

Engaging with language variation in the early GenAI era: pedagogic in/dispositions

Language variation, it was argued a generation ago, is integral to the multiliterate futures that constitute our twenty-first century lives. At the time, the ICT revolution was prompting educators to reframe literacies to account for the multiple and multi modal affordances of emergent digital technologies. Linguistic diversity was a pillar of this vision: the ‘multi’ of multiliteracies referred as much to recognizing language variation in our diverse classrooms and society as to capitalizing on digital semiotic affordances. There was much in this vision that appealed to TESOL educators and that has resonated with the multilingual turn of our field and our embrace of translanguaging. Then came Gen AI...

Biodata

Karen Dooley is a professor in, and the Deputy HOS of, the School of Education, QUT. She is an experienced EFL and mainstream EAL/D teacher. Language variation and linguistic diversity are the thread that connects her research on pedagogies for young people of refugee background, digital and print literacies in a high diversity high poverty school, private literacy tutoring, and digital school-home engagement. Karen is currently involved in research on translanguaging and Gen AI (with Dr Ronan Kelly and Dr Dean Ryschka) and cultural programs for Aboriginal students in Queensland schools (with Dr Bridget Hughes and Dr Chrystal Whiteford).