and opinion pieces on topics affecting the AAALGrads community. Please refer to the provided examples for each submission format, but note that submissions are not limited to the presented examples. Additional examples can be found in past issues of the newsletter.

- **Feature Article.** A feature article should be 750-1,500 words. It should address and critically develop a question or idea relevant to the AAALGrads community. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative or service work.
- **Professional Development Corner.** Blurbs for the Professional Development Corner are 500-1,000-word “how to” or “what I wish someone had told me” reports by advanced graduate students. The format can take several shapes, such as, but not limited to: a short narrative of a successful strategy, a “do’s and don’ts” list, or a flowchart. The goal of this newsletter section is to give graduate students adequate support and guidance as they navigate their graduate careers. In that vein, please maintain a professional tone and positive outlook. *DO NOT refer to institutions, departments, or individual people by name.*
- **Resource Review.** A resource review should be about 500-1,000 words. It should critique material (e.g., books, textbooks, technological tools, or a website) that might be helpful to graduate students. You are expected to have read and/or used the material before you write your review. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness for graduate students.
- **Creative Corner.** The Creative Corner is a section designed to showcase the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, visual art/photography, and/or a high-quality video related to graduate student life. In your proposal, please be sure to describe the submission format (e.g., 25 MB .mp4 video). Reflections on personal experiences are encouraged. Taking a small step to acknowledge the current changes at the AAAL 2024 conference, we are pleased to announce that the *Creative Corner* now accepts submissions in languages other than English. If you choose to submit your work in a language other than English, please indicate the language used for the final submission and provide a brief explanation in English. Text-based creative submissions (poetry/essays) may be up to 1000 words. All submissions may be accompanied by a description of no more than 500 words.

- **Trending Topics Forum.** This forum gives you the opportunity to share your opinion on current issues, events, or topics affecting the AAALGrads community. Opinion pieces allow you to take a stance on a topic, share personal experiences, or issue a call to action. In your proposal, please be sure to describe the relevance of this issue to members of our community. Submissions to the Trending Topics Forum should be 500-1,000 words.

**Guidelines for Proposals, Submission, and Timeline**

Your proposal should...

- be approximately 300 words
- provide your name, department and institution, degree, and area of study
- identify the type of submission (feature article, Professional Development Corner, resource review, Creative Corner, or Trending Topics Forum)
- include an overview/description of your submission
- confirm your ability to commit to the timeline (provided below)

Proposals will be collected through this **Google Form** and are due by **Monday, January 20, 2025** (anywhere on Earth). You can submit a proposal if you are a current grad student or recent graduate. You do not have to be a current AAAL member.

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

| <b>Tentative Timeline</b><br><b>(Please note that this timeline may be subject to change)</b> |   |
|---|---|
| Monday, January 20, 2025  | Proposal due (in your time zone)  |
| Monday, January 27, 2025  | Authors notified of acceptance  |
| Monday, February 3, 2025  | First draft of manuscript due   |
| Friday, February 7, 2025  | Editors provide feedback to authors on first drafts                           |
| Friday, February 14, 2025   | Revised drafts due  |
| Friday, February 21, 2025   | Editors provide additional feedback if necessary                              |
| Friday, February 28, 2025   | Final drafts of manuscripts due. Authors provide short biography and headshot |
| Monday, March 3, 2025   | Editors return final draft with proofs  |
| Wednesday, March 5, 2025  | Authors respond to proofs   |

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

## Graduate Student Roundtable & Social Mixer

The AAAL GSC is pleased to announce the 3rd Annual Multilingual Matters Graduate Research Roundtable at AAAL 2025 in Denver. The Roundtable event will be held on **Friday, March 21st**, from **4:30pm to 6:30pm** at the Sheraton Denver Downtown Hotel (Room TBD), followed by a Social Mixer (**6:30 - 8:30 pm**) for you to unwind and network with food and drinks. This event is open to all graduate students attending the 2025 AAAL Conference, no separate registration fee required! Please look out for updates and the call for proposals/registration at the GSC website [link to: <https://www.aaal-gsc.org/roundtable>]

## Conference Roommate Finder

If you're interested in finding a roommate to share the cost, the GSC provides a supervised platform for roommate search discussions. Simply go to our convenient roommate finder [link to: <https://padlet.com/aaalgrads/aaal-conference-roommate-finder-denver-2025-3pzxajre8zfsi5hd>]

## Co-Parenting Finder

If you're interested in co-parenting, the GSC provides a supervised platform for co-parenting search discussions. Simply go to our convenient co-parenting finder [link to: <https://padlet.com/aaalgrads/aaal-conference-gsc-parenting-co-op-denver-2025-of5rh9n42gsfns8>]