

AAALGrads

THE AAAL GRADUATE STUDENT COUNCIL NEWSLETTER

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"Ginkgo turns toward winter" by Alyssa Wolfe

In Asian cultures, ginkgo symbolizes happiness, good fortune, longevity and resilience. As we move forward from the disruption of the pandemic, ginkgo can represent all that we've overcome and our ability to keep going. We know that even though the leaves change to yellow and will fall, the tree will endure and renew itself in the spring.

Plus -- **Diversity Survey Results**
Interview with Dr. Peter De Costa
Research Roundtable Announcement
and more!

Letter from the Co-Editors

Dear AAALGrads Community,

Welcome to the Fall 2022 issue of the AAALGrads Newsletter. Despite the challenges the pandemic brought to us and the aftermath of it, graduate students have remained vibrant and active across our organization and within their graduate programs and universities. This is our first issue as co-editors of the newsletter, and we look forward to a great and satisfying run. In this issue, we asked authors to discuss a wide range of topics intending to showcase an array of themes and scholarly areas that our graduate student community is currently engaged with. Even without an explicit theme, many of the articles in this issue address diversity and/or graduate student development, roles and identities, two important and timely issues for our readership as we move forward from the challenges of the past few years.

After shortlisting proposals, reviewing the submitted manuscripts and coordinating with the other GSC sub-committees to share relevant news and announcements, we are excited to introduce the Fall 2022 issue.

Submissions from our community include three feature articles, one professional development corner article, one resource review and one creative corner piece. All three of the feature articles take a personal and introspective lens to current topics in applied linguistics. These begin with Seongryeong Yu's discussion of reflexive thinking and researcher positionality, and continues with an analysis of microinvalidation and microracialization by Heri Yusup, and finally Nguyễn Hồng Ngọc shares an autoethnographic poetic inquiry of her experiences as a Japanese teacher. In the professional development corner, Omar Yacoub details his experiences with effective emotional and time management in a doctoral program. In the resource review section, Arisandy reviews *Cake*, a mobile application for vocabulary learning and pronunciation practice. Finally, Creative Corner features an interesting poem titled "Remember their Names" by Katie Hibner.

This issue also includes a letter from the GSC Co-chairs, the results of the Diversity survey as well as various announcements and updates from GSC sub-committees. Of note, this issue includes an interview with Dr. Peter De Costa covering graduate students in AAAL and the 2023 Conference and the initial information on the new Multilingual Matters Graduate Research Roundtable and Social Mixer is presented in a letter from the planning team for that event. Details on upcoming events are also included.

We are grateful to all of the authors who contributed to this issue, not only for providing the content of this issue,

but also for their patience and collaboration through the co-construction of drafts to final versions. We additionally commend them on the candor with which they shared their experiences with our community and we believe our readers will benefit from their thoughtful treatments of the topics. We encourage all members of our community to consider submitting articles for the Spring issue of the newsletter, for which the call for proposals is currently open.

We hope you enjoy this Fall 2022 issue of AAALGrads.

Sincerely,

Alyssa Wolfe, Edwin Dartey, Leila Gholami and Jieun Kim

Co-Editors

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Letter from the GSC Co-Chairs

Dear graduate student members of AAAL,

It is hard to believe that November is already here, and the AAAL conference is almost around the corner. Since taking the reins from the previous committee in the Spring, the Steering Committee has been hard at work advocating for the needs of graduate students to AAAL and developing initiatives that promote the academic and professional development of our members. We are excited to offer new events to support student members during the year and at the conference in Portland in March 2023.

Our sub-committees have been hard at work planning and executing projects and events that benefit our members. The Diversity Sub-committee has conducted the annual diversity survey and the results are reported in this issue (*p. 13*). The Event Planning team has been hard at work planning and hosting webinars for our members. A successful webinar was held in September on "Antiracist and Decolonial Applied Linguistics". Our next event is a webinar titled "Teaching while Grad Schooling" which will take place on Monday, December 5th, from 5:30-7 p.m. EST (see *p. 28* for details on these events). The Social Media sub-committee is finalizing an interview with Dr. Canagarajah about "Multilingualism in the Global South," which will be available on our social media pages soon, as well as coordinating upcoming posts to our blog.

The highlight of initiatives undertaken so far is the development of a new graduate-research and networking focused event in conjunction with the 2023 AAAL Conference. On Friday, March 17th, from 4 to 8 pm, we cordially invite you to join the inaugural event in the format of a research roundtable and social mixer, sponsored by Multilingual Matters. This event is open to graduate students and will feature faculty and students who will provide feedback on students' ongoing projects. Make sure to book your hotel stay and tickets to come to the conference before the start of event. We hope this roundtable will be a productive and successful event with positive outcome for years to come.

Additionally, two panels will be held at the conference during lunchtime on Saturday (3/18) and Sunday (3/19) based on themes of collaboration and mentorship. "Reimagining collaboration in Applied Linguistics" will take place on Saturday (3/18) and "Cultivating positive mentorship relationships in graduate school and beyond" will take place on Sunday (3/19). Details on conference events are available on *pages 27 and 28*.

We are also continuing initiatives related to the cost of attending the AAAL Conference like the roommate finder program and the design competition. Finding a roommate for the AAAL Conference is an excellent way to reduce the cost of attendance; the roommate finder details have been shared on our social media channels and are available on *p. 30*. Participating in the annual Design Competition is another way for student members to potentially offset conference costs as the designers of the winning logos receive a scholarship covering their registration fee; in addition, the proceeds from sales benefit through the Fund for the Future of Applied Linguistics, which in turn funds scholarships for graduate students to present at the conference. See *p. 30* for more details.

If you have questions, suggestions, or feedback for the GSC Steering Committee, please contact us at aaalgrads@gmail.com. We value your input and take your concerns seriously. Finally, please follow us on social media platforms to stay up-to-date on all of the happenings at AAAL geared toward graduate students.

Thank you!

Oksana Moroz and Jacob Rieker

Co-Chairs of the GSC Steering Committee

GSC Website: www.aaal-gsc.org
Facebook: [AAAL Graduate Students](#)
Twitter: [@AAALGrads](#)
YouTube: [AAAL GSC](#)
Instagram: [aaalgrad](#)

Reflexive Thinking: Researcher's Positionality

by Seongryeong Yu

Pennsylvania State University

Researching the beliefs, traditions, and cultures of people and their communities has acquired theoretical and practical support among today's qualitative researchers. The traditional notions of objectivity, authority, and validity of knowledge have been questioned while researching the site or participant's culture because the researcher's positionality is inextricably linked to the findings (Choi, 2006). We can often find a concept of the researcher positionality statements in most dissertations and empirical studies that contain researchers' ontological and epistemological ideas. These philosophical educational values are acknowledged to have an impact on our studies in the social world (Holmes, 2020). These values affect us throughout the practice of inquiry while we research ourselves or engage in the work of others, representations, and systems. In this article, I draw positionality as referring to a person's worldview as well as the stance they take about a study endeavor and the social and political context in which it is conducted (Foote & Bartell, 2011; Holmes, 2020; Rowe, 2014; Savin-Baden & Major, 2013). From this understanding, graduate students who are in the phase of collecting data, conducting fieldwork, or even those who have just started their degree would benefit from looking back at our values reflectively, mainly focused on positionality. As novice researchers, identifying who we are and what we want to see at the site, which is not fixed but inevitably fluid across time, we must engage in reflective thinking of researcher positionality.

Finding Positionality

I begin this discussion of the researcher's positionality with the empirical research that I am experiencing now. As a fourth-year international doctoral student and previously tenured schoolteacher, I narrowed down my research participants to children in two different sites: South Korea, my home country where I worked, and the United States, where I am currently doing my doctoral studies. In both locations, I experienced multi-layered feelings about myself that were similar but not identical. When I went back to Korea to collect data, I was a person who paused my job and was not in the teaching field for a period of time. I did not have permission to enter the room in the school that I had before, and my former colleagues now introduced me as 'the previous teacher who came from the US.' I was also not fully an outsider though, because some students either already knew of my presence due to their siblings, or still remembered me even after four years had passed. I still remember the structures of the school, the national curriculum, and the school systems; however, even with this familiarity, I couldn't be an insider at all. In the US, on the other hand, I was more than an outsider, unfamiliar with the school district system, and not that fluent in speaking English like 'adults' in the school. Still, the kids regarded me as "more teacher than student" because I am an adult. As an example of my experiences, below are excerpts from my field notes memo:

"Are you a spy? I remember you were a teacher here a few years ago." (Student, Korea)

"Does the homeroom teacher feel fine with your presence? Both students and the homeroom teacher might feel like they have two teachers in one classroom, which is not normal." (Teacher, Korea)

"You won't tell our homeroom teacher, right? Promise?" (Student, US)

"How do you want me to introduce you to the kids?" (Teacher, US)

The roles I should play in two different sites were both dependent on the knowledge I intended to produce and the purpose I wanted to observe which invited me to "think reflexively" (Lin, 2015). Similar to the aforementioned excerpts, my new positions such as 'teacher-researcher' and 'international researcher' have also given me a fresh shock on how it impacts teachers and children and how it differs from my previous positions. Echoing Holmes (2020), it is a natural process as we are researching the social world to which we belong by existing social actors. I would definitely say my positionality affects the research process and its findings as well. Students might be able to express themselves more in front of me because I am (continued on page 5)

(*cont.*) the only adult in the classroom who does not exist for 'teaching' but for 'playing' or 'learning' with them. Or they might hide their dialogue because I am still an adult, a former teacher who can share their stories with other teachers or parents. Resonating with this experience, Savin-Baden and Major (2013) identified three primary ways that a researcher may identify and develop their positionality: identifying our subject, participants, and research context/process. When I was in the field, my main thought was that acknowledging my position has the potential to influence research, how I perceive myself, and how I interact with others and contexts.

Positionality with Reflexivity

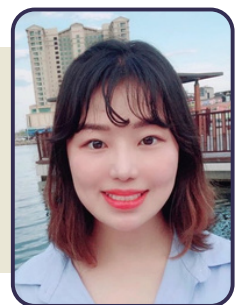
Positionality is informed by reflexivity because it necessitates the researcher's explicit self-awareness and self-evaluation of their ideas and positions and how they have affected the planning, execution, and interpretation of the data study findings (Greenbank, 2003; Holmes, 2020; May & Perry, 2017). All human beings' identities have been formed by interacting with each other and their communities, culturally, socially, legally, politically, and historically. Reflexivity calls for the researcher to be sensitive to their cultural, political, and social background while thinking of each individual in terms of their personal ethics, integrity, and social ideals (Bryman, 2016).

Drawing from this, I particularly encourage graduate students who are preparing to conduct fieldwork for data collection or who are in their first phase as graduate student researchers to reflect on their experiences. In the field, I questioned the relationship between students and teachers, and my own racialized and classed positionality as an Asian graduate student, researcher, and teacher. Sometimes I felt my various positions disconnected me from the research practice, but I attempted to acknowledge and disclose myself in the research and its process. Rather than eliminating the researcher's effect, Lin (2015) suggests asking the questions below to think reflexively about ourselves:

- Why do I do this research and what motivates me?
- What kind of knowledge will I produce?
- What is the possible impact of my research, and for whom? (Lin, 2015, p. 22)

We should engage in reflexive thought to define and accept our positionality, realizing that it is not fixed and will inevitably change over time. This will help us design our study to incorporate our amplified voices. As part of this process, Holmes (2020) also encourages us to pay close attention to our various roles as insiders or outsiders of the research subjects and the setting(s) in which the work is conducted, acknowledging that there may be both benefits and drawbacks that could have significant ramifications for data collection and interpretation. As graduate students or new researchers, I believe we would value our lives by articulating our positions while practicing reflexivity in order to improve as researchers.

Seongryeong Yu is a PhD candidate in Language, Culture, and Society at Pennsylvania State University. Having six years of teaching experiences with K-3 students, her research focuses on children's identity and literacy in relation to how children understand themselves in diverse contexts of a classroom community by exploring their literacy practices.



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Toward Everyday Discourse Devoid of Racism: Microinvalidation and Microracialization in Everyday Conversation

By Heri Yusup
University of Memphis

An Awkward Incident

I once met a man who seemed to be Japanese. As for myself, I am Indonesian. After exchanging names, the man and I shortly engaged in a conversation during which he revealed that his parents were Japanese. However, he stressed that he was born and raised in the USA. As the conversation progressed, I talked about Japan and asked him about the Japanese language and culture. I noticed the bewildered and annoyed look on his face. He told me that I was misunderstanding that he was American. He said that he had barely visited Japan and hence had very little idea what I was talking about. I soon realized that I had made a mistake. I had assumed that he was not American due to his Japanese identity. My previous assumption centered on his racial identity based on noticeable traits, such as his name, skin color, and facial features. As a result, I failed to keep the conversation clean, neutral, and free of racism.

Realization of the Incident

Reflecting on the above incident, I realize that anyone can belong to any nation regardless of the racially visible traits they may have inherited from their biological parents. Prior to this realization, I was guilty of racializing this individual. In fact, I might have engaged in a form of racial microaggressions known as 'microinvalidation'. According to Sue et al. (2007, p. 273), "racial microaggressions are brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group." As for microinvalidation, it occurs in communications that "exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color" (Sue et al., 2007, p. 274). In light of these definitions, it would appear that I have invalidated the person's idea and sense of being American because of his racial characteristics. In addition to using the term 'microinvalidation' to refer to an incident such as the one described above, however, I would also like to use my own term, 'microracialization' to refer to any incident alike. The reason for this is that in similar incidents, it can be quite clear that an individual may be guilty of racializing another. Calgary Anti-Racism Education (2021) states that "an individual might racialize another individual or group through particular actions [including] avoiding eye contact, [or] asking invasive questions about their ancestry".

Microinvalidation and Microracialization in Everyday Conversation

The notion of races as subgroups of humankind according to their phenotypical differences (e.g., skin color and facial features), or where their ancestors came from, is not supported by science. Scientists who study heredity and the variation of inherited characteristics have reported that humans share 99.9% of their DNA regardless of phenotypic variances, and there is only 0.01% genetic uniqueness between them (Smedley & Smedley, 2005). Smedley and Smedley (2005, p. 16) argues that "race as biology is fiction, [but] racism as a social problem is real". Racism is still an existing problem in today's world, and one of the ways it manifests itself is through racial microaggressions. In the first case involving myself and a man of Japanese descent, for instance, all the man wanted was for me to accept him as an American and leave it at that. Therefore, regardless of my intention, not only are my questions and utterances about Japan and the Japanese language and culture in our conversation examples of microracialization, but they can also be addressed as microinvalidation. Microinvalidation in the US context has the effect of denying people of color their American heritage despite their birth and upbringing in the United States (Sue et al., 2007). It conveys the idea that people of color (*continued on page 7*)

(*cont.*) are “perpetual foreigners” or “alien[s] in [their] own land” (Sue et al., 2007, p. 274). Similar incidents of microinvalidation and microracialization might have also happened to Shann Ormsbee, an American of Korean descent, whose story is featured on the website *Our Stories: Immigrants of America*.

“I am 36 years old and an immigrant through adoption. Brought here at the age of two by my adopted parents from Seoul, South Korea. I was adopted by a Caucasian family and grew up in a predominantly white culture. I have always felt different because on the outside I am Asian but have no history or connection to my Korean roots. I do not have any sense of an Asian identity. As I grew up, I realized that people would make assumptions about me based on the color of my skin. They would ask if I spoke any Korean or question why my parents didn’t look anything like me.” *Shann Ormsbee*

Microinvalidation represents the “belief that visible racial/ethnic minority citizens are foreigners” (Sue et al, 2007, p. 278). Since Shann Ormsbee is American, questions about her Korean background on the basis of her skin color can be classified as microinvalidation and microracialization. Due to her strong sense of American identity and nationality, such questions can make her feel as though she does not belong in the United States. This is especially true when the questions come from other Americans. Because of microinvalidation and microracialization, Shann Ormsbee can feel like a permanent outsider in what is supposed to be her own homeland.

The next story of microinvalidation and microracialization comes from Canwen Xu (2016). Canwen is a Chinese-born Asian-American who has resided in the United States since the age of two. She shares her experience dealing with the question ‘where are you from?’ on YouTube’s TEDx Talks. As much as she knows what people want to hear when they ask such a question, Canwen keeps bringing up the three US states (North Dakota, South Dakota, and Idaho) where she has lived. She says that after each answer they ask the same question again, meaning that they are not satisfied with her responses. This time, an intensifying word ‘really’ is added for emphasis: “Where are you really from?” Only when the question is rephrased for the third time as “where is your family from?” does she eventually surrender to their prying regarding her origin and ancestry and provide the answer they have been waiting for. The question ‘where are you from?’ is not entirely innocent. It can carry the message “you are not from here”, and it comes first among the most common racial microaggressions in everyday life (Sue et al., 2007, p. 276).

Some types of racial microaggressions can be difficult to address because they are concealed, ambiguous, or unclear (Sue et al., 2007). David Yuen Tam’s experience in *Our Stories: Immigrants of America* below illustrates the incident of microinvalidation and microracialization of such nature during a certain period in his life.

“I was teased by non-Chinese kids when I was younger because people wanted to know if I knew Kung Fu, called me Bruce Lee, asked if I liked to eat Dog and if I could speak Ching Chong.” *David Yuen Tam*

In the story about non-Asian children asking him if he could do Kung Fu or calling him Bruce Lee, David uses the word ‘teased’ to describe his experiences. Teasing can be ambiguous since while it can be fun and harmless, it can also be used to hurt other people. As a result, it can be argued that David had vague feelings about these incidents. I can empathize with David since I have also had similar experiences. Being Indonesian, no one in my country has ever told me that I look Korean or Chinese. In a number of conversations, however, non-Asians have compared me to the Gangnam Style singer or said that I resemble a Kung Fu action film star. In such situations, I do not know whether I should interpret their utterances as compliments or insults. I am usually at a loss for how to respond because I have unclear feeling due to the ambiguous nature of their utterances.

Conclusion

Anyone can unintentionally or intentionally engage in microinvalidation and microracialization in everyday conversation. My encounter with (*continued on page 8*)

(cont.) the Japanese man, for instance, has made me aware of my own capacity to unintentionally commit such forms of racial microaggressions in casual interactions. By being mindful of the way I use language in everyday conversation with people of other races, however, I can avoid asking questions or making utterances that can be identified and labeled as such. Now that I am fully aware of microinvalidation and microracialization, I will do my best to ensure that my verbal interactions with people of other races are always devoid of racism. Within the academic community of Applied Linguistics, research on the linguistic strategies that people employ to avoid racial microaggressions can make significant contributions to the Antiracism, Decolonization, and Intersectionality for Systematic Transformation (ADIST) strand.

Heri Yusup is Fulbright scholar and PhD student in Applied Linguistics at the University of Memphis. He received his master's degree in Applied Linguistics from the University of Birmingham. Since 2004, he has been a lecturer in the English Department at Universitas Islam 45. His research interests include analysis of discourse and interaction and language policy.



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An autoethnographic poetic inquiry on non-native Japanese teachers' experiences with racial microaggressions

by Nguyễn Hồng Ngọc
Tokyo Metropolitan University

Studying Japanese for eleven years and teaching Japanese for eight years (four years at Foreign Trade University in Vietnam) as a second language, I have lived through experiences with racial microaggressions involving language and culture from both native and non-native speakers of Japanese.

What are Racisms/Racial Microaggressions

My lived experiences with discrimination based on race, language, ethnicity, sexual orientation, and socioeconomic differences have inspired the present study on racial microaggressions. Previous studies have mainly addressed racial microaggressions in the context of the United States and Canada (e.g., Anderson & Finch, 2017; Houshmand et al., 2019;). However, racial microaggressions in the context of Japanese education in Asia have received scant attention. (continued on page 9)

(cont.) Racism and racial microaggressions are socially constructed (Omi & Winant, 1994) leading to discrimination towards those who are impacted by them (Delgado & Stefancic, 2012). Racism is motivated by the dominant society's socioeconomic needs (Ladson-Billings, 1999). Racists are not homogenous or static, but rather they are diverse (Ladson-Billings, 1999). Racial microaggression is considered to be one type of racism. The concept of racial microaggressions refers to brief, everyday verbal, behavioral, or environmental indignities that are unfriendly, derogatory, or insulting to individuals of color (Sue et al., 2007) but are generally unnoticed except by the racial and ethnic minorities involved (Sue et al., 2007). This article discusses the language-related racial prejudice experienced by the author as a non-native Japanese instructor.

Autoethnographic poetic inquiry

According to Ladson-Billings (1999), racism can be shown clearly through storytelling. In a similar vein, Delgado (2000) and Solórzano and Yosso (2002) indicate that storytelling reveals racism by saying what one cannot do. In the present paper, autoethnographic poetic inquiry is used to illustrate the author's experiences with racism as well as cultural and social perspectives.

After the 'crisis of representation' of the 1970s and 1980s, post-qualitative research methods gained popularity. Adams et al. (2015) said the human life-world is unique, uncertain, complicated, and full of emotions, making it hard to ignore them in the humanities and social sciences. Rosaldo (1989) said the pursuit of impartiality, rationality, universality, and objectivity in the humanities and social sciences led to a crisis of representation (1970s and 1980s).

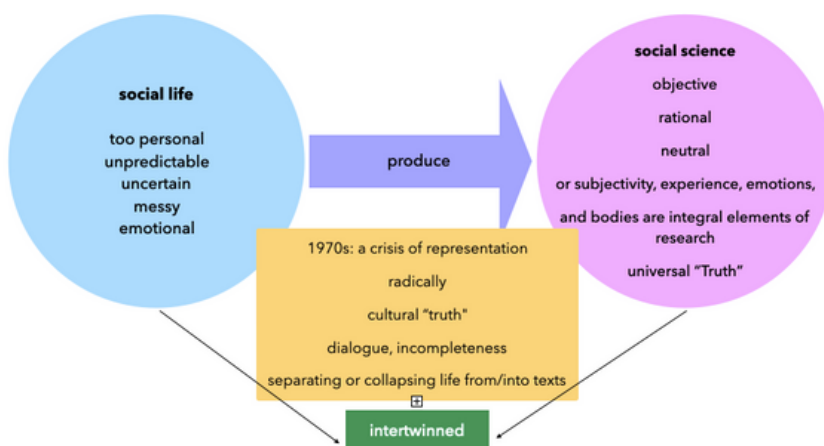


Figure 1

Crisis of representation in the 1970s and 1980s (see Rosaldo, 1989; Adams et al., 2015)
Author's illustration

Humanities and social science research have turned to humans' fundamental, cultural, imperfect, and interactive reality (Adams et al., 2015). Autoethnography (including autoethnographic poetic inquiry) and Arts-Based Research are methods of interpreting culture (Ellis & Bochner, 2000) and telling human stories creatively (Clough, 1998). Autoethnography is a research method in which the researcher studies himself to interpret his social and cultural background (Writing Self as/and Culture) (Ellis, Adams & Bochner, 2011). Studies of foreign language teachers also use autoethnography, for example, Solano-Campos (2014) and Yazan (2019) studied foreign language teachers. Autoethnography often results in written creative data, and different data collection methods and impressive writing are needed to represent reflexivity and multiple voices in autoethnography (Adam et al., 2015). Even though arts-based research has increased, it's still rare in Japan (Otani, 2019).

In autoethnographic poetic inquiry, the wholeness and complexity of the human experience are collected as data, and artistic representations are created together with empathetic reactions (McCullis, 2013). While poets utilize imagination to express meaning, qualitative researchers use data (Görlich, 2016). Autoethnographic poetic inquiry involves data collection and creative expression in a simultaneous fashion. Behar (1996) defines autoethnographic poetic inquiry as a border between passion and reason, analysis and subjectivity, ethnography and autobiography, art and the universe of life. Incorporating poetry into autoethnographic poetic inquiry helps researchers to address themes that resonate with them personally, reflecting simultaneously the research method and results, according to the authors (Naidu, 2014). (continued on page 10)

(cont.) Autoethnographic poetic inquiry has been widely utilised in research on non-native foreign language teachers in recent years. Writing poems in autoethnography is like inviting readers into a long, infinite debate regarding multiple identities (Neilsen, 2011). According to Chamberlain et al. (2018), autoethnographic poetic inquiry can reveal hidden knowledge, investigate the lifeworld, inspire readers, create empathy, and tackle social problems.

“Once you reach the level of a native speaker”

As a Vietnamese for whom Japanese is a second language, I was regularly asked about Japanese language. I encountered many situations where I was requested to express my opinions in Japanese language. However, I did not feel I had the right to freely voice my ideas only because I was not a native speaker of Japanese. When I talk with a friend about a new expression, such as the following "graduated from my friends" in Japanese, I wonder whether there is also a phrase such as "graduated from being lazy" I become excited to ask whether my overgeneralization is correct or not. However, I receive criticisms such as:

“You are a foreigner; thus, cease making new terms!”

“You should imitate Japanese of Japanese”.

“You cannot accomplish it until you reach the level of a native speaker”.

Once, I was very excited about Japanese textbooks, and I made the following comment:

“Taiwan's Japanese textbooks are creative.

I aspire to compose a similarly interesting textbook one day”.

Nonetheless, I received the following criticism from my former director of Japanese instruction:

“Once you achieve the level of a native speaker, you are able to compose”.

As a result, I lost my motivation and confidence to learn and teach Japanese.

“You should have known”

Additionally, my experiences with learning and teaching Japanese involved me receiving the following critiques:

“You should have known actors of popular Japanese drama”.

“When attending a Japanese wedding, you should wear kimono not ao dai”.

“You should have known all about Japanese history”.

“It's too late to learn about Japan after you come to Japan”.

I understand that no one in my story (in the higher class) might have meant to subject me to this criticism, which is termed as "unconscious racism" by McIntosh (1989). In some cases, this might lead to minorities' rights rather than racial equality (Denzin, 2016), but I also feel uncomfortable about it.

Opportunities afforded by my nationality

Because of my nationality, I am able to take advantages of being Vietnamese.

I am grateful to whoever gave me this opportunity

As a Vietnamese, I get requested to teaching jobs

All they care about is that I am Vietnamese

My professional knowledge

My teaching experiences

My capacities

muzzled in my nationality

I was guilty of it, too

Let me reflect about myself:

When teaching Japanese, have I ever said,

“Before coming up with your own terms, study Japanese properly?”

“Stop making something if Japanese isn't your first language.”

Perhaps I was guilty of it, too

Perhaps I was guilty of it, too

I and my chief, my colleagues, my friends, were entangled in a confrontation between natives and non-natives, native and non-native languages, and what we could do. I understand why non-natives are assumed to have poorer language skills, but it's racist to presume they shouldn't create instructional materials. This author has also unknowingly stifled student creativity of language. (continued on page 11)

(cont.)

"Uncovering My True Self: A New Approach"*Racism hurt me deeply, but it makes me create futures of "myself"**By starting a new career as a Japanese teacher freelancer.**Raising a generation of students who are not influenced by bias of any kind**Finding More Compassionate Educational Practices**Together, study what we interest**LGBTQ+**Feminisms*

My negative experience has led me to conclude that a different approach would be better; nevertheless, this would require addressing other challenges, such as racial education.

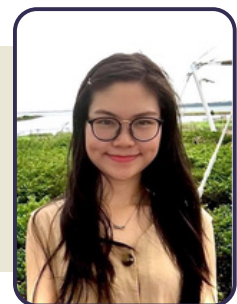
Hosokawa (2008) criticized the view of "culture" and "language" as a fixed entity in Japanese language instruction and emphasized that the view of traditional culture and orthodox language are not the one and only absolute viewpoint. As demonstrated by this research, the overwhelming dominance of normative language and traditional culture can result in microaggressions.

This autoethnographic poetry investigation exposes racial microaggressions that are difficult to recognize due to linguisticism, stereotypes, orthodox languages, and set cultural beliefs, and the influencing social culture. Future study on social equality beyond racial issues in Japanese language instruction should establish the basis of well-being. Additionally, arts-based research is a method for us to deepen humans' hidden and hard-to-see challenges.

*"Race still matters"**The next day, I will continue to transform my grief into poems**Shall we all write together?**Write as a therapy**To show our weaknesses**To support ourselves**To help others**"Race still matters" (Denzin, 2017)***Call for action**

This article criticizes racial stereotypes and linguisticism. We could prevent stereotype-related problems and promote world peace by avoiding sowing or nurturing stereotype seeds (Nhat Hanh, 1999). Vygotsky (1962) noted that language creates thinking, so the author proposes avoiding stereotypes by changing our language use. For example, using "Japanese/English check" instead of "native check" ... will lead to a bigger social change.

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Diversity among graduate students: A survey report

GSC
DIVERSITY
SUB-COMMITTEE

by Valentino Rahming (Carnegie Mellon University), Sarvenaz Balali(Texas A&M University-Commerce), Carla Consolini (University of Oregon), Maverick Zhang (University of Georgia), Chia-Hsin [Jennifer] Yin (Ohio State University)

Introduction

In this survey we explored the needs and experiences of our diverse graduate student community as part of our general organizational endeavor at AAAL to conceptualize diversity as a resource for advancing research and practice in applied linguistics. The survey consists of four different sections. The first section asks several questions about the demographic backgrounds of the participants as well as their institutional characteristics and areas of research interest. In this section, we also consider whether such factors as disability or limited funding have hindered students' access to AAAL events particularly students' participation in the AAAL conferences. Section two of the survey evaluates the success of AAAL GSC in promoting diversity and inclusion from the point of view of our graduate students. Section three delves deeper into the respondents' experiences with GSC. This section also encourages the respondents to share their ideas on how GSC may improve in responding to the needs of its diverse members. Finally, section four evaluates the adequacy of the survey itself and we conclude this survey with final thoughts.

Demographic Landscape

The first section of the survey addressed institutional and individual characteristics regarding the geographical distribution of the students' institutions, types of these educational institutions, areas of research; as well as student demographics involving age, gender, race/ethnicity, sexual orientation, immigration status, generational education, disability/service status, and level of study. The overall 60 survey responses showed mixed proportions across these areas.

Institutional characteristics

The geographical distribution of the institutions displayed mostly national concentrations, with some concentration of international institutions in Canada. While national distributions indicated the predominance of the Midwest region, with smaller concentrations in the southwest and northeast regions, international distributions showed concentrations in the Canadian provinces of Quebec and British Columbia. These results also showed that the majority of these institutions are public universities (73.3%), while private universities come at a lower but significant rate (23%). Finally, areas of research indicated the predominance of SLA, pedagogy, diversity/multi-plurality and decoloniality, pronunciation, pragmatics, and sociolinguistics.

Individual characteristics

Most of the participants (90%) on the survey are doctoral students, while master (8.3%) and postdoctoral students (1.7%) make up 10% of participants in this year's survey. Additionally, students between the ages of 30 to 34 comprise the majority age group in the survey results (40%), with students between 25 to 29 years of age comprising the second biggest age group (28%). Figures 1-3 show the distributions of age, gender, and sexual orientation in more detail. (*continued p. 14*)

Figure 1. Age distribution among participants.

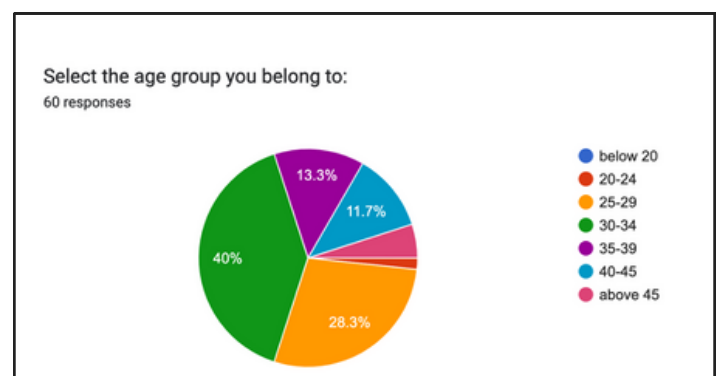


Figure 2. Gender distribution among participants

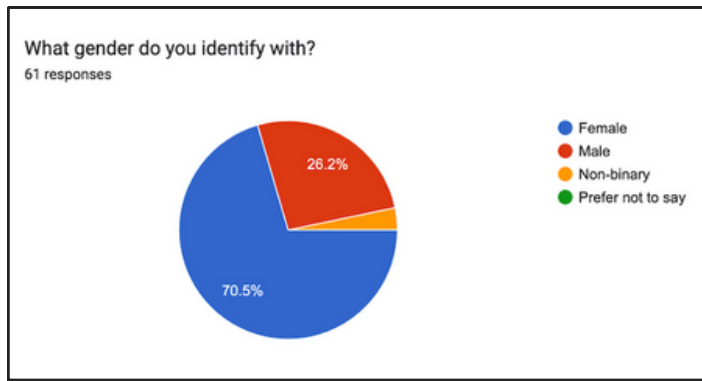
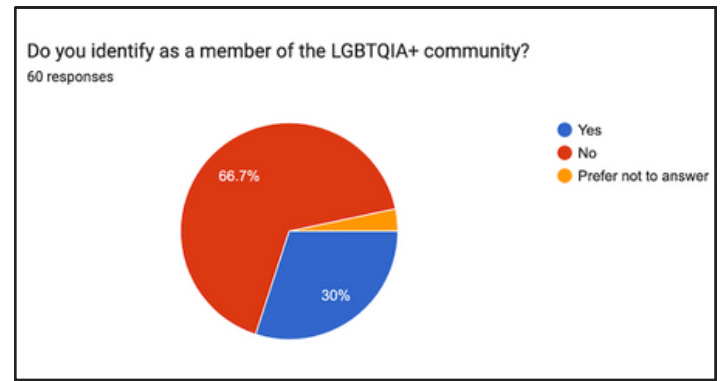
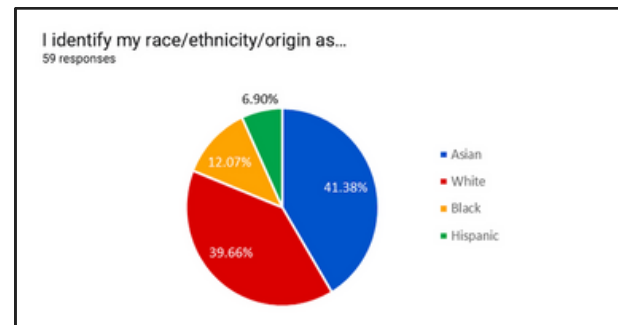


Figure 3. Sexual orientation among participants



Regarding the ethnicity of the participants, shown in Figure 4, most of the participants in this year’s survey (41%) identified as Asian, while a close second majority (39%) identified as White. Participants who identified as Black (12%) and as Hispanic (6%) make up the remaining 18% of respondents.

Figure 4. Ethnicities among participants



With regards to students’ immigration status, results show that the population is almost evenly divided between international (51.7%) and domestic (48.3%) students. The results additionally highlight that most of the participants identify as first (72.4%) or second (20.7%) generation graduate students. See Figure 5 for details.

Furthermore, looking at characteristics that can impact involvement, availability or access to necessary resources, the percentage of students who reported having a disability was 23.7% (over a 100% increase from last year’s 10%), and 4% of those students reported that their disability has hindered their ability to participate in AAAL conferences in the past. Additionally, those students that self-identified as care-givers for family members amounted to 18.4% of responses; and the percentage of those who are parents is 23.3%. Finally, when asked whether their university provided funding to attend AAAL conferences, 46.5% responded with ‘no’; and 59.6% stated that lack of funding has hindered their ability to attend a AAAL conference in the past.

Figure 5. Education among participants

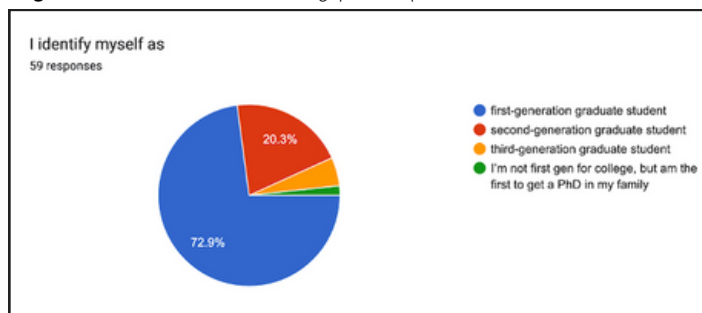
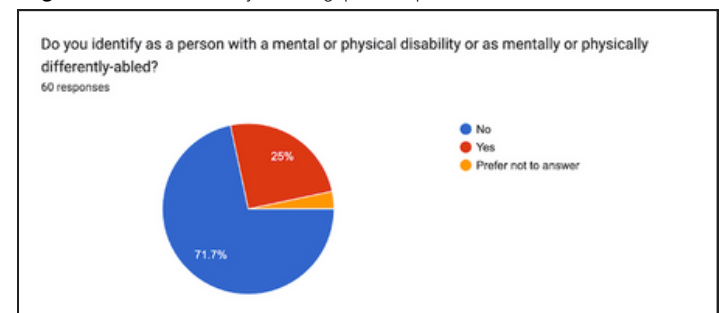


Figure 6. Disability among participants



Rating of experiences

Section 2 of the diversity survey aimed at getting an understanding of student experiences while attending the AAAL conference and other events as graduate student members. Generally, student experiences within the AAAL according to the survey results have been positive (69%). Similarly, (71%) of respondents agree that the GSC values diversity and believe that the GSC supports students from varied ethno-racial, linguistic, and social backgrounds (62%). Similarly, (57%) of participants agreed that the GSC takes into consideration the needs of members who are at different points (*continued p. 15*)

(*cont.*) in their academic careers, while (62%) of students believe that the GSC fosters mentorship between junior and senior scholars from diverse backgrounds.

However, more than half of the participants seemed unsure if the GSC addresses the needs of students with families and students from historically underrepresented groups within the association such as members with disabilities, LGBTQ+ students and students from the Global South. Thus, we contend that we must continue to work tirelessly to create initiatives and spaces for students from varied backgrounds.

Experiences with GSC events

The third section of the diversity survey included questions relative to the experiences of members at GSC events, suggestions for improvement of GSC sponsored events, mentorship, and ways that the student council could improve to support the professional, academic, and personal development of members.

With respect to GSC sponsored events, there were 51 responses in total. Of this number, 32 members (62.7%) enjoyed attending webinars, 11 students enjoyed their attendance at the social (21.6%), and 10 (19.6%) and 7(13.7%) of members enjoyed their experiences at the workshops entitled finding your academic niche and the importance of networking respectively. However, although students enjoyed their attendance at these events, they believed that topics like research methods, managing power dynamics as early career researchers, navigating the job market, critical approaches to teacher education and language diversity should be added to complement existing themes covered during webinars/workshops.

Further, members also expressed difficulty in participating in GSC events at the conference due to the issue of funding and access for members with disabilities. Given this revelation, we will continue to work to ensure that we create initiatives that provide access to students. Similarly, considering this year's theme of collaborating and mentorship in applied linguistics, 87% of members agreed that they enjoyed meeting senior scholars and would want these collaborations to continue in the future.

In addition, many of the respondents noted that the survey is adequate in terms of length and number of the questions included. However, they put forth a few suggestions which may be considered in future surveys. The suggestions include addressing the current issues in applied linguistics in other parts of the world and discussing open-ended questions using other modalities such as focus groups on Zoom or during the AAAL conferences.

Final thoughts

Overall, the respondents in this survey have confirmed that current initiatives, in particular mentorship, have been helpful to them but they have asked for the expansion of current strategies for support and inclusion.

The results from this survey give us a clear picture as to where we are as an association, however, we believe that to create an inclusive environment for our members, we must revise and reflect on our initiatives to ensure that we create a welcoming space for our members and their experiences at GSC sponsored events are productive and enhance their personal and professional development.

This survey indicates that our graduate student community is diverse not only in terms of socio-educational backgrounds and personal potential but also in terms of their areas of educational focus and research interests. Therefore, our overall approach to inclusion and our initiatives to support our members should be based on two guiding principles, namely, inclusion of initiatives which reflect the varied experiences of our members and expanding the boundaries of our field to accommodate new areas of knowledge and research.

This year's survey was conducted to gain insight into the concepts of access and mentorship of graduate student members at AAAL. Thus, we created additional close ended items focused on funding and the experiences of indigenous scholars and students from the Global South. Additional open-ended items reflecting student experiences at GSC events and mentorship were also created.

Emotional and Time Management in a Doctorate Degree

by Omar Yacoub
Indiana University of Pennsylvania



The Life of a Doctoral Student

Starting and completing a doctorate degree is accompanied by many stressors and myths. Therefore, current and future doctoral students might need some guidance and a positive outlook to the journey. I am a doctoral candidate in English, a writing center assistant director, an adjunct faculty, a volunteer in refugee organizations, a husband, and a father of two kids. During this journey, I have maintained good mental health and a balanced personal life, and successfully passed the qualifying exam, which is required by some graduate programs to test doctoral students' understanding of the field and ability to pursue independent research projects and write a dissertation. I have also passed my first dissertation defense, published an important coauthored research article with my advisor in one of the field's top journals, *Written Communications*, and maintained a good record of teaching and academic services. Here, I explain how I have practiced emotional and time management to maintain work-life balance during my doctoral degree journey.

Achieving work-life balance might become more complicated for doctoral students. First, students encounter an abundance of research reading and writing, and, as required by some programs, they must pass the Qualifying Exam. In the meantime, they are encouraged to start building an academic profile through presenting at conferences, publishing research, and engaging in academic service. Second, a large number of doctoral students work as full time or adjunct faculty, teaching or graduate assistants (Gardner & Gopaul, 2012), or do other unrelated side jobs (Barber et al., 2017). This increases the workload and poses more challenges to the doctoral journey (Woolston, 2019). Third, some doctoral students need to take care of family as well as spend time on personal matters (Litalien & Guay, 2015). These lifestyle challenges might help explain the attrition rate of 40%-50% in doctoral programs (Litalien, 2015), with a higher percentage in social sciences and humanities (Council of Graduate Schools, 2017) and in online programs (Terrell, 2012), as well as posing additional challenges for international students (Laufer & Gorup, 2019). Such situations can be managed by doctoral students' nuanced use of emotional and time management skills.

Emotional Management

The journey to completing a doctorate degree is full of emotions, requiring emotional management skills to succeed. Negative emotions usually result from being overwhelmed by the many tasks to complete, having a sense of imposter syndrome, and receiving feedback from professors, advisors, and journal reviewers. In order to overcome these emotional challenges, I, first, must understand that this is normal at this stage of my life. In other words, I remind myself that this is the way to achieve my goal, and I am not the only doctoral student who encounters such challenges. Coming to this realization can be easier when doctoral students love what they do. For instance, students can barely manage their emotions if they are writing final course papers about topics they are not interested in. There is a need for passion and interest, which work as forces to manage one's emotions in challenging or stressful situations.

Second, doctoral students need to overcome any sense of imposter syndrome. Imposter syndrome is "a person's inner feelings and perceptions of lack of belonging in the profession, in their program, or in their position, and a belief that they do not deserve to be here" (Driscoll et al., 2020, p. 465). Students might struggle with imposter syndrome even if they have some accomplishments. Therefore, they must not underestimate any work they do, and must be proud of any (*continued on page 17*)

(*cont.*) accomplishment from writing one paragraph in a course paper to completing their dissertation. In addition, practicing self-care and mindfulness, in terms of getting a chance to take a break, relax, or practice hobbies, can have many benefits. This can also be a time for doctoral students to settle down and reflect on their decision to start a doctorate degree, which helps them fight against temporary negative thoughts. These practices have always strengthened my determination to finish my degree successfully. Third, the success of academic writing primarily relies on feedback from other professionals in the field. However, for doctoral students, receiving feedback can be stressful and might increase negative emotional reactions (Wei et al., 2019). In the beginning of my doctorate degree, I experienced stress while waiting for professors' feedback on the work I had developed for weeks or months. I was anxious to be asked: 1) to delete sections that I invested long time writing, and 2) to make revisions that I would not be able to handle. To eliminate any feedback-related stress, doctoral students can check in with their professors, peers, and the writing center, or any other resources, to receive feedback on smaller sections of their research articles or dissertation. This practice can help doctoral students maintain consistency, organization, and flow, narrow their scope, and strengthen their argument. It is much easier and doable for doctoral students to revise smaller sections of their writing than make major revisions to a full chapter or a research article. In addition, doctoral students should not hesitate to meet with their professors to address unclear parts of the feedback or negotiate other parts they disagree with. Carrying on consistent communications with professors supports doctoral students' feedback management.

Time Management

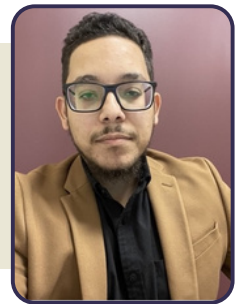
In addition to emotional management, time management skills can help doctoral students finish their degree successfully. Due to their various avenues of life, doctoral students sometimes feel they cannot find time to write (Silvia, 2007). To overcome this barrier, one needs to schedule regular writing blocks. My writing blocks range from 2-4 hours a few times a week; it is difficult for me to process reading, thinking, and writing in less than two hours. Doctoral students should determine the length of their writing blocks according to their needs and positionalities as writers. More importantly, Silvia (2007) argues that regularity leads to more creativity and productivity. Writing blocks should be treated like doctor's appointments, which means they should not be cancelled, and if there is an emergency, one should make them up soon after (Driscoll, in preparation). Moreover, small breaks are important during writing blocks, however, they should be used efficiently. I learned some techniques from Driscoll (in preparation) to strategize my breaks. For example, before I go on a break, I write down what I need to work on after the break. Also, during the break, I do not engage in anything which can disrupt my mood and stream of thinking. Such time management skills can make students' writing blocks more productive, increasing their positivity and eliminating any stress or sense of unaccomplishment. Following these practices, I successfully passed my Qualifying Exam and received the Promising Future Research in Composition Award on my first dissertation defense.

Time management can be best approached through setting specific goals. Goals must be realistic; unrealistic goals might cause procrastination and lead to imposter syndrome. For example, if writing chapter one takes two months, attempting to write it in three weeks might not work towards producing a well-developed chapter. Therefore, goals should be challenging, but do-able. To do this, doctoral students can break down their goals into smaller objectives and the objectives into smaller tasks (Driscoll, in preparation). For instance, when I started writing my dissertation, my first goal was to finish chapter one. I broke down this goal into some objectives, such as writing a problem statement, a purpose statement, definitions section, research questions, theoretical framework, etc. Then, I broke down each of these objectives into several tasks to be accomplished across writing blocks. The tasks can be synthesizing previously published articles on a specific topic, gathering various definitions of terminologies, writing an introductory or a concluding paragraph for a section, (*continued on page 18*)

(*cont.*) or visiting the writing center. These skills are among the best practices to support doctoral students' engagement in various writing projects.

Finally, receiving support from families and maintaining good relationship and communication with advisors can work as a strong emotional and psychological support for students during this journey (Dickerson et al., 2014; González, 2006; Litalien & Guay, 2015). My advisor supports me in many ways such as coauthoring, co-presenting, giving clear feedback that can also be negotiated, and showing support when I encounter any struggle, even outside of academia. In addition, my family provides me the love, care, and motivation to overcome any negative emotions during this journey. I acknowledge that the support from my family and advisor, along with my emotional and time management practices, is one of the major reasons I can balance working, dissertating, and taking care of my family and myself.

Omar Yacoub is a PhD candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania. He is also the Assistant Director of the Writing Center at IUP. His research interests are in STEM writing, business writing, and writing transfer, and how each area intersects with the writing center context.



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Interview with Dr. Peter De Costa

Newsletter Editorial Team

Dr. Peter De Costa, First Vice President of AAAL and Conference Chair for the 2023 AAAL Conference, answers questions pertaining to graduate students in AAAL and this year's AAAL Conference.



Undoubtedly, planning the AAAL conference is a massive undertaking; typically, the Conference Chair has a team of graduate students who assist in the planning. Can you tell us a bit more about what is involved in planning the conference and the role(s) graduate students play in this process? What challenges has your team faced in planning the conference?

Let me start by saying that I have an amazing team of graduate students at my home institution (Michigan State University) who are working with me. They have been diligent and meticulous in helping me design and execute a host of tasks, ranging from overseeing the proposal review process to creating the program as well as communicating with prospective conference sponsors and addressing conference-related queries.

In terms of challenges, we have had to encounter the 'happy' problem of receiving an overwhelming number of proposal submissions (over 1,900) this year. Unfortunately, due to hotel space constraints, we have had to make tough decisions about which proposals to accept. Fortunately, this proposal review process was made slightly easier by the fact that we had 50 strand coordinators (for a total of 25 strands; each strand this year had two coordinators) who, in turn, worked with over 800 proposal reviewers. My team leaned on the expert evaluations that the reviewers and coordinators provided; their insights helped us make the tough acceptance decisions mentioned earlier. I am indebted to the coordinators and reviewers.

That said, I hope that individuals who weren't accepted this year will not be deterred from submitting proposals for Houston 2024. And, of course, we gladly welcome non-presenter attendees at AAAL 2023, and firmly believe that they will

benefit from the impressive line up of presenters who will be sharing their research findings in Portland.

The theme for the 2023 Conference relates to mentoring and collaboration. Why did you choose this focus? From your perspective, what is the relevance of this theme for graduate students?

Mentoring and collaboration are key cornerstones in the academy, not just applied linguistics. Given their importance, we wanted to spotlight them at Portland 2023.

Graduate students need to be aware of the significance of mentoring and collaboration as early as possible in their careers because we all stand on the shoulders of those who have come before us. We also benefit from the professional connections that we can establish across different generations of scholars. Portland 2023 is a case in point in that graduate students will be able to see first-hand how such mentoring and collaborative practices are enacted in and through the conference presentations and events.

You wrote a chapter in Dr. Luke Plonsky's professional development book that covered attending conferences as a graduate student. What advice would you give graduate students about attending the AAAL Conference, in general, or specifically this year's conference?

My advice to graduate students is listen and learn from the rich interactions at the conference. It is one thing to read the work of an applied linguist whose research you ardently admire; but it is another thing to meet them in the flesh and to engage with them in-person. Don't be shy; take advantage of the opportunity to step up to them and introduce yourself. And if you are presenting at the conference, don't forget to invite them (continued p. 20)

(cont.) to come to your presentation.

I also strongly recommend that graduate students sign up for Conference Connections, which will pair graduate students with a senior AAAL member. The pair will find time during the conference to meet and discuss professional matters for which the student would like guidance.

Graduate students have a fairly defined status within AAAL as the Graduate Student Council, represented by the GSC Steering Committee. Typically, there are programs and events geared toward graduate student's professional development at the conference and in addition, graduate students can be supported in presenting at the AAAL Conference through various awards funded by FFAL. What is the value of having graduate students attend and present at the AAAL conference?

As a field, applied linguistics is constantly evolving. And in order for the field to advance, we need the groundbreaking work that many graduate students are often capable of. In other words, graduate students inject valuable new ideas and perspectives into our field, thereby allowing applied linguistics to scale to new heights. I myself am in constant awe of my own students, and am constantly learning with and from them. At the same time, graduate students will benefit from the academic socialization experience afforded by the conference as they will be able to network with their peers.

Graduate students are the largest population within AAAL but many do not attend the AAAL Conference while students. What factors affect graduate student attendance and how can those barriers be addressed in order to support graduate students, and especially those from underserved populations, in being able to attend the AAAL conference?

I would disagree with your point that many students do not attend the conference. On the contrary, I would say that every year I see many (and increasingly so) graduate students in attendance. In fact, as of November 2, over one third of the conference registrants were students.

To a large extent, we have also deliberately

kept AAAL 2023 registration costs for students low at \$119. This rate is relatively low when you consider student registration rates for comparable national conferences. To bring down accommodation and travel costs, I encourage students to try tackling these managing costs creatively. For example, they could share the cost of accommodation by staying together. And if they are traveling within North America (and within relatively short distance from the conference), another possibility is to car pool, and thus share travel costs.

Graduate Student Awards help cover the registration and travel costs for students whose proposals are highly ranked. AAAL also charges lower registration rates for students who come from Solidarity Level 1 and 2 countries. These policies exist to provide graduate students with the opportunity to present their research at AAAL.

Costs are probably not the only reason why some students might find it difficult to attend the conference, however. Some international students, for example, might come from countries where visas are needed for entry to the US. The long wait times to secure a visa for travel to the US (and in some cases a visa application rejection) would affect travel plans. That said, our AAAL business office is amazingly quick in issuing a letter of support for those in need of a visa. So please do not hesitate to reach out to the business office if a visa is necessary for international travel.

Fortunately, AAAL has a highly active Committee for Online Education and Outreach (OEOC) committee that organizes webinars throughout the year. These OEOC webinars, as well as Graduate Student Council-organized webinars, allow graduate student members ample opportunity to connect with other members in our AAAL community, if they are unable to attend the conference.

Finally, and in line with our ongoing DEI (i.e., diversity, equity and inclusion) efforts, AAAL has a conference task force (chaired by Professor Lourdes Ortega, AAAL President Elect) that is looking into how we can better support graduate student attendance in the future. So please watch this space. *(continued p. 21)*

When the GSC Steering Committee suggested the creation of a graduate student research event at the AAAL conference, we thought it might be a far-fetched request. to hold an event but also that you had secured a sponsor, which we were greatly appreciative of. Why did you think this event was worth having in conjunction with the conference?

I would like to thank **Multilingual Matters** for sponsoring the inaugural graduate student research event at AAAL 2023. Their generosity to AAAL over the years has helped enhance the conference experience for many graduate student members.

As you know, our proposal review process is blinded. That is, reviewers do not know who are the proposal submitters. Hence, only the most competitive proposals get selected, and are subsequently included in the program. But sometimes, students - especially new graduate students just starting their programs - might still be at the exploration stage of their careers. Hence, they might not be ready to submit a proposal or deliver a full-fledged conference presentation.

This is where the upcoming graduate student research event will provide a valuable first-time conference experience for new graduate students who would appreciate the opportunity to workshop their ideas with their peers and senior AAAL members. In the spirit of mentoring and collaboration, this event will thus play a vital role in socializing and welcoming new graduate students into the AAAL community.

I would like to close by thanking our graduate student members for your unstinting support to the organization. You are our future, and it is the goal of the AAAL leadership to continue engaging with you in order to ensure that our organization and field remain robust.

Questions for this interview were developed by the GSC Steering Committee and Newsletter Sub-committee.

We thank Dr. De Costa for taking the time to answer our questions.

Dr. Peter De Costa

is an Associate Professor of Applied Linguistics and director of the MATESOL program in the Department of Linguistics, Languages and Cultures at Michigan State University. He is also holds a a joint appointment in the Department of Teacher Education within the College of Education.

He currently serves on the AAAL Executive Committee as the First Vice President and Conference Chair. He will start his term as AAAL President following the 2024 Conference.



Registration is currently open for the 2023 AAAL Conference, to be held March 18-21 in Portland Oregon. Graduate Student members of AAAL can register at the early bird rate of \$119 until **February 10**. If interested in participating in *Conference Connections*, it is recommended to register as soon as possible.

Registration and other Conference Details can be found at: <https://www.aaal.org/events/aaal-2023-conference---portland-oregon>

Details on the on the **NEW Multilingual Matters Graduate Roundtable and Social** can be found on *p. 27* of this newsletter.

Details on GSC workshops at the AAAL Conference are on *p. 28*.

Review of Cake

by Arisandy
Kent State University

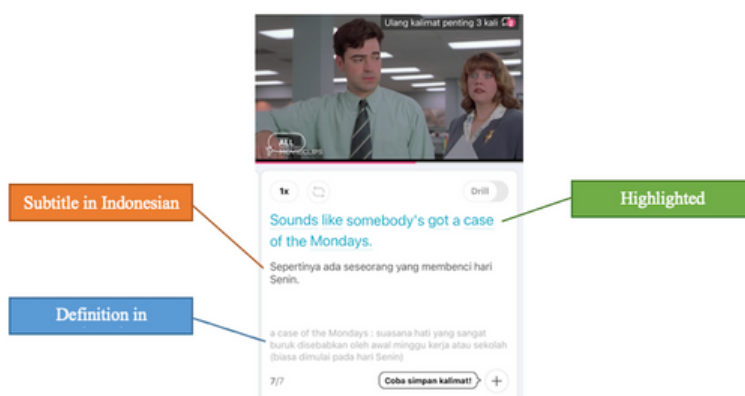
RESOURCE



REVIEW

Cake is a mobile application that mainly focuses on vocabulary learning and pronunciation practice. The learning materials are derived from selected YouTube videos, allowing learners to use the popular platform for structured learning. Through this learning resource, videos from YouTube are adapted by Cake to be user-friendly for English language learners, with normal YouTube features simplified and learning features added. Cake is aimed at facilitating language learning for second or foreign language learners who want to learn through various drill-based activities (Cake, 2020).

Figure 1. Main activity in Cake



Resource at a Glance

Product Type: Language learning mobile application

Language(s): English, Vietnamese, Indonesian, Turkish, Portuguese, Russian, Thai, Malay, Arabic, Simplified Chinese, Traditional Chinese, Hindi, Japanese, Spanish, Russian, Polish, Korean, and others (empowered by Google Translate).

Level: Novice to advanced, all levels, teen or 12+ age rating

Main activities: Listening, speaking, vocabulary, pronunciation, grammar, fill-in exercises, dialog repetition, jumbled word quizzes.

Format: Downloadable mobile applications for iOS and Android

Operating System(s): iOS 10.0 or later, Android 4.4 and up

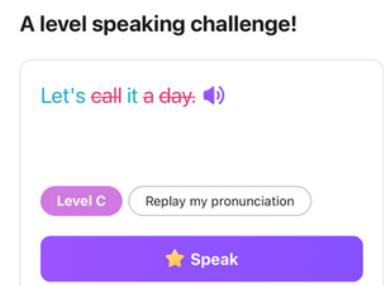
Website: <https://mycake.me/>

Price: Free (Cake Plus - paid)

One of Cake’s main features is bilingual (L1-English) subtitles for the YouTube videos. This subtitle feature benefits learners who want to learn English by allowing for comparison between English and their first language, a feature that is especially useful for lower-level learners. Research by Amirian et al. (2016) showed that learning L2 vocabulary with L1 definitions is significantly more effective than learning L2 vocabulary only. For intermediate and higher-level learners, like graduate students, this feature can be deactivated by changing the subtitle to English only or simply turning off the subtitles. The bilingual learning features are detailed in **Figure 1**, which shows English and Indonesian. Target expressions are shown in blue, followed by the subtitle in Indonesian and the translated meaning of the expression. At the end, the learner can practice saying the phrase. Speaking feedback is given in the form of compliments, such as ‘Great pronunciation’ or corrective feedback as illustrated in **Figure 2**.

Since vocabulary and pronunciation are the two key components that Cake helps ESL/EFL learners to acquire, users of this application could enhance their pronunciation and vocabulary to support communicative goals in different contexts by utilizing existing YouTube videos (Cake, 2020).

Figure 2. Corrective feedback for pronunciation



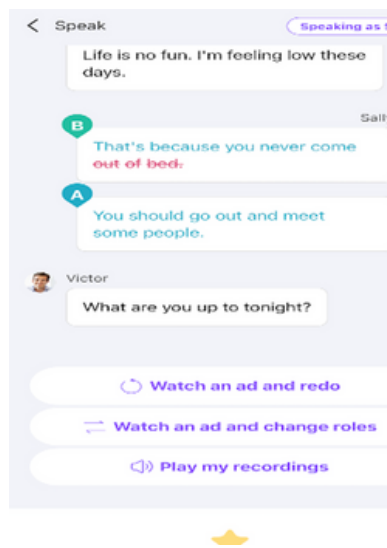
Evaluation

Technological Features

Cake’s application is designed to be more user-friendly. Learners do not need to create an account to access the learning videos; however, to be able to save their learning progress, a user or learner needs to create a profile. Upon opening the homepage, learners are presented with that day’s videos with repetitions of target expressions or vocabulary and quizzes immediately following. In addition, if (continued p. 22)

(cont.) subtitles are on, users can see the target highlighted expressions and vocabulary along with translations and definitions. Deactivating subtitles could make the learning process more challenging (Van der Zee et al., 2017). The topics of the recommended videos are varied, including movie clips, tutorials, cartoons, interviews, talk shows, and English learning videos. The drill-based activities and quizzes involve speaking, filling in blanks, arranging jumbled words, and dialogues or monologues in a section called 'Today's conversation'. These different creative activities could be motivating for ESL learners while improving their language skills for communication (Idrissova et al., 2015). The video settings allow users to access different features, including subtitles, auto-play, auto-drill mode, and repeat key expressions. Auto-play plays a video directly when a user clicks on it. Auto-drill mode repeats a video seven times. The repeat key expression feature enables users to repeat the target expressions in a video three times. Learners can also adjust the audio speed between 0.5x (slowest) and 1x (normal speed). In addition to the homepage, two other pages could be of interest for ESL learners. First, 'Classes' offers free classes for the month, weekly best, levels, and categories. Learners

Figure 3. 'Speak' drill, feedback and rating



can select the levels of proficiency starting from beginner to advanced, following ACTFL (2012) proficiency guidelines, and select the categories starting from free classes to grammar classes that focus on the discussion of verbs. Second, the 'Speak' feature involves a wide range of topics and contexts of conversation in which learners can listen to a dialogue at first and then try to repeat it afterward. Additionally, learners receive feedback as well as grades for their attempts at learning a second language, as displayed in Figure 3. One of the most effective features of this application is an artificial intelligence called 'Chat with Jake', a kind of chat robot that learners can chat with. This feature enables learners to learn in real-time similar to having a tutor. This AI works very fast. However, it only understands single words so if a user enters a phrase, it will be rejected and ask the user to enter a word instead. After entering the word, the user is provided with links to videos using the word and can watch a video and do its drill. If the user goes further to the menu button near the chat box, they can see other fun features to play, i.e., Scramble, which provides a hint by typing 'hint' in the chat.

Learner Fit (Design)

This program is rated for learners 12+, meaning that adolescents and adults can use the application (Apple, 2022). From the first impression of recommended videos on the homepage, it appears that most videos feature adults, although cartoons are also provided. Thus, it aligns with teen and adult learners as the target market of this program. Learners explicitly learn about speaking and listening skills in English. Both skills are enhanced through development of pronunciation and vocabulary. Specifically looking at the needs of ESL graduate students, Cake is helpful for ESL graduate students who encounter issues with pronunciation affected by their first language. Non-native English-speaking graduate students, especially those studying in English speaking countries, need to be able to communicate effectively with native speakers of English, which often requires having clear pronunciation and using phrases and idiomatic expressions correctly. According to previous studies, learning pronunciation is considered to be one of the most challenging components of English to master for graduate students (Morley, 1991; Gilakjani and Ahmadi, 2011; Darcy et al., 2012). Learning pronunciation is time-consuming, but comprehensible pronunciation can allow learners to communicate effectively (Gilakjani and Ahmadi, 2011; Morley, 1991). Vocabulary knowledge is also strengthened through movies and videos such as TedX talks. Learners can read the captions, see the subtitles in their first language, and learn the new words. This tool lacks grammar practices due to its emphasis (continued p. 24)

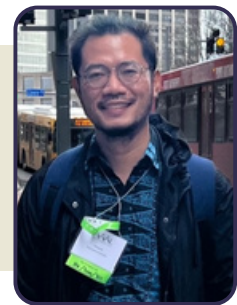
(cont.) on communicative approach. However, learners can check out some YouTube videos that present grammar learning. According to Razali and Halim (2021), this is good for learners because they can learn grammar while improving their communicative skills. In addition, free grammar classes drawing from YouTube videos are available as well. These are less challenging for ESL graduate students because most of the free classes are intended for beginners. For grammar learning, Duolingo gives better options, as explained in Teske (2017).

Cake allows learning activities to be conducted independently. Therefore, ESL graduate students who are noticeably busy can access this program on their mobile devices anytime and anywhere without having to schedule appointments. One weakness of Cake is that it lacks reading comprehension and writing so it may not be a good fit for those who are seeking TOEFL improvements for all four language skills.

Summary

Overall, Cake helps learners improve listening and speaking quickly and effectively. The effectiveness depends on how learners select and set up the program. Beginner learners should use the subtitles until they gain proficiency. At intermediate and higher levels, learners could listen without subtitles and check the subtitles afterward. All activities are designed to support the mastery of skills through videos and quizzes. The grading system of the learner's progress is provided in the forms of A to D and motivational feedback. Learners will not get a star until they can speak the expressions in the quiz well. Since fluency and accuracy in pronunciation are major components of this application, repetition gives learners more opportunities to try the best that they can. The strength of this application in communicative skills makes it useful as a companion to English learning programs that stress grammar or vocabulary only.

Arisandy has recently graduated from Teaching English as a Second Language (TESL) program at Kent State University and will pursue his PhD soon. His main research interests are ESL/EFL writing, language and culture education, social justice, teacher and student identities, English and heritage languages, and language acquisition.



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Remember their Names

by *Katie Hibner*
Georgia State University



I will remember their names. Gulsom. Mervat. Parisa.

Each new name from a hidden corner of the world,
each new name a challenge. Rolling syllables around
my mouth, my nose, my throat, my tongue
a contortionist
and a metronome.

I will remember their names. Gay Suan Maw. Annie. Ngeba.

When you hear your name,
a feather tickles your synapses,
fireworks color your gray matter.
Your blood warms your cheeks—
someone is seeing you.

I will remember their names. Hassan. Elham. Amalia.

I imagine them when someone strikes the syllables
just right,
the first person in the endless chain
to clink the syllables
into a familiar sound
over this strange new land.

I will remember their names. Habiba. Raquel. Rukia.

I imagine that when they hear it, they feel
their toes uncurling
in warm bathwater.

I will remember their names. Rocio. Hamere. Zarifa.

I imagine that even when my tongue falters,
they still hear it,
the offering,
warm water
in an American winter.

I will remember their names. Chang Khan Paw. Ashenafi. Bibi Halima.

And if they don't hear it,
I'll try again.
Always stop
to try again.

Author Statement

I wrote this poem to reflect on my past two years as an AmeriCorps member. It was my first full-time teaching experience, as I had only taught as a volunteer beforehand. During my service, I worked for a refugee resettlement agency, teaching free English and Microsoft Excel classes to adults (primarily the agency's clients). Most students joined just months after arriving in the United States. They represented the greatest cultural and linguistic diversity I had ever encountered, and I found myself constantly learning to pronounce new, extremely unfamiliar names. I recognized the value of attempting to do so correctly, not only for the cognitive benefits which everyone feels upon hearing their names, but especially for those students for whom a familiar pronunciation of their names could provide a sense of comfort in their new lives. My experience inspired me to become a better teacher and to learn more about language acquisition, so I started a master's in Applied Linguistics and ESL in the fall of 2022.

Katie Hibner is a first-year MA student in Applied Linguistics and ESL at Georgia State University. She has taught English for various organizations across the U.S. and Morocco, where she had the privilege of studying abroad. Her research interests include pedagogy in community-based ESL programs, refugee concerns, and sociolinguistics.



MEET THE GSC STEERING COMMITTEE FOR 2022-2023

The GSC Steering Committee is a leadership team that represents the interests of the members AAAL Graduate Student council, works closely with the AAAL Executive committee to address graduate students' academic professional development needs and plan and executes yearly initiatives in order to serve the GSC members

Full profiles of each Steering Committee member can be found [here](#).



OKSANA MOROZ, CO-CHAIR
(GSC REPRESENTATIVE ON EC)

Oksana Moroz is a Mama PhD Candidate at Indiana University of Pennsylvania; she is a Ukrainian international student in the Composition and Applied Linguistics PhD program. Her research interests include gender and teacher identity, digital identities of students, issues of accents and language ideologies, and teaching with Wikipedia.

JACOB RIEKER, CO-CHAIR (GSC REPRESENTATIVE ON PAEC)

Jacob is a PhD candidate in Applied Linguistics at The Pennsylvania State University. His research focuses on Vygotskian cultural-historical theory, second language teacher education, language teacher cognition, and concept-based language instruction for language teacher development.



VALENTINO RAHMING,
SECRETARY (GSC REPRESENTATIVE ON FFAL & DIVERSITY SUB-COMMITTEE LEADER)

Valentino Rahming is a PhD candidate in Second Language Acquisition at Carnegie Mellon University. He is from Nassau, Bahamas and his research interests are centered around identity and investment in language learning.

SOPHIA MINNILLO, MEMBER-AT-LARGE (EVENT PLANNING SUB-COMMITTEE LEADER)

Sophia Minnillo is a second year Ph.D. student in Linguistics on the Multilingualism and Second Language Acquisition track at University of California, Davis. Her current research examines second and heritage language learning and teaching, with a focus on writing and grammar development.



Diversity Sub-Committee

Chia-Hsin (Jennifer) Yin, *Ohio State University*
Sarvenaz Balali, *Texas A&M University-Commerce*
Zakaria Fahmi, *University of South Florida*
Carla H. Consolini, *University of Oregon*
Maverick Y. Zhang, *University of Georgia*

Event Planning Sub-committee

Kyungjin Hwang, *University of South Carolina*
John Wayne N. dela Cruz, *McGill University*
Yadi Zhang, *University of Rochester*
Insil Jeon, *University of Minnesota*



ALYSSA WOLFE, MEMBER-AT-LARGE (NEWSLETTER SUB-COMMITTEE LEADER)

Alyssa Wolfe is a student in the Second Language Studies PhD program at Michigan State University. Her research interests lie at the intersection of Instructed Second Language Acquisition and Psycholinguistics.

PAUL J. MEIGHAN, MEMBER-AT-LARGE (SOCIAL MEDIA SUB-COMMITTEE LEADER)

Pòl I. Miadhachàin-Chiblow (Paul J. Meighan-Chiblow) is a PhD Candidate (Educational Studies) and SSHRC Bombardier Scholar at McGill University. His current research focuses on intersections between Indigenous language revitalization, technology, language policy, and decolonizing language education.



Newsletter Sub-committee

Edwin Dartey, *Pennsylvania State University*
Leila Gholami, *Arizona State University*
Jieun Kim, *University of Hawaii at Manoa*

Social Media Sub-committee

Eva Jin, *Arizona State University*
Juyeon Yoo, *Ohio State University*
Wei Xu, *University of Arizona*

Multilingual Matters Graduate Research Roundtable and Social Mixer Official Announcement

Roundtable Planning Team

The GSC steering committee, with support from Multilingual Matters, are pleased to announce the inaugural Multilingual Matters Graduate Roundtable and Mixer. This event will be held on Friday, March 17, 2023, immediately prior to the 2023 AAAL Conference, at the conference hotel – the Portland Marriott Downtown Waterfront. This event is comprised of two parts – a graduate research roundtable, taking place from 4pm-6pm, followed immediately by a social mixer from 6pm-8pm. These free events are open to all graduate student members of AAAL who are attending the 2023 AAAL Conference.

This event focuses on graduate students' research, networking and social connections. It allows graduate students to talk about and get feedback on in-progress research from selected faculty mentors and to network with other graduate students who work in similar areas of Applied Linguistics. We recognize that it can be difficult for graduate students to align their projects to the AAAL proposal deadline and it's often challenging to get proposals accepted since so many proposals are submitted. In response to this, the Research Roundtable provides graduate students with not only opportunities to talk about and get feedback from faculty and peers on current research projects at any stage of completion but also allows graduate students to meet and network with other graduate students who share their research interests. We also see this event as the potential foundation for cultivating long-term mentorship relationships and peer working group connections.

We invite you to take the Initial Interest Survey (*Use the QR code or go to <https://forms.gle/VJ9cKwAYCekcp4fj7>*) that asks you about your preferences for the shape and substance of the event. With the information you provide, we will be able to better accommodate the needs of the graduate student members of AAAL in the




Inaugural
MULTILINGUAL MATTERS
Graduate Research
Roundtable
and Social Mixer

USE THE QR CODE OR GO TO THE
 INTEREST FORM.

Friday, March 17th, 2023
 Portland Marriott Downtown Waterfront
(at 2023 AAAL Conference)

Research Roundtable – 4-6pm
 Social Mixer – 6-8pm

Use the link or the QR code to access
 the interest form.

service of making this event worthwhile for graduate student development.

We would appreciate it if you could complete the initial interest survey by Friday, November 18. Official registration to participate in the Research Roundtable will come at a later date. Questions about this event can be directed to aaalgrads@gmail.com.

We hope you'll be able to join us in March.

INITIAL INTEREST FORM



<https://forms.gle/VJ9cKwAYCekcp4fj7>

Webinar on Anti-Racist and Decolonial Applied Linguistics

GSC
EVENT PLANNING
SUB-COMMITTEE

On September 13, 2022, the AAAL GSC Events sub-committee hosted the first webinar of the 2022-2023 school year. The webinar was entitled, "Antiracist and Decolonial Applied Linguistics" and featured three presenters: Dr. Jan Hare from University of British Columbia, Dr. Kenzo Sung from Loyola Marymount University, and Dr. Onowa Mclvor from University of Victoria. AAAL GSC events committee member Kyungjin Hwang was the moderator, and member-at-large Paul Meighan was the discussant. The presenters discussed applied linguistics research addressing the concerns of Indigenous communities through Indigenous ways of knowing and doing, raciolinguistic ideologies advocating for the dismantling of white supremacy, and antiracist pedagogy related to language learning classrooms. The panelists emphasized the importance of the connection between land and language and the embodied experiences of people who research indigenous language revitalization. They also gave advice to graduate students who are looking to investigate topics in these fields. The webinar was recorded and is on the GSC's Youtube channel.

Webinar Recording:

<https://youtu.be/9pOwtPsi24k>



Dr. Jan Hare
University of British
Columbia



Dr. Kenzo Sung
Loyola Marymount
University



**Dr. Onowa
Mclvor**
University of
Victoria

Upcoming Webinar

Teaching While Grad Schooling: What, Why, How

Monday, December 5th
5:30-7 p.m. EST

The AAAL Grad Student Council is hosting a professional development-focused webinar to provide graduate students with an opportunity to hear from other applied linguists about their experiences with teaching during graduate school. The presenters will discuss topics including constructing a cohesive syllabus, promoting pedagogical practices, embracing critical thinking and inclusion, and designing innovative assessments.

Register:

<https://us06web.zoom.us/j/9121212121?pwd=Z0Z0vYUvqTsjEtHC5iopTVf5Bv-Jff6B3B>

2023 Conference Events

Reimagining collaboration in Applied Linguistics

Saturday, March 18
12:35-1:35 p.m. local (PDT)

Cultivating positive mentorship relationships in graduate school and beyond

Sunday, March 19
12:35 p.m.-1:35 p.m. local (PDT)

Both events will be held in the **Mt. St. Helens** room at the **Portland Marriott Downtown Waterfront** (conference site)

Call for Proposals for the *AAALGrads Newsletter*

Spring 2023 Issue

We are looking for writers to contribute to the **Spring 2023 issue** of the *AAALGrads Newsletter*. In conjunction with the 2023 AAAL Conference, this issue has the theme of ***Mentoring and Collaboration***. We believe that this is a highly relevant topic for graduate students. This is a broad topic that can be interpreted in many different ways, including, but not limited to:

- Reports on successful mentoring and collaboration initiatives
- Best practices in mentoring and collaboration
- Peer-to-peer and/or student-faculty mentoring and collaboration
- Barriers to and challenges with mentoring and collaboration

...and other interpretations of the theme

When submitting your proposal, please include at least 1 sentence of rationale for how your proposal relates to the theme. Although we feel that many different submissions could be at least tangentially connected to these topics, we will also consider submissions not directly related to the theme, if space allows.

Please consider submitting a proposal for any of the formats listed below. If selected, your work would be published in mid-March (prior to 2023 AAAL Conference).

Possible 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” articles for the Professional Development Corner, and opinion pieces on topics affecting the AAALGrads community.

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

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, 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. Text based creative submissions 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 events and topics affecting the AAALGrads community. Opinion pieces allow you to discuss current events/issues that are affecting graduate students in our community, examine current topics or events in the news through an applied linguistics lens, and/or issue a call to action regarding a topic or issue that you think grad students and/or applied linguists should pay more attention to. 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. (*continued p. #*)

Guidelines for Proposals, Submission, and Timeline

Your proposal should...

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

Proposals will be collected through this [Google Form](#) and are due on **January 3, 2022** by **5:59PM Eastern Time**. You can submit a proposal if you are a current student or recent graduate. You do not have to be a current AAAL member.

Tentative Timeline	
Tuesday, January 3, 2023	Proposals due
Friday, January 6, 2023	Authors notified of acceptance
Monday, January 16, 2023	First draft of manuscripts due
Monday, January 23, 2023	Editors provide feedback to authors on first drafts
Monday, January 30, 2023	Revised drafts due
Monday, February 6, 2023	Editors provide additional feedback if necessary
Monday, February 13, 2023	Final drafts of manuscripts due. Authors provide short biography and headshot.
Wednesday, February 22, 2023	Editors return final draft with proofs
Wednesday, March 1, 2023	Authors respond to proofs
The issue is expected to appear in mid-March 2023 (prior to AAAL Conference).	

For questions or inquiries, please reach out to the newsletter co-editors at aaalgrads@gmail.com.

GSC ANNOUNCEMENTS

Design Competition

Dear AAAL Grads,

Are you an artist? Do you enjoy creating drawings with thematic messages? Well, you should consider signing up for our annual design competition!! Winners will have their designs featured on apparel and accessories sold on teespring.com/stores/aaalgrads and all proceeds will be used to support graduate students and the Fund for the Future of Applied Linguistics (FFAL). Please consider sharing your artistic talent for this important effort to support AAAL Grads! Participants must be AAAL student members at the time of the submission. The selected artist will be publicly recognized at the 2023 AAAL conference and the AAAL GSC will also sponsor an early-bird registration fee (\$119) for the 2023 AAAL conference. To find out about the criteria for design, please visit the AAAL GSC website.

Keep an eye on our social media channels for more info.

Conference Roommate Finder

Are you ready for our conference in March 2023? Hotel rooms are pricey and they're going fast! If you would like to find someone to room with, the GSC is offering you a monitored discussion space for roommate searching.

Click [here](#) to access the roommate finder.