



TURNING DATA INTO DIALOGUE: APPLIED LINGUISTICS AND INNOVATIVE LANGUAGE INSTRUCTION

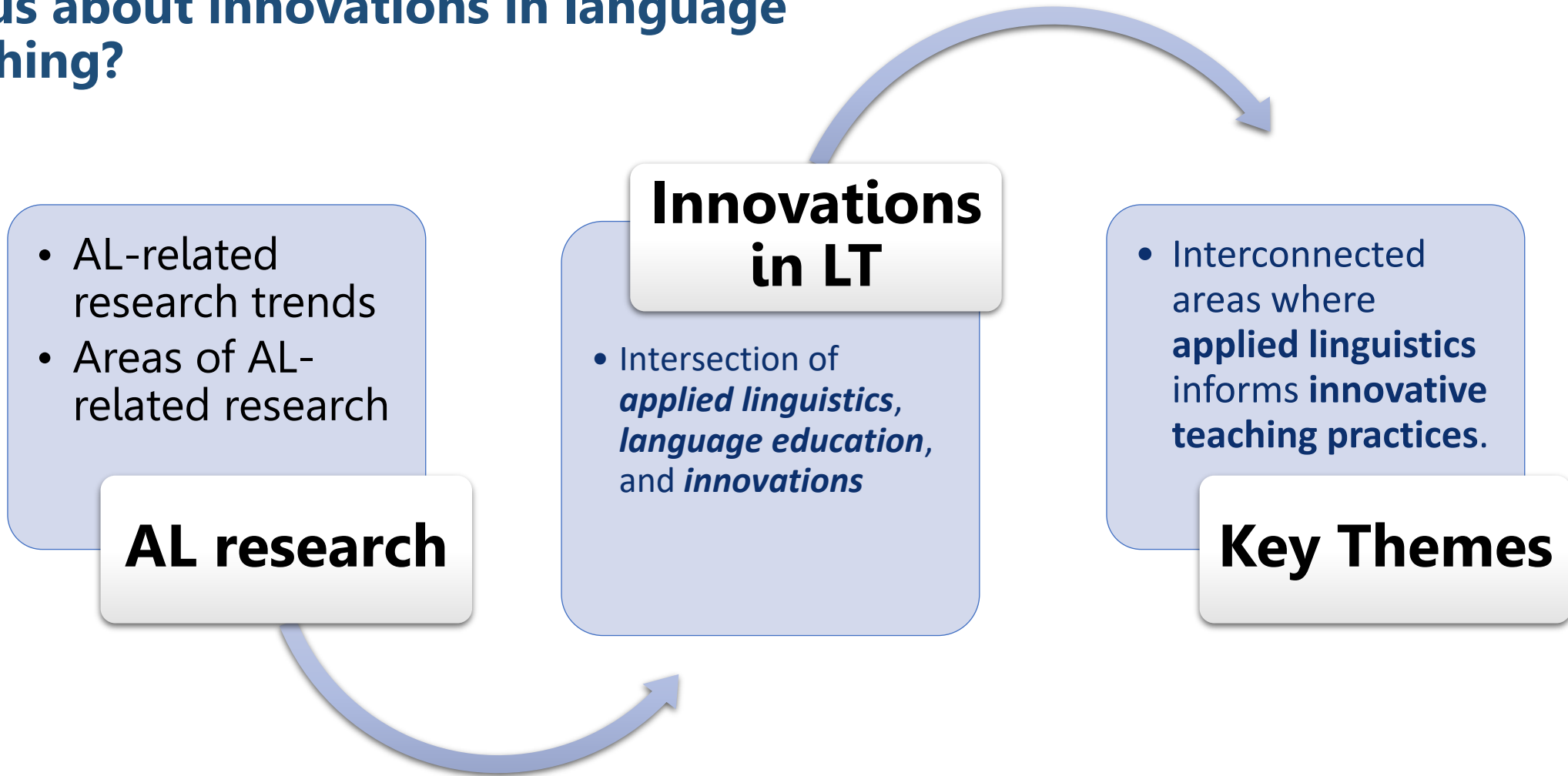
Utami Widiati

Universitas Negeri Malang | President of TEFLIN

www.um.ac.id

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29 – 30 September 2025, BANDUNG, INDONESIA

What do data on applied linguistics research tell us about innovations in language teaching?



Applied Linguistics

- a discipline that explores real-world language-related issues and phenomena
- a vital field that has practical applications in many areas of life, including education (→ workplace)

Applied Linguistics

A total of 2,449 document results were found in the Scopus database for the term *Applied Linguistics*.

Topic search: **applied linguistics**

Document types included: **only articles in English**

Excluded: **book chapters & early access articles**

Timeframe: **1980 – 2025**

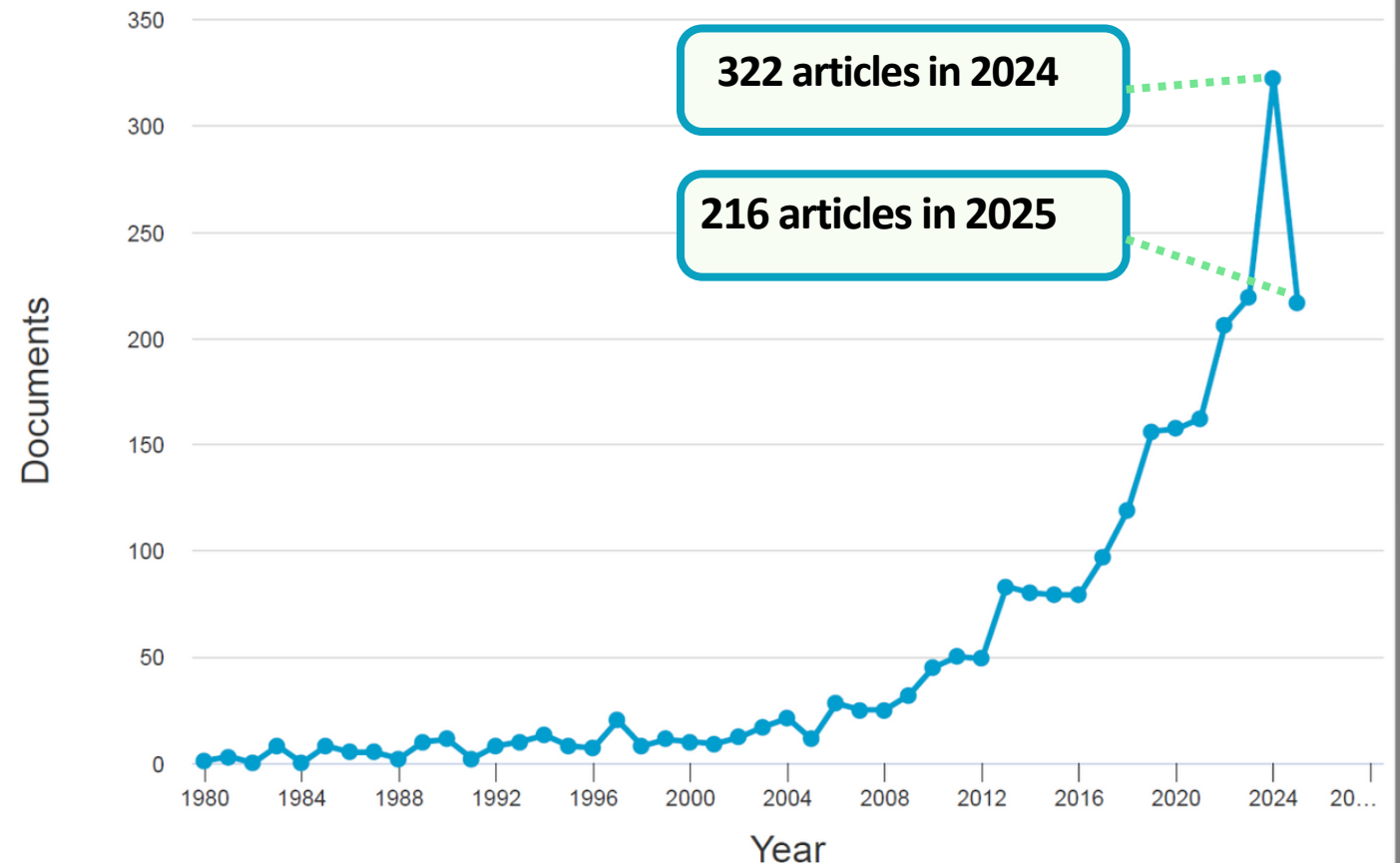
Search string:

TITLE-ABS-KEY (("Applied Linguistics")) AND PUBYEAR > 1979 AND PUBYEAR < 2026 AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English"))



Documents by year

Scopus



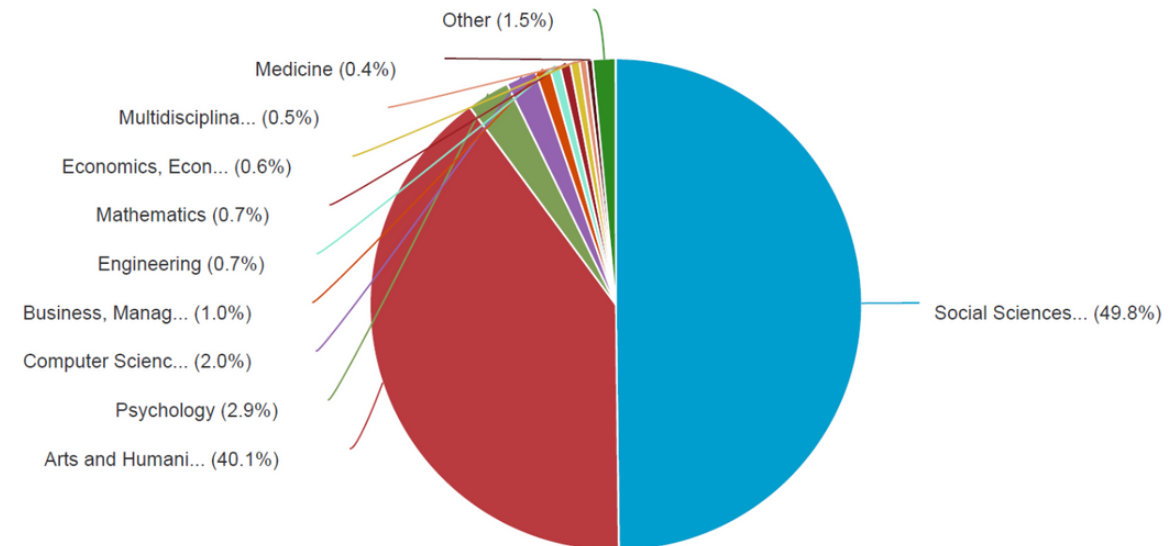
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Applied Linguistics

The articles on *Applied Linguistics* span diverse disciplines, with Social Sciences dominating the field at 49.8% and Arts and Humanities at 40.1%.

Documents by subject area

Scopus







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Refining the Scope: Toward Innovations in Language Teaching



 Refined Search String (Scopus):

```
TITLE-ABS-KEY (  
  ( "Applied Linguistics" ) AND  
  ( "language teaching" OR "language learning" OR "language instruction" OR  
    "language education" OR "second language acquisition" OR "foreign language teaching" ) AND  
  ( innovation OR "innovative practice" OR "research impact" OR  
    "educational innovation" OR "teaching innovation" OR "pedagogical innovation" )  
)  
AND PUBYEAR > 1979 AND PUBYEAR < 2026  
AND ( LIMIT-TO ( DOCTYPE , "ar" ) )  
AND ( LIMIT-TO ( LANGUAGE , "English" ) )
```

-  **Results:** 20 documents
-  Highly focused on the intersection of *applied linguistics*, *language education*, and *innovations*.
-  Filters out general or irrelevant applied linguistics content
-  Prioritizes innovations in teaching practices and pedagogies

Where is the research based?

Geographical Distribution of the 20 Articles

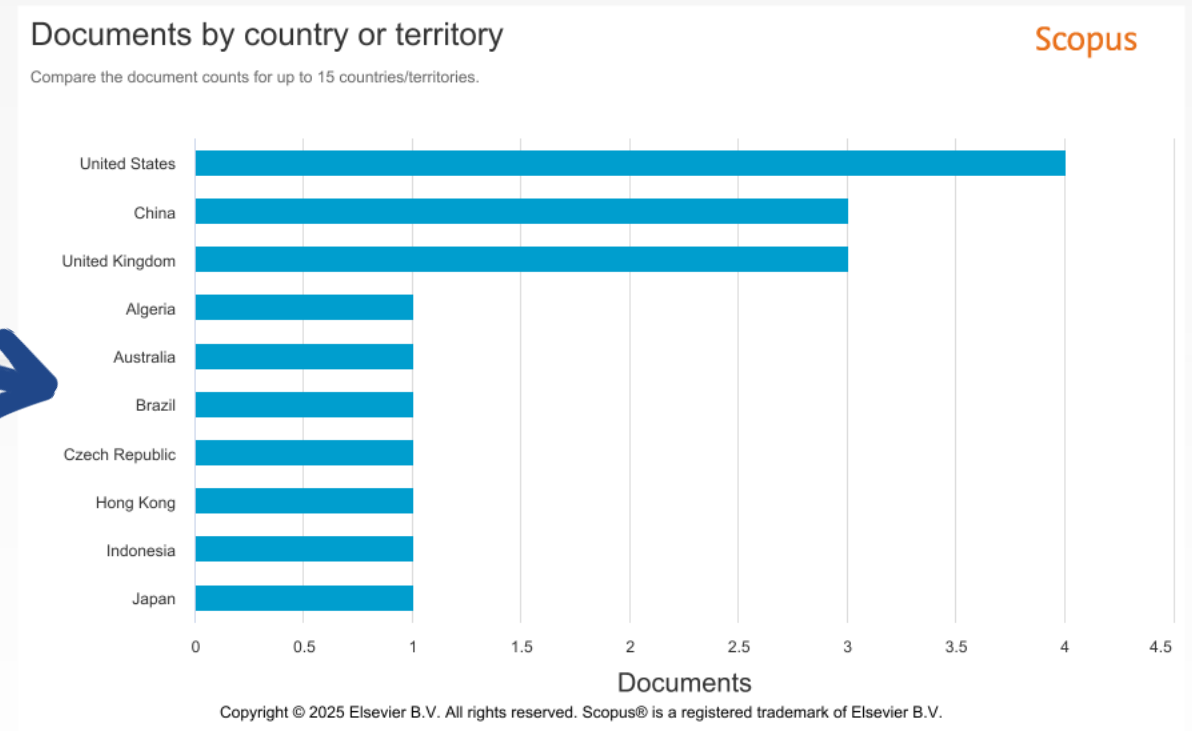
(Filtered by Applied Linguistics + Language Teaching + Innovation | 1980–2025)

Top Contributors:

- US United States – 4 articles
- GB United Kingdom – 3 articles
- CN China – 3 articles

Other Contributors:

Algeria, Australia, Brazil, Czech Republic, Hong Kong, Indonesia, Japan, Yemen, Tanzania, South Korea, Singapore, Saudi Arabia, Poland, New Zealand, Malaysia
(Each with 1 article)



Corpus of the 20 Retrieved Articles

Authors (shortened)	Year	Title
Wang & Wang	2025	Enhancing translation accuracy and learning outcomes for low-resource languages: AI fine-tuning and learner adoption factors
Winahyu et al.	2025	Sentence classification using machine learning and word embedding: An innovation in Indonesian language learning
Ouahmiche & Bouguebs	2025	Crossing the nexus: Language, culture, and technology in a globalized world
Osle	2025	Adaptation of language learning strategies among hyperpolyglots: The role of sociocultural contexts and resources
Li & Yoon	2025	The impact of contextual culture on the implementation of blended learning in tertiary language programmes
Mwogela & Sane	2025	A contradiction between research and communication of innovations in Misungwi District of Tanzania
Metwally & Bin-Hady	2025	Probing the necessity and advantages of AI integration training for EFL educators in Saudi Arabia
Yang	2022	An empirical survey of statistical research methods in applied science
de Paula Forero Pataquiva & Klimova	2022	A systematic review of virtual reality in the acquisition of second language
Sakamoto	2022	The missing C: Addressing criticality in CLIL
Greenier & Moodie	2021	Photo-narrative frames: Using visuals with narrative research in applied linguistics
Litzenberg	2021	Innovation, resiliency, and genius in intensive English programs: Decolonializing recruitment and contradictory advocacy
Wen & Song	2021	Learning analytics for collaborative language learning in classrooms: From the holistic perspective of learning analytics, learning design and teacher inquiry
Litzenberg	2020	"If I don't do it, somebody else will": Covert neoliberal policy discourses in the decision-making processes of an intensive English program
Werbińska	2020	Duoethnography in applied linguistics qualitative research
East	2019	Sustaining innovation in school modern foreign language programmes: Teachers' reflections on task-based language teaching three years after initial teacher education
Rose et al.	2018	A systematic review of language learner strategy research in the face of self-regulation
Norris	2016	Language program evaluation
Benson	2014	Narrative inquiry in applied linguistics research
Doğançay-Aktuna	2006	Expanding the socio-cultural knowledge base of TESOL teacher education

Distribution of Publication Years

- 7 articles – 2025 → technology-related topics → one in the Indonesian context
- 3 articles – 2022
- 3 articles – 2021
- 2 articles – 2020
- 1 article – 2019
- 1 article – 2018
- 1 article – 2016
- 1 article – 2014
- 1 article – 2006

Expanding the Socio-Cultural Knowledge Base of TESOL Teacher Education (93 citations)

Seran Dogancay-Aktuna

Language, Culture, and Curriculum, 19(3), 2006

- A conceptual paper arguing for the expansion of the knowledge base of TESOL teacher education to integrate greater awareness of the sociocultural and political context of teaching English to speakers of other languages.
- **Innovations:** the changing roles of teachers in the context of teaching English as an international language → to be socio-culturally and politically aware teachers → proposing teacher education curriculum to cover these three areas: (1) discussion of cross-cultural variation in language teaching and learning and tools for investigating this variation; (2) overview of management of pedagogical innovation; and (3) examination of the sociopolitical factors

Narrative Inquiry in Applied Linguistics Research (225 citations)

Phil Benson

Annual Review of Applied Linguistics, Volume 34, 2014

- Reviewing studies employing narrative inquiry for applied linguistics.
- **Innovations:** recent AL-related innovations in data collection (the use of mixed and longitudinal methods and the use of narrative frames and multimodal data) and data analysis (focus on the discourse of narrative and the use of narrative writing) → These innovations represent a welcome trend toward methodological diversity that is strengthening the contribution of narrative inquiry to understanding of the experience of language teaching and learning.

Language Program Evaluation (135 citations)

John M. Norris

The Modern Language Journal, February 2016

- Reviewing the origins and interdisciplinary nature of program evaluation and its development within applied linguistics and language education in particular.
- **Innovations:** examining the current contributions of language program evaluation, pointing to future trends viewed from how changing global circumstances, technological affordances, and contexts and purposes for language learning and language use are both impacting the nature of evaluation and presenting challenges for which evaluation is uniquely suited to respond → program evaluation as a way of ameliorating gaps in current language research and practice, projecting to implications for training, dissemination, and integration of this mode of inquiry as an important part of the future intellectual core of applied linguistics.

A systematic review of language learner strategy research in the face of self-regulation (236 citations)

Heath Rose, et al.

System, Volume 72, February 2018

- The need to replace language learner strategy research with the construct of self-regulation.
- **Innovations:** a systematic review methodology to investigate how self-regulation has impacted strategy research in recent years, highlighting current trends and best research practices → Strategy research is highly reliant on quantitative measures of data collection and on a number of context-situated qualitative methods which have produced valuable results → innovations that are anchored to past methodologies, showcasing state-of-the-art research in the field, with an aim to inform future research on self-regulation.

Sustaining innovation in school modern foreign language programmes: Teachers' reflections on task-based language teaching three years after initial teacher education (48 citations)

Martin East

Language Learning Journal, 47(1), 2019

- The communicative language teaching approach has led to the most effective combinations of instruction and use: applied linguistics and evidence-based classroom practice in the case of foreign language pedagogy.
- **Innovations:** Task-based language teaching (TBLT) → learner-centered and experiential emphasis. TBLT principles can be successfully enacted by teachers who are open to the innovation, but that theoretical, practical and contextual constraints limit that enactment.

Sentence classification using machine learning and word embedding: An innovation in Indonesian language learning

Winahyu et al.

Journal of Language Teaching and Research, 16(4), 2025

- Writing assessment examines various genres, and the evaluation always includes a syntactic component or sentence structure.
- **Innovations:** using algorithms and word representations to categorize Indonesian sentences automatically, a relatively novel approach for the Indonesian language. This innovation aims to detect sentence structures by converting words into numerical vectors (embeddings) and then feeding these vectors into a machine learning model for classification, potentially revolutionizing Indonesian language learning tools and grammatical analysis

Search Results Based on These Topics (2020-2024)



Heritage Language Learning — 5

TITLE-ABS-KEY((applied AND linguistics) AND (heritage AND language AND learning)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Bilingual and Multilingual Education — 8

TITLE-ABS-KEY((applied AND linguistics) AND (bilingual AND multilingual AND education)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Translanguaging — 53

TITLE-ABS-KEY((applied AND linguistics) AND (translanguaging)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Sustainable Multilingualism — 1

TITLE-ABS-KEY((applied AND linguistics) AND (sustainable AND multilingualism)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Literacy Skills — 7

TITLE-ABS-KEY((applied AND linguistics) AND (literacy AND skills)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Language Planning and Language Policy — 6

TITLE-ABS-KEY((applied AND linguistics) AND (language AND planning AND language AND policy)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Critical Pedagogies — 25

TITLE-ABS-KEY((applied AND linguistics) AND (critical AND pedagogies)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Translation and Interpretation — 15

TITLE-ABS-KEY((applied AND linguistics) AND (translation AND interpretation)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))

Psychological Factors — 13

TITLE-ABS-KEY((applied AND linguistics) AND (psychological AND factors)) AND (LIMIT-TO(DOCTYPE, "ar")) AND (LIMIT-TO(LANGUAGE, "English"))



Key Themes in the Literature

🔍 To deepen the analysis of how applied linguistics research contributes to innovations in language teaching, **five key themes** were identified based on targeted search strategies:

1. **Translanguaging**
2. **Critical pedagogies**
3. **Psychological factors**
4. **Literacy skills**
5. **Sustainable multilingualism; sustainable education**

Each theme reflects a distinct yet interconnected area where **applied linguistics** informs **innovative teaching practices**.

The following slides present individual search strings and insights for each theme.

1. Translanguaging



✓ Scopus Search String:

19 documents found (2020–2025)

```
TITLE-ABS-KEY(  
  ("applied linguistics")  
  AND translanguaging  
  AND ("language teaching" OR "language learning" OR "language education")  
)  
AND PUBYEAR > 2019 AND PUBYEAR < 2026  
AND (LIMIT-TO(DOCTYPE, "ar"))  
AND (LIMIT-TO(LANGUAGE, "English"))
```

Source Journals

TESOL Quarterly, Applied Linguistics Review, International Journal of Bilingual Education, Journal of Multilingual and Multicultural Development, etc.

Insights

- Translanguaging research connects cognitive, affective, and sociopolitical dimensions of language use.
- The growing citation base suggests it's shaping innovations in pedagogy and challenging monolingual norms in ELT.
- Research spans global contexts: United States (5), Canada (3), China (2), Philippines (2), United Kingdom (2), etc.

Corpus of the 19 Retrieved Articles on Translanguaging



Authors	Year	Title	Source title	Cited by
Galloway, N.	2025	What's in a Name? Global Englishes—An Umbrella for English as a Lingua Franca, English as an International Language, World Englishes, and Translanguaging	TESOL Quarterly	17
Asomoza, A. N., et al.	2025	'Si lo mixeo [...] es como un lenguaje propio que tengo yo': Exploring Translanguaging as Identity Construction in Mexico	International Journal of Bilingual Education and Bilingualism	0
Antony-Newman, M.	2025	Plurilingualism for social justice: a meta-synthesis of research on translanguaging in immigrant and refugee education	Journal of Multilingual and Multicultural Development	0
Nap, L. S., et al.	2024	Sharing and comparing languages—how teachers and students build plurilingual repertoires in bilingual primary education	International Journal of Multilingualism	1
Parba, J., & Fernandez-Dalona, I.	2024	Investigating teachers' (mis)understanding of translanguaging in multilingual classrooms	European Journal of Applied Linguistics and TEFL	1
Quan, T., et al.	2024	Translanguaging as a lens for community-engaged language teaching and learning	Language Teaching Research	0
Rajendram, S.	2024	Pedagogical Translanguaging: Moving from Theory to Classroom Practice	International Journal of Multilingualism	0
Sifakis, N. C.	2024	ELF-Aware and Translanguaging-Aware Teacher Education: Towards a Global Pedagogical Perspective	ELT Journal	0
Yang, Q., Yang, S., & Shi, W.	2024	Understanding translanguaging practices in Chinese university classrooms	System	0
Tian, Z., & Rafi, A. S. M.	2024	Translanguaging in higher education: insights from multilingual classrooms	Journal of Multilingual and Multicultural Development	0
Kubota, R., et al.	2024	Critical perspectives on translanguaging in language education	Applied Linguistics	0
Rokita-Jaśkow, J., et al.	2024	Translanguaging in early childhood bilingual education	International Journal of Early Years Education	0
Fang, F., & Xu, Y.	2024	Translanguaging and language learning motivation: A study of Chinese university students	Language Teaching Research	0
Zein, S.	2024	Translanguaging in English language teaching in Indonesia	RELC Journal	0
Erling, E. J., et al.	2024	Translanguaging and educational equity in multilingual classrooms	Language and Education	0
Zhang, L. J.	2024	Teachers' perspectives on translanguaging in English-medium instruction	System	0
Parba, J., & Fernandez-Dalona, I.	2024	Translanguaging as resistance: Teachers' voices from the Philippines	International Journal of Bilingual Education and Bilingualism	0
Azaz, M., & Abourehab, Y.	2024	Translanguaging practices in Arabic-English bilingual classrooms	Journal of Language, Identity & Education	0
Galante, A.	2024	Pedagogical translanguaging in plurilingual education: A critical review	TESOL Quarterly	0

What's in a Name? Global Englishes—An Umbrella for English as a Lingua Franca, English as an International Language, World Englishes, and Translanguaging

Nicola Galloway

TESOL QUARTERLY, 59(1), 2025

- Exploration of growing scholarship in various sub-fields of Applied Linguistics and Second Language Acquisition (SLA) that highlight the use of English in an increasingly globalized and multilingual world. The term Global Englishes (GE) is viewed as an umbrella term and inclusive paradigm that was introduced to unite scholarship across the fields of World Englishes (WE), English as an International Language (EIL), English as a Lingua Franca (ELF), and to draw parallels with translanguaging and multilingualism.
- **Innovations:** With different, yet overlapping, conceptual frameworks to guide research, scholarship in various fields provide a growing evidence base on the need for change in TESOL curricula to better reflect the global use of English, and other languages, in an ever-increasingly globalized world → proposing an idea to unite such scholarship into a comprehensible framework to guide and facilitate a paradigm shift in TESOL curricula away from outdated “native” English norms → a call to focus less on terminology and for scholars to work flexibly across academic boundaries to connect scholarship, particularly when it has a shared goal of achieving a more equitable English language education.

2. Critical Pedagogies

✓ Scopus Search String:

2 documents found (2020–
2025)



```
TITLE-ABS-KEY(  
  ("applied linguistics")  
  AND ("critical pedagogy" OR "critical pedagogies")  
  AND ("language teaching" OR "language learning" OR "language education")  
)  
AND PUBYEAR > 2019 AND PUBYEAR < 2026  
AND (LIMIT-TO(DOCTYPE, "ar"))  
AND (LIMIT-TO(LANGUAGE, "English"))
```

Fang, F., and Xu, Y. (2022). **Commonalities and Conflation of Global Englishes and Translanguaging for Equitable English Language Education.** *TESL EJ*, 26(3).

Shin, H. (2022). **Decolonizing indigenous-newcomer relations in the teaching of English in education.** *International Journal of Educational Research*, 116, 102091.

Commonalities and Conflation of Global Englishes and Translanguaging for Equitable English Language Education (21 citations)

Fang and Xu

TESL EJ, 26(3), 2022

- Reviewing some commonalities between two paradigms (global Englishes and translanguaging) by considering the postcolonial varieties of English, the challenge of native speakerism ideology and the inclusion of multiple discursive practices in classroom discourse.
- **Innovations:** the need to regard the two paradigms as complementary but possibly conflated in future English language education, examining the integration from the perspectives of 1) critical pedagogy in applied linguistics and 2) decolonising pedagogy for the inclusion of minority/indigenous languages in language education → ELT has the multilingual and translinguistic opportunity to promote diversity and inclusion of language use.

Decolonizing indigenous-newcomer relations in the teaching of English in education (13 citations)

Hyunjung Shin

International Journal of Educational Research, 116, 2022

- A conceptual/auto-ethnographical analysis of contemporary intertwining of capitalism and colonialism as a key producing mechanism of language-related inequalities, as well as challenges experienced in the author's efforts to create meaningful learning space for both indigenous and newcomer students.
- **Innovations:** decolonizing indigenous-newcomer relationships in the teaching of English through the case of Canada in the context of truth and reconciliation, drawing from recent scholarship in applied linguistics/sociolinguistics on the meta theoretical dimension of thinking about language from the global and political economic perspectives.

3. Psychological Factors



✓ Scopus Search String:

33 documents found (2020–2025)

```
TITLE-ABS-KEY(  
  ("applied linguistics")  
  AND ("psychological factors" OR "motivation" OR "language anxiety" OR "language attitudes")  
  AND ("language teaching" OR "language learning")  
)  
AND PUBYEAR > 2019 AND PUBYEAR < 2026  
AND (LIMIT-TO(DOCTYPE, "ar"))  
AND (LIMIT-TO(LANGUAGE, "English"))
```

🔍 *Search Highlights*

- Dominant themes:
 - **Language anxiety & motivation** (e.g., Alamer & Almulhim, 2021 – 56 citations)
 - **Emotions & teacher engagement** (Wang et al., 2022 – 48 citations)
 - **Identity, vision, and learner agency** (Al-Hoorie et al., 2021; Fan et al., 2025)

✍️ *Critical Reflections*

- Psychological factors are central to recent language learning research, with a notable focus on motivation frameworks (e.g., SDT self determination theory, L2MSS motivational self system).
- There's a shift from cognitive-only views toward more emotionally and socially embedded models of the learner.

4. Literacy Skills



✓ Scopus Search String:

6 documents found
(2020–2025)

```
TITLE-ABS-KEY(  
  ("applied linguistics")  
  AND ("literacy skills" OR "reading skills" OR "writing skills")  
  AND ("language teaching" OR "language learning")  
)  
AND PUBYEAR > 2019 AND PUBYEAR < 2026  
AND (LIMIT-TO(DOCTYPE, "ar"))  
AND (LIMIT-TO(LANGUAGE, "English"))
```

🔍 *Search Highlights*

- **Dominated by digital innovations:** Virtual Reality (Pataquiva & Klimova, 2022), Android apps (Hariyanto et al., 2023), ML/AI in writing & reading (Winahyu et al., 2025).

🧠 *Critical Reflections*

- Tech-driven literacy research is gaining traction but has yet to achieve strong impact (low citations across all studies).
- A focus on digital tools may risk sidelining critical literacies, socio-cultural contexts, and equity in access.

5. Sustainable Multilingualism

✓ Scopus Search String:

0 documents found (2020–
2025)

```
TITLE-ABS-KEY(  
  ("applied linguistics")  
  AND "sustainable multilingualism"  
  AND ("language teaching" OR "language learning" OR "language education")  
)  
AND PUBYEAR > 2019 AND PUBYEAR < 2026  
AND (LIMIT-TO(DOCTYPE, "ar"))  
AND (LIMIT-TO(LANGUAGE, "English"))
```

💡 Reflections

- The term is absent from Scopus-indexed applied linguistics literature.
- Likely discussed under other terms: multilingual maintenance, multilingual education preservation, or something else?
- Indicates a gap between academic terminology and policy discourse (e.g. UNESCO).

📌 Insight

An opportunity to advance **sustainable multilingualism** as a formal concept in applied linguistics.

6. Sustainable Education



✓ Scopus Search String:

5 documents found (2020–2025)

```
( TITLE-ABS-KEY ( "applied linguistics" OR "linguistic application" ) )  
AND ( "sustainable education" OR "sustainability in education" OR  
"education for sustainable development" OR "ESD" OR "sustainable teaching practices" )  
AND ( PUBYEAR > 2019 )  
AND ( LIMIT-TO ( DOCTYPE , "ar" ) )  
AND ( LIMIT-TO ( LANGUAGE , "English" ) )
```

🔍 Search Results

- Influence of Attitudes on the Autonomy of English as a Foreign Language Teachers (Qian, L., Qin, X., Wei, Z., & Huang, H., 2025)
- Enabling learner independence and self-regulation in language education using AI tools: a systematic review (Mohebbi, A., 2025)
- Charting the path of sustainability discourse research: A systematic review of applied linguistic studies (Nervino, E., Cheung, J.O., Chen, J., 2024)
- Exploring Biotechnological Applications in Emotion Regulation and Health Education Across Cultural Contexts: An Applied Linguistics Approach (Dai, L., 2024)
- A Quantitative Analysis of the Students' Experience with Digital Media in L2 Acquisition (Pikhart, M., Al-Obaydi, L.H., Rehman, M.A., 2022)

✍️ Critical Reflections

- Relevance to **SDG 4 (Quality Education)** and **SDG 10 (Reduced Inequalities)**.
- Despite global emphasis on sustainability, applied linguistics research rarely engages with sustainability frameworks explicitly.
- Highlights a gap—opportunity to connect language education with sustainable development discourse and practices.

What lessons from the corpus of the retrieved articles?

Applied linguistics and innovations in language teaching

- Methodology: earlier → mostly in the form of SLR, conceptual; later → additional shifting toward empirical research, classroom applications
- Topics: earlier → status of English (native speakerism), monolingual norms; later → multilingual and translinguistic opportunities; technology integration (digital innovations) → multilingual(ism), translanguaging, language/writing development, models, emotions, foreign language enjoyment and motivation, cognition, anxiety
- Scope: earlier → mono discipline (AL in language teaching); later → multi/inter-disciplines geared toward the attainment of the 17 SDGs

Implications?

- SDGs → global frameworks for ESD 2020 – 2030 → *quality education and a key enabler* → *quality education for better workplace* → *employability*
- Global future workers → opportunities to connect language education with sustainable education discourse and practices → World Transformation 2030
- Greater respect toward linguistic and cultural diversity → inclusivity becoming the norm
- Increased need for effective communication across languages and cultures, including within workplace → colleagues, clients, customers

Turning Data into Dialogue

Utami Widiati

Implications?

Embracing cognitive, psycholinguistic, sociolinguistic and educational perspectives

- Tailoring instruction to address learner differences (motivation, learning styles, cognitive abilities, etc.)
- Analyzing language acquisition
- Exploring effective teaching methods
- Developing new technology and resources
- Improving assessment methods

All in relation to SDGs -- ESD

Turning Data into Dialogue

Utami Widiati

Closing Remarks

AL research provides a theoretical foundation and practical guidance for innovative language instruction.

Innovations in language teaching should target the attainment of SDGs, particularly ESD.

SDGs are meant for better people, planet, and prosperity.

Language teaching innovations inspired by AL research will contribute to World Transformation 2030.

Turning Data into Dialogue

Utami Widiati

Thank you.

utami.widiati.fs@um.ac.id



<http://sastra.um.ac.id>