



Presentation Location Note:
8:45-1:55 Wells B342 (Third Floor)
2:00-5:30 Wells B243 (Second Floor)

Applied Linguistics Symposium

Wells Hall, Michigan State University | Friday, February 21, 2025

8:45-9:15

Welcome (Coffee and Light Refreshments) – Wells B342

9:15–10:15

Dr. Robert Godwin Jones

Invited Plenary: Generative AI, digital literacy, and the teacher-researcher divide in SLA and CALL

Mid-morning break

10:30-10:55

Joanne Cheng

Testing of Google voice typing: An AI-based dictation study and pedagogical implications

11:00-11:25

Jared Kubokawa

Tracing pre-service language teacher identity development: A classroom ethnography in a language teaching methods course

11:30-11:55

Hyun-Bin Hwang

Title Teacher autonomy support for app-based language learning beyond the classroom: Insights from Self-Determination Theory

Lunch (Atrium, 2nd Floor, Wells Hall)

1:00-1:25

Carlo Cinaglia

Investment in studying Spanish at a U.S. University: Linguistic identities and discourses about language learning

1:30-1:55

Matt Coss

Evaluating outcomes and fidelity in a task-based university language program

[Move to Wells B243]

2:00-2:25

Nari Kim

Bridging the research-practice divide: Insights from a Korean online community of practice

2:30-2:55

Eunmi Kim

The use of intensifier-adjective combinations in L1 and L2 writing: A corpus analysis

Mid-afternoon break

3:30-3:55

Kevin Fedewa

Comparing human and AI language models' cultural and interactional competence in professional leave-taking strategies

4:00-4:25

Shannon Harasta

Small talk, big tool: The pedagogical uses of small talk in French L2 classrooms

4:30-4:55

Carlo Cinaglia & Matt Coss

Hamessing rationales for world language study to support student motivation: A practice-based research collaboration

5:00-5:25

Vashti Lee

Title Between ideological clarity and burnout in Chinese DLBE: A heritage speaker teacher's journey

Dinner (6:30 PM, Charlene Polio's home)



Department of Linguistics,
Languages, and Cultures
MICHIGAN STATE UNIVERSITY



College of Arts & Letters
MICHIGAN STATE UNIVERSITY

Invited Plenary: Generative AI, digital literacy, and the teacher-researcher divide in SLA and CALL



Dr. Robert Godwin-Jones

Professor

Department of World Studies

Virginia Commonwealth University

Invited Plenary

Applied Linguistics Symposium

February 21, 2025

Wells Hall Room B342

9:10 AM



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ChatGPT and other generative AI systems represent something new and disruptive in the application of technology to second language learning. The ability to generate language which closely resembles human speech and engage in conversations, written or spoken, on virtually any topic, takes AI chatbots far beyond previous rule-based systems which relied on scripts and keyword detection. In contrast to other technologies, AI is not narrowly focused on CALL but has wide application in society, and the media hype around its use has made it familiar to L2 teachers and learners. In that way, AI represents a new dynamic in the relationship among practitioners, SLA researchers, and CALL specialists. One aspect of that new dynamic is the fact that, compared to traditional software, AI is largely a black box. Unlike traditional programming, AI is not based on lines of code which are under the control of programmers, who can predict outcomes and edit code to affect changes. In that way, both experts and ordinary users are largely on the outside, using a tool that in many ways is unknown and unpredictable. Prompt “engineering” is a misnomer, the process is more like incantation, finding by trial and error (and “chain of thought” prompting) just the right wording and sequencing to produce the desired outcome. Each AI user develops an individualized relationship with AI through use, a process that may result in shared, distributed agency (Godwin-Jones, 2024). That reality changes our traditional notions of originality and creativity. As AI becomes embedded in our lives as helpers and collaborators, traditional learner-teacher-researcher relations evolve in new directions.

Yet, there are aspects of AI related to linguistic and cultural authenticity that are known and important to be considered, areas in which it is profitable for teachers and researchers to examine collaboratively. The training data used to produce large language models is biased linguistically and culturally, consisting largely of Anglocentric texts that studies have shown produce biased output, particularly for low resource languages (Godwin-Jones, 2025). Even for high-resource languages like English and Chinese, AI’s output has limitations in terms of its ability to generate speech that is socially and culturally appropriate (Poole & Polio, 2023). AI’s language abilities are not socially based, but statistically generated, resulting in forms and phrases that are generically correct but may not fit the individual context of use. Studies that have applied traditional Gricean pragmatics to AI output have shown serious limitations (Tao et al., 2024; Wee, 2025). It is important that both L2 teachers and learners have an understanding of both the potential and the limitations of AI so that usage is differentiated and optimized for the particular contexts. That translates into the need to develop critical AI literacy (Darvin, 2023).