*Research Article*

# GAI in English L2 Writing: Insights from a Culturally Responsive Autoethnographic Study

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*The introduction of Generative Artificial Intelligence (GAI) has brought new challenges to English as a Second Language Writing (SLW) classrooms. While students are increasingly valuing and integrating tools such as ChatGPT into their writing processes, many teachers continue to evaluate student work through the lens of standardized assessment methods. This dichotomy presents an ongoing challenge in the field. Using a culturally responsive framework, we delve into our full circle experiences as English-as-a-Second-Language writers, shedding light on the tensions among academic integrity, autonomy and agency, suggesting that teachers guide students on the responsible and constructive use of GAI. Aligned with emerging research on SLW, we advocate for inclusive teaching approaches that recognize GAI as an integral part of students' linguistic repertoire while fostering their agency in navigating today's ever-evolving educational landscape. Through collaborative autoethnography, we analyze our journeys from being former MLLs to SLW teacher-researchers, highlighting the importance of engaging students in active discussions about academic integrity and their culturally responsible practices for the use of GAI. Our findings emphasize that integrating GAI into the SLW classroom has the potential to create an inclusive and equitable learning environment for MLLs, which amplifies student agency, voice, and critical thinking.*

## 1. INTRODUCTION

The introduction of Generative Artificial Intelligence (GAI) has brought both challenges and opportunities in the English as a Second Language Writing (SLW) classroom. In this study, GAI can be understood as utilizing AI technologies, such as ChatGPT, built on large-scale language models (LLMs) trained on massive amounts of text, to generate coherent, rich content in text, images, audio, and other multimedia formats (Mahapatra, 2024). Within SLW, the study and teaching of writing by individuals using English as an additional language, GAI raises critical questions about authorship, linguistic agency, and academic integrity (Frye, 2022; Ou et al., 2024). On the one hand, numerous studies highlight that students greatly appreciate the advent of ChatGPT, having

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incorporated the use of GAI into their classroom writing tasks and everyday literacy endeavors in diverse and innovative ways (Han et al., 2023; Liao et al., 2023; Woo et al., 2025). SL writers demonstrate a strong desire to leverage this technology to enhance their academic performance, finding it particularly useful for brainstorming ideas, generating text, refining their writing, and improving their overall language proficiency. This integration of GAI into their learning toolkit reflects a significant shift in how students approach GAI and its potential role in their learning journey, aiming to optimize their learning outcomes and academic success (Han et al., 2023; Liao et al., 2023; Woo et al., 2025). On the other hand, despite the ever-evolving landscape of SLW influenced by GAI, many teachers continue to rely on traditional methods, such as heavily relying on controlled composition and error correction, to assess students' writing (Amin & Jawad, 2022). Concerns regarding students' ethical use of GAI, such as plagiarism, remain prevalent within the existing literature (Frye, 2022; Gallant, 2017; Khalil & Er, 2023). These concerns primarily arise from fears that students might depend on GAI to generate entire paragraphs and essays, thereby neglecting the development of their own cognitive and language skills (Abdelghani et al., 2023). This apprehension about breaching academic integrity has led numerous educational programs and school districts to either ban the use of GAI or employ GAI detectors to monitor students' work (Abdelghani et al., 2023).

However, the fear of GAI and the resulting gatekeeping mindset often overlook the diverse linguistic and cultural practices that multilingual writers draw upon as part of their learning strategies when engaging with GAI tools (Abdelghani et al., 2023). In this study, we intentionally use the term *Multilingual Learners* (MLLs) to refer to students whose first language is not English, in order to challenge deficit-based perspectives (Arias, 2022). This terminology reflects an asset-based view, recognizing students' multiple languages as resources rather than limitations. To support MLLs in developing an asset-based perspective that values their culturally and linguistically diverse backgrounds, it is essential to promote critical engagement with GAI in writing classrooms. Although Ou et al (2024) conducted their study within a higher education context, their findings demonstrate the potential of GAI to foster learner autonomy and self-regulation. They argue that when used thoughtfully and critically, GAI applications can serve as powerful tools to help MLLs navigate the linguistic and cultural complexities of English writing in today's evolving educational environments.

This discrepancy between traditional academic policies and expectations and the evolving language learning landscape underscores an urgent need to reevaluate and update academic policies and teaching strategies in the context of SLW. It is particularly important to align current policies and classroom practices with students' growing engagement with GAI, recognizing its potential as a legitimate and valuable tool in SLW classrooms. This is especially critical for MLLs from minoritized backgrounds, who bring rich literacy experiences, diverse linguistic repertoires, and deep socio-cultural knowledge (Hawkes, 2009; Pennington et al., 2024). When thoughtfully integrated, GAI

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can help harness these assets to support more equitable, responsive, and meaningful language learning (Ou et al., 2024).

With the growing prevalence of GAI in SLW classrooms and beyond, including in informal spaces such as social media, there is increasing consensus that prohibiting students from using AI is neither practical nor pedagogically productive (Wright, 2024). As educators, we find ourselves navigating the complexity of learning and adapting to GAI as our students, both as users and critical consumers. While research on AI in language education is expanding, there remains a notable gap in studies that explore how to foster MLLs' agency in using GAI in culturally responsive and pedagogically meaningful ways. As Daşcı and Uludağ (2024) point out, the emerging landscape of GAI in education is both complex and, at times, paradoxical. On one hand, students' engagement with GAI can enhance their sense of agency—understood as the capacity to make choices, take action, and shape their own learning processes at the intersection of lived experience and broader structural forces—by supporting decision-making and offering personalized linguistic assistance. On the other hand, this very engagement can foster a growing dependency that ultimately undermines students' autonomy and critical thinking. This tension highlights the need for a more nuanced pedagogical approach—one that not only promotes ethical and critical use of GAI, but also affirms students' linguistic identities, nurtures their creative expression, and cultivates sustained learner autonomy (Eguchi et al., 2021).

Addressing this gap, we—three multilingual educators who have transitioned into the field of teaching English to speakers of other languages (TESOL), a profession dedicated to supporting individuals whose first language is not English (referred to in this study as multilingual learners or MLLs)—draw on our lived experiences to explore the evolving role of GAI in SLW classrooms. We examine how GAI can be navigated through a culturally responsive lens, a pedagogical framework that centers students' cultural and linguistic identities as assets in the learning process (Bassey, 2016; Gay, 2018; Ladson-Billings, 2021). This approach empowers educators to better support the specific needs of MLLs by honoring their diverse backgrounds and fostering inclusive, equity-oriented practices in SLW classrooms.

It is important, however, to critically reflect on what we mean by *culture* in culturally responsive teaching. Too often, culture is interpreted as a fixed, essentialized construct, organized and distinct, as if self-contained and easily attributable to specific groups (Sleeter, 2011). From an outsider perspective, teachers may unintentionally impose their own assumptions about "culture" onto students' identities. In SLW classrooms, this tendency is evident when students are asked to write or reflect on "their culture" as though it were static and monolithic, rather than dynamic and socially situated. Such approaches risk overlooking the lived, evolving nature of students' cultural identities, shaped by personal histories, social contexts, and ongoing experiences.

A culturally responsive lens, however, invites us to understand culture not as a fixed label but as lived experience—where our practice mediates between individual agency

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and broader structural influences. This perspective is particularly salient in the age of GAI, as students' everyday interactions, such as those on social media, shape how they use language, construct narratives, and create meaning (Kim, 2023). For many MLLs, incorporating GAI into their writing practices represents not only a technological shift but also a cultural one, deeply embedded in their daily lives and reflective of their agency in engaging with the world. Consequently, GAI offers educators and students alike an opportunity to reconsider student agency and to reimagine culture as dynamic, agentive, and relational.

To guide our inquiry, we employ collaborative autoethnography (CAE), a qualitative research method in which researchers draw on personal narratives and collective reflection to critically examine shared experiences (Yazan et al., 2023). Through this lens and methodology, we reflect on our identities as multilingual TESOL professionals, language teachers, and researchers to unpack the complexities of SLW in the age of GAI.

At the same time, we recognize the growing urgency for educators to guide MLLs in using GAI responsibly, productively, and critically throughout their educational journeys. The purpose of our research is twofold: 1) to examine our perspectives and pedagogical practices regarding the affordances and limitations of GAI—both as former MLLs and as current teacher-researchers—within the framework of culturally responsive pedagogy (CRP); and 2) to explore how we can support MLLs in navigating these technologies in ways that promote critical engagement and linguistic empowerment. Through this exploration, we aim to develop culturally responsive strategies that foster inclusive and equitable learning environments—ones that not only support students' language and writing development but also engage their agency and critical language awareness across diverse academic and social contexts.

We focus particularly on the demands of academic discourse and the deficit-oriented mindset toward MLLs in today's evolving educational and linguistic landscape, further complicated by the advent of GAI. Guided by CRP that views students and their linguistic and academic practices through an asset-based perspective, our ethnographic study is driven by the following three research questions:

1. Reflecting on our journeys as Former MLLs, how do our lived experiences shape our perspectives on GAI in SLW classrooms?

2. What conflicts and tensions emerged within our respective culturally responsive teaching practices, including our views on academic integrity, plagiarism, and standard English ideologies within the SLW classroom?

3. What innovative, effective strategies to navigate academic expectations while preserving authenticity, autonomy, agency, and creativity, extending beyond the confines of classrooms emerged in our individual and collective explorations?

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## 2. LITERATURE REVIEW

## 2.1 GAI in SLW

The advent of GAI tools has significantly impacted the way students approach SLW tasks, with researchers examining both its potential and its pitfalls from students' point of view. ChatGPT and other GAI tools have had a crucial role in supporting MLLs in SLW, by expanding their digital and communicative repertoires. This, in turn, empowers MLLs to further develop their second language skills and enhance their writing practices (Mahapatra, 2024; Suryani & Fithriani, 2024; Teng, 2024). For example, GAI can serve as a writing 'companion', offering interactive and personalized feedback (Teng, 2024). This use of automated feedback not only lessens students' anxiety by providing immediate support during their writing process, but also fosters self-regulation by encouraging students to actively incorporate GAI into their self-evaluation (Bibi & Atta, 2024; Mahapatra, 2024).

In addition to offering "passive" support like grammar, spell-checking (Ahmed, 2023), translation and quick access to information (Schmidt-Fajlik, 2023), GAI also actively aids SL writers with pre-writing tasks in creative ways, such as brainstorming and generating new ideas (Schmidt-Fajlik, 2023; Suryani & Fithriani, 2024). Study results by Nguyen et al (2024) show that students positively perceive ChatGPT as a valuable aid in helping them brainstorm ideas for argumentative essays, expand their pool of resources, and assist them in critical thinking through exploring alternative perspectives. ChatGPT is also perceived positively by students for helping them think critically of their editing process, relating to word choice, coherence, and fluency (Bok & Cho, 2023). Mun's (2024) study found that more than 95% of students perceived that ChatGPT is useful in terms of developing critical awareness of grammar nuances, vocabulary, sentence patterns, and rhetoric effects in their writing.

Despite the increasing need for educators to adopt critical and informed approaches to using GAI, research indicates that many teachers remain hesitant to incorporate these tools into their classrooms. This reluctance is often fueled by concerns about ethical implications, inadequate technological infrastructure, and a lack of professional development opportunities (Aghaziarati et al., 2023; Pokrivčáková, 2023). These apprehensions can contribute to a fixed mindset that hinders teachers from developing the skills and openness necessary to engage with students' diverse uses of tools like ChatGPT, particularly in culturally and linguistically diverse learning environments (Khalil & Er, 2023). This gap in understanding limits teachers' capacity to provide meaningful support and feedback on GAI-mediated writing. For instance, Alexander et al (2023) examined teachers' ability to identify AI-generated text in student work and found that many struggled to do so, especially when relying on surface-level indicators such as grammar and spelling. This narrow focus can unintentionally overlook critical dimensions of writing, such as voice, context, and rhetorical purpose—elements that shape how students meaningfully engage with AI. These findings underscore the urgent

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need for professional development that equips educators with the tools to navigate the complexities of GAI in SLW classrooms. Such training would not only enhance teachers' instructional capacity but also support students in developing greater critical awareness of the risks and affordances of generative AI in their language learning journeys.

While it is important to develop better teaching methods in supporting students' use of GAI responsibly, teachers also need to be aware of potential biases against the GAI practices of MLLs. For example, many teachers turn to AI detectors to promote "academic integrity", but research shows that these detectors may be biased against second language writers. This creates fairness issues when using generative AI to support students' language learning. Studies (Dalalah & Dalalah, 2023; Liang et al., 2023) have shown that AI detectors can make errors, both false positives and false negatives. False positives occur when the AI tool incorrectly flags text written by a human as AI-generated, while false negatives happen when the tool fails to detect AI-generated text. These inaccuracies can complicate how teachers approach and support students' use of GAI in the classroom. For example, Liang et al (2023) tested seven popular GPT detectors on 91 TOEFL essays to assess their authenticity. Six of the detectors flagged more than half of the essays as AI-generated, while the seventh flagged over 90%. This inconsistency raises concerns about the reliability of AI detectors and presents an equity issue for second language learners, especially when these tools are used in connection with standardized testing. Researchers have identified this as a form of AI bias against non-native speakers, pointing to the "text perplexity feature"— which is modeled on standard academic language norms —as a key factor. This feature doesn't fully account for the diverse language practices of non-native writers. Without a better understanding of these biases in AI plagiarism detectors in teaching approaches, MLL writers may continue to face unfair academic challenges.

This prompts us to consider whether traditional SLW frameworks that rely on the standardized language practices as a reference are sufficient to help us navigate the changing landscape brought about by advancements in GAI while developing an approach that supports and leverages students' linguistic and cultural backgrounds. Implementing a framework that values students' diverse literacy and digital practices could empower them to use GAI in SLW responsibly while fostering academic integrity. Such an approach would create a more inclusive and supportive learning environment for all students.

## 2.2 CRP in SLW in the Era of GAI

In this study, we deliberately adopt culturally responsive pedagogy (CRP) as our theoretical framework. We selected this framework because, as multilingual scholars ourselves, we recognize the multifaceted barriers and challenges that MLLs face in engaging with AI — a new terrain that even we, as educators, are still learning to navigate. Our goal is to explore ways in which we, as teachers, can support MLLs in

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using GAI responsibly, while simultaneously empowering them to integrate GAI into their expanding linguistic and communicative repertoires.

CRP emerged from the broader asset-based movement as a direct challenge to deficit perspectives that have historically marginalized certain voices and contributed to the exclusion of minoritized students within the education system and beyond (Harmon, 2012; Vavrus, 2008). As articulated by Gay (2018), CRP holds particular significance in educational contexts because it draws upon the cultural knowledge, lived experiences, frames of reference, and performance styles of culturally and linguistically diverse students. By doing so, it seeks to make learning more relevant, effective, and culturally affirming—ultimately validating the identities and strengths of students who have been historically underserved (Gay, 2018; Ladson-Billings, 2021; Paris, 2021).

The broader movement of CRP reinforces this perspective by emphasizing the importance of recognizing and building upon students' existing language practices and repertoires. By honoring students' linguistic and cultural strengths, CRP fosters greater engagement, motivation, academic achievement, and critical awareness—particularly in navigating and challenging the dominant ideologies of standard-based instruction (Baker-Bell, 2020; Chen & Yang, 2017; Kumar et al., 2018; Paris, 2021). As Ladson-Billings (1995) outlines, CRP is grounded in three interrelated tenets: academic excellence, cultural competence, and socio-political consciousness. These dimensions are not discrete. Rather, they intersect and reinforce one another. Academic success cannot be disentangled from students' identity development or their growing critical consciousness of their social positioning and their ability to navigate the world through language and literacy. This is especially vital in SLW classrooms. When students see their diverse and rich linguistic, cultural, and literacy practices recognized and valued, they are more likely to thrive academically, cultivate a positive sense of self, and engage meaningfully with the broader world.

Moreover, CRP empowers teachers to critically examine the impact of societal norms and biases on minoritized students in today's diverse classrooms. By exploring multiple cultural perspectives, teachers broaden their understanding of students' literacy practices, challenge stereotypes, and cultivate a more inclusive and global mindset. Research (Baker-Bell, 2020; Chen & Yang, 2017) demonstrates that this approach not only improves students' academic outcomes but also supports their holistic development, helping them become globally aware and socially responsible individuals.

In the age of AI, it is more critical than ever for educators to adopt culturally responsive approaches when supporting students' use of GAI in language learning tasks. The automation embedded in GAI tools can render certain aspects of learning mechanical and disengaging, potentially limiting students' deeper cognitive and emotional involvement. Culturally responsive teaching offers a powerful counterbalance by fostering critical engagement with GAI and centering students' agency in the learning process. This approach emphasizes the integration of students' cultural knowledge, prior experiences, and diverse ways of thinking into the curriculum, thereby

transforming GAI from a passive aid into a tool for active, reflective learning (Eguchi et al., 2021).

Unfortunately, few studies have explored how teachers approach GAI through the lens of culturally responsive teaching. While existing research highlights teachers using GAI to create personalized, interactive learning environments (Wu, 2024), it often overlooks the importance of fostering students' agency in responsibly using GAI. Additionally, as GAI increasingly influences SLW, writing teachers are adopting a gatekeeping mindset toward students' writing practices (Frye, 2022; Gallant, 2017). The focus on ethical concerns and academic integrity reveals that many educators continue to rely on traditional teaching frameworks when integrating GAI into the classroom, despite the rapidly evolving educational landscape.

Grounded in CRP, we, as TESOL professionals, delve into our experiences, illuminating the tensions among academic integrity, autonomy and agency. Acknowledging that the integration of GAI in SLW introduces novel challenges for both MLL writers and their teachers who support MLLs, we examine and explore opportunities drawn from our dual perspectives as former MLLs and current language educators. These opportunities involve harnessing MLLs' knowledge, culture and literacy practices as assets and resources in their learning journeys, empowering them with agency, and fostering their academic growth.

# 3. METHOD

## 3.1 Why Collaborative Autoethnography?

As multilingual professionals from cultures where English is not their first or native language, we have followed the integration of GAI into language classrooms with both critical interest and personal investment. Coming from diverse linguistic backgrounds, we have all experienced the challenges of navigating academic spaces where standardized academic English holds dominate power. During our graduate studies, we frequently encountered deficit-based perceptions of our academic abilities—perceptions that often extended beyond language proficiency to question our intellectual capacity across various educational contexts.

Now, as TESOL professionals working in varied educational settings, we reflect on these past experiences alongside the struggles our students face today. Having engaged with GAI in both personal and professional contexts, we critically examine how this emerging technology is reshaping language learning. Drawing from our intersecting identities—as former MLLs and current educators—we view collaborative autoethnography as a powerful method to shed light on how students engage with GAI to expand their linguistic and literacy repertoires, and to reclaim agency in their learning journeys.

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## 3.2 CAE for Fostering CRP

Autoethnography is a qualitative research approach in which individuals critically examine their personal experiences and analyze them within broader cultural, social, and educational contexts. It embodies the fusion of self (*auto*), culture (*ethno*), and writing or narration (*graphy*) (Chang et al., 2013). Through narrative accounts, researchers position themselves as teacher-researchers, using their lived experiences as a rich source of data to explore how sociocultural contexts shape their perspectives, research practices, and pedagogical decisions (Chang et al., 2013; Yazan et al., 2023).

CAE builds on this approach by engaging multiple researchers in collective reflection and meaning-making. By comparing and contrasting their experiences, teacher-researchers engage in a dialogic process that not only highlights commonalities and differences but also offers a form of methodological triangulation. This collaborative dimension enables a system of checks and balances, leading to deeper insights and a more nuanced understanding of both shared and individual experiences.

In this study, we use CAE to critically reflect on our teaching identities and positionality in relation to GAI. Through this process, we examine our own experiences and teaching practices with GAI, considering how it influences our approaches to SLW and our role in SLW classrooms. Our goal is to develop a more culturally responsive way of integrating GAI, one that supports and values students' diverse literacy practices.

## 3.3 Researcher and Participants' Backgrounds in SLW

In this collaborative autoethnographic inquiry, we explore our personal and professional journeys as former MLLs, and as language educators and researchers. Our shared interest in GAI in the context of SLW is closely tied to our identities as non-native English-speaking teacher-researchers with diverse linguistic and cultural backgrounds. Our collective experiences are further shaped by a common starting point: each of us began our academic journeys as international students in the U.S. What follows is a brief overview of our individual background and positionalities in relation to GAI:

Ching-Ching, originally from Taiwan, transitioned from being an international student in the U.S. to an English as a Second Language (ESL) teacher after earning a doctorate in Education. She currently serves as a teacher educator at a U.S. institution and has taught SLW in various integrated settings. With the rise of digital technologies, she has embraced GAI with keen interests, intrigued by its potential to transform language learning. In her daily literacy practices, she has leveraged GAI for a range of tasks— including brainstorming lesson plans, drafting form letters, navigating grant writing, and analyzing data. As an educator, she has also integrated GAI into her teaching, using it to facilitate activities such as brainstorming sessions and collaborative scriptwriting exercises.

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Amany, originally from Egypt, specializes in Instructional Technology, with a particular focus on multimodal conversational AI applications for language teaching. She is currently a doctoral candidate, having previously earned an MA in TESOL, and brings over 20 years of experience in teaching SLW. As an MLL, she has long maintained a deep interest in artificial intelligence. During her MA studies, she encountered a range of educational technology tools that expanded her understanding of how to integrate technology into the ESL classroom. This interest led her to begin teaching a Computer-Assisted Language Learning (CALL) course to undergraduate students in an Applied Linguistics program. Since publishing her first paper on chatbots, her research has continued to explore the affordances of AI in ESL education. With the advent of ChatGPT and its successors, she has increasingly focused on how these developments can help teachers meaningfully integrate GAI into their curricula and enhance language learning experiences.

Lan, originally from China, came to the U.S. as an international student to pursue her MA in Applied Linguistics and ESL followed by her doctorate in TESOL and Composition. She is an Associate Professor of English with extensive experience, teaching SLW and directing an ESL program at her university. Despite her familiarity with digital tools for language learning, she has expressed reservations about GAI, particularly concerning its potential to undermine student creativity and critical thinking. She worries that students may become overly reliant on tools like ChatGPT for generating ideas or composing text. However, she also recognizes that GAI can meaningfully support MLLs' language development and writing outcomes when used thoughtfully. As a result, she advocates for a balanced, pedagogically informed approach—one that encourages instructors to guide students in using GAI responsibly, with ethical awareness and a critical understanding of its limitations.

It is important to note that our varied academic and professional paths have led to different ways of navigating academic discourse and shaped our nuanced understandings of GAI, CRP, academic integrity, and student agency. These variations reflect the complex realities of classrooms shaped by intersecting institutional, cultural, and lived experiences. As such, we acknowledge that there may be no single, prescriptive model for implementing culturally responsive teaching, especially in the context of GAI and SLW.

## 3.4 Data Collection and Analysis

Considering our study's emphasis on collaborative examination of our experiences as MLLs, particularly with a focus on the use of GAI in the classroom, we aim to identify emerging themes and patterns through constructive dialogue in combination with a thematic analysis of our autoethnographic insights. We utilized Braun and Clarke's (2006) approach to thematic analysis, actively identifying and refining themes in a recursive manner.

Our data collection process involved individually writing of our experiences and reflections on various aspects of the research questions, including our cultural and learning backgrounds, teaching contexts, and incidents experienced and explored in SLW classrooms, along with our assumptions, perceptions, and insights of engaging GAI both as former MLLs and SLW teachers. Our collaborative ethnographic accounts were shared via Google Drive for reviewing and discussion. During virtual meetings, we engaged in dialogic interactions, commenting on and responding to each other's narratives and reflections to further our inquiry guided by the three research questions. Over a six-month time period, we maintained regular idea exchanges via email and Google Drive, supplemented by bi-weekly online meetings. Through this ongoing exchange, we captured our experiences and reflections as MLLs navigating GAI technology in the context of SLW.

Our analysis then proceeded with joint reading of the data set, taking notes of potential themes, and connections to the research questions, which incorporated the key components of the culturally responsive framework. This approach facilitated a more seamless and intuitive yet rigorous coding process. Each of us color-coded them according to the themes and iteratively discovering subthemes. We then held a series of virtual meetings to compare and discuss our notes and coding. We held each other accountable to understand the data better and searched for underlying semantic meaning. The analysis process, while ensuring rigor, allowed for dynamic exploration and understanding of meaning in the data.

In the subsequent sections, we present the findings based on our respective autoethnographic exploration, unveiling the rich and diverse reflections on our experiences navigating GAI in SLW contexts as former MLLs. In answering the aforementioned three research questions, we illuminate themes emerged from our findings, offering insights into the multifaceted dynamics of utilizing GAI as in diverse SLW settings. In the ensuing discussion, we address how our own experiences support an asset-based perspective on MLLs within the context of SLW. We advocate for the adoption of culturally responsive practices to support students' use of GAI in both critical and responsible ways, building upon their already dynamic and complex language practices.

## 4. FINDINGS

## 4.1 Reflecting on Our Journeys as Former MLLs, How does Our Lived Experiences Shape Our Perspectives on GAI in SLW Classrooms?

Reflecting on our journeys as former MLLs turned SLW instructors—particularly in how we have come to engage with GAI—has deepened our understanding of the nuanced challenges and complexities of multilingual learners' writing processes. It also shapes

how we view and appreciate the diverse strategies MLLs may employ in today's rapidly changing digital landscape. Our findings reveal that MLLs are often eager to embrace new technologies as a means to expand their communicative repertoires. Their enthusiasm drives them to explore how GAI can support their language learning journeys in more meaningful and strategic ways.

## 4.1.1 Reflecting on GAI through the Lens of Full-Circle MLLs

Ching-Ching, for instance, recounts her early challenges in navigating standard language expectations in SLW classrooms:

> The pressure to emulate native speakers' texts in SLW classrooms posed a significant challenge. These so-called "mentor texts," often dense and culturally opaque, were largely inaccessible to MLLs like me—learners still grappling with foundational language skills while adjusting to an unfamiliar cultural environment. As a former MLL, I relied on whatever tools were available—Google Search, Google Translate, you name it—as survival strategies to complete academic tasks. So, with the rise of the digital era, I naturally embraced GAI with enthusiasm, intrigued by its potential to expand my communicative repertoire.

Reflecting on her own journey, Ching-Ching sees GAI as a powerful tool to support learners in expanding their linguistic and communicative practices, helping them more freely to express themselves more freely and authentically.

Similarly, Amany, long passionate about instructional technology, shares her transition from being a casual GAI user to a passionate advocate for its use in learning and research. She emphasizes how GAI can demystify technical concepts and reduce cognitive load, allowing for deeper focus on critical thinking and analysis:

> My research has since focused on the advantages of AI in the language classroom, especially following the breakthroughs in conversational AI with the release of GPT-3 and beyond. These advancements offer great potential for helping teachers integrate AI more effectively into their curricula, enabling personalized learning experiences and enhancing student engagement.

This perspective underscores Amany's belief that GAI can be a transformative educational tool, one that supports student-centered learning. In contrast, Lan offers a more cautious but nuanced perspective. While she embraces the multimodal and expansive nature of MLLs' writing strategies, she initially expressed concern about students becoming overly reliant on tools like ChatGPT. However, Lan's stance began to shift after engaging more deeply with the tool in a university faculty workshop:

> After attending a ChatGPT workshop, I was surprised by how powerful this tool can be. Seeing a coherent essay generated under my direction, I realized that whether teachers like it or not, such tools are here to stay. I began thinking about how students, especially MLLs, might use GAI as a learning resource, just like I once used Google to search for academic support. My attitude toward GAI has shifted from skepticism to curiosity about its possible applications.

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Lan's evolving view—from resistance to cautious acceptance—not only marks a personal transformation but also reflects broader tensions and cultural complexities surrounding the integration of GAI in SLW classrooms.

As a multilingual educator shaped by diverse linguistic and academic systems, Lan brings a culturally responsive lens distinct from Ching-Ching and Amany. Lan has discussed how in Chinese culture, imitation is often viewed as a form of flattery and respect—a belief that diverges from Western understandings of plagiarism. This cultural difference may influence how Chinese students perceive originality and authorship, highlighting the complex cultural negotiations MLLs must navigate in English-dominant academic spaces. Her initial reservations about GAI, then, stem not only from pedagogical concerns but also from a deeper awareness of how cultural values are interpreted, and at times misinterpreted, within dominant academic discourses. Lan's transformation would likely not have occurred without her own experience as an MLL. Her journey reflects critical qualities such as agency, authenticity, and reflective thinking—traits that are essential for reimagining how GAI can be integrated into pedagogy in ways that empower rather than diminish student voices.

Collectively, our experiences as former MLLs and current SLW educators illuminate the evolving nature of multilingual learners' writing processes and their adaptive engagement with emerging technologies. Each of us demonstrates a trajectory of reflection and growth as we grapple with the opportunities and limitations of GAI. Lan's shift—from a skeptical educator to one who cautiously experiments with GAI in her classroom—epitomizes how multilingual educators can critically assess emerging technologies and reframe them as tools for learner agency, creativity, and critical engagement (Baker-Bell, 2020; Vavrus, 2008).

## 4.2 What Conflicts and Tensions Emerged within Our Respective Culturally Responsive Teaching Practices, Including Our Views on Academic Integrity, Plagiarism, and Standard English Ideologies within the SLW Classroom?

Our collaborative reflections reveal several tensions that emerge at the intersection of culturally responsive teaching, academic integrity, plagiarism, and Standard English ideologies in SLW classrooms. These tensions are not only informed by our lived experiences as former MLLs but also by our evolving perspectives as educators navigating the complex implications of GAI on academic writing and classroom pedagogy.

### 4.2.1 Transparency, Student Agency, and Pedagogical Responsibility

A recurring theme across our reflections is the need for transparency, both in how we as educators engage with GAI and in how we support students in critically and responsibly navigating its use. Ching-Ching and Amany particularly emphasize the importance of openly discussing GAI in the classroom as a means of demystifying the tool and encouraging ethical use. As Ching-Ching shared:

> Emphasizing student responsibility, I have encouraged the flexible use of GAI as a resource, recognizing that ultimate agency lies with them. I have witnessed firsthand how GAI, when employed as a writing partner or feedback mechanism, can foster greater autonomy among multilingual learners, with practical benefits extending into their daily lives.

This approach underscores Ching-Ching's belief in empowering students through trust and transparency—viewing GAI not as a threat, but as a tool that, if used wisely, can support linguistic growth and self-confidence. Similarly, Amany situates her GAI pedagogy within the broader context of students' lived realities:

> Many of my students in the U.S. juggle full-time jobs while taking full-time classes, often leading to anxiety and difficulty concentrating in the classroom… However, it is essential to communicate the importance of valuing their own agency in essay writing and understanding the limitations of AI-generated content.

Here, Amany highlights the economic and emotional pressures her students face, which often contribute to a reliance on technological tools. Rather than criminalizing that reliance, she uses open dialogue and dynamic questioning strategies to help students understand academic expectations and reflect critically on their choices. Together, both Ching-Ching and Amany advocate for classroom cultures that are open, empathetic, and student-centered—prioritizing student agency while acknowledging the diverse realities shaping learners' decisions.

## 4.2.2 Academic Integrity and the Role of Gatekeeping

Despite our shared commitment to CRP, differences arise in how we approach academic integrity and academic English in relation to GAI. Lan articulates strong concerns about upholding academic standards in the face of increasing GAI use. She shares an incident that illustrates her suspicion about a student's essay:

> My concern was heightened when I detected its being used in a student's essay. A lot of inauthentic and overly detailed descriptions… led me to suspect that these may not be the student's true experiences. This raises the question of how he could have had the experiences necessary to support the details in his essay.

This moment reflects Lan's belief that GAI can obscure the authenticity of student work and challenges the teacher's ability to accurately assess a student's voice and effort.

While recognizing students' right to use various tools, she emphasizes the teacher's gatekeeping responsibility to uphold institutional standards and ensure that student work aligns with ethical academic practices. Similarly, Amany drawing on two decades of teaching experience, describes patterns of student misuse of GAI:

> I have often encountered situations where students resort to plagiarism when they struggle... I have seen many college students use GAI for their essays and then use Quillbot as they think it can help bypass AI detection. To discourage this practice, I implement strategies such as asking specific questions and promoting collaborative writing tasks.

In response to these challenges, Amany employs proactive pedagogical strategies designed to foster ethical engagement with GAI. By using targeted questioning and collaborative assignments, Amany helps students better understand academic expectations and encourages them to move away from surface-level use of GAI toward more reflective and responsible writing practices. In contrast, Ching-Ching offers a more critical stance toward the institutional use of GAI detection tools and the broader culture of Standard English ideologies in SLW. She describes her experiment using AI detectors on co-authored writing:

> I ran a paragraph that I co-authored with two colleagues through two randomly selected AI detectors... One flagged 40% of the text as AI-generated, while the other flagged 16%... Beyond the inconsistency, we must ask: how does the AI even determine that particular 16% is AI-generated when we know it is not?

This reflection raises pressing concerns about the validity and consequences of using AI detectors as evaluative mechanisms, especially when such tools are employed to judge MLLs' academic performance. While acknowledging that students may misuse GAI, Ching-Ching situates such actions within broader sociocultural and institutional pressures, including linguistic marginalization and high-stakes academic expectations. Rather than relying on punitive approaches, Ching-Ching has moved toward multimodal and collaborative assessments, such as digital storytelling and podcasting. These formats reduce the temptation for academic dishonesty and reposition GAI as a generative, supportive resource that fosters creativity, critical thinking, and student agency.

Ching-Ching also critiques how standardized writing expectations can create ironic tensions for MLLs: on the one hand, they are encouraged to emulate "native-like" writing. On the other hand, if their writing appears too polished, they risk being accused of inauthenticity or plagiarism through AI detection. This double bind reflects deeper issues with how authorship, creativity, and "acceptable" writing are defined and policed in SLW classrooms.

### 4.2.3 Rethinking Academic Integrity through a Culturally Responsive Lens

Although all three of us promote critical thinking and student accountability, we differ in our orientations toward academic integrity. Amany and Lan largely uphold institutional definitions of academic integrity without explicitly questioning the role of Standard English ideologies in SLW. For Ching-Ching, Standard English ideologies are what prevent teachers from embracing GAI as a valuable resource alongside other multimodal modes of learning. Instead, Ching-Ching advocates for a reframing of what counts as legitimate writing in a GAI-integrated classroom. As she reflects:

> As an educator, I have integrated GAI into classroom activities by facilitating brainstorming sessions and scriptwriting exercises. Emphasizing student responsibility, I have designed student-centered activities that prioritize authenticity and collaboration, such as digital storytelling and collaborative podcasting, while encouraging the flexible use of GAI as a resource. Ultimately, I recognize that the agency in how these tools are used rests with the students themselves.

Ching-Ching's pedagogy resists narrow academic conventions and embraces creative, multimodal, and collaborative practices that reflect the diverse ways MLLs express knowledge and build literacy. These tensions within our team—between upholding institutional norms and reimagining them—highlight the broader struggle educators face in reconciling cultural responsiveness with academic practices.

### 4.3 What Innovative, Effective Strategies to Navigate Academic Expectations While Preserving Authenticity, Autonomy, Agency, And Creativity, Extending beyond the Confines of Classrooms Emerged in Our Individual and Collective Explorations?

Our findings reveal that the ways we approach GAI's role in SLW often reflect our lived experiences and evolving identities as multilingual educators. Through shared reflection, we identify several innovative and effective strategies that help MLLs navigate academic expectations with GAI while fostering their authenticity, autonomy, and creativity in language learning.

### 4.3.1 Embracing GAI as a Collaborative Tool

Amany illustrates how integrating GAI can enrich multilingual learners' communicative repertoires and create space for collaborative learning. As she explains:

> From my own experience, GAI can be integrated into language learning in multiple ways. Students can learn to use prompts to generate images related to their cultures, refining

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these prompts until they achieve their desired visuals. This process encourages class discussions based on the images created. Additionally, GAI can identify locations from images and serve as a virtual local guide. Students can upload images and prompt GAI to assist with vocabulary and grammar as they describe cultural events. GAI can also enhance critical thinking and support argumentative essays. Teachers can provide prompts that initiate debates between students and GAI, allowing students to summarize arguments and counterarguments in their writing.

From her perspective, creating an environment that values student agency and provides affordances for creativity and learner autonomy reflects her teacher identity as a former MLL. Amany draws on her own experiences as a learner, hoping teachers will recognize and support students' potential to thrive. She also expects students to demonstrate responsibility as they continue to build their learning repertoires. Similarly, Ching-Ching shares her experience integrating GAI to foster student interaction and enhance learning:

> In my role as a language education instructor, I have used GAI to support students in brainstorming and as a scaffolded, evaluative resource for collaborative work. For example, in a group activity where students were asked to write a screenplay exploring various responses to a classroom critical incident involving a racial outburst, I gave them the flexibility to use ChatGPT as a tool—emphasizing that the ultimate responsibility for content and interpretation rested with them. Interestingly, while many students chose to engage with ChatGPT, others opted not to use it at all. Among those who did, there were notable differences in how selectively and critically they incorporated its suggestions. The resulting screenplays reflected a wide range of approaches and perspectives, regardless of whether ChatGPT was used, demonstrating the students' agency, creativity, and diverse meaning-making practices.

Ching-Ching's use of GAI reflects her confidence in students' agency and creativity as well as her belief in GAI's potential to foster inclusive learning environments. Overall, our findings show that using AI for collaborative writing—such as brainstorming ideas and debating options—is an effective way to foster agency, critical thinking, and teamwork. We agree that responsible and critical use of GAI can promote agency and creativity, enabling students to harness technology as a tool for creative learning.

## 4.3.2 Fostering Critical Awareness and Ethical Engagement

All of us recognize that while GAI can extend students' communicative and learning resources in the SLW classroom, there is potential for overreliance or misuse, which could undermine student agency. However, culturally responsive strategies can help students navigate these challenges while fostering their autonomy and ethical engagement with GAI. Ching-Ching emphasizes open discussions about the ethical implications of GAI—such as plagiarism and the reliability of GAI-generated content—to encourage students to value their own voices:

> Research shows many multilingual learners use AI in their language learning and academic work. As an ESL teacher, I intentionally avoid relying on plagiarism checkers

because I encourage students to use the first-person voice and to share personal perspectives that explore their identities and cultures. What better way to prevent plagiarism than by letting students know their voice and authenticity matter?

Ching-Ching's experience suggests that fostering trust in students' autonomy can be more effective than policing. Amany advocates for real-life learning tasks that use GAI to foster problem-solving and critical thinking, rather than relying on standardized, restrictive assignments:

> Integrating GAI into storytelling offers a powerful avenue for promoting culturally responsive practices. For instance, when teaching A Doll's House, teachers can encourage students to use GAI to brainstorm plot adaptations or generate imagined dialogues that connect the play's themes to their own experiences and cultural backgrounds. GAI can also support students with grammar and vocabulary as they craft their own scripts, enhancing creativity while fostering identity development and self-expression.

By centering authentic, task-based activities and valuing students' voices, perspectives, and identity investment, Amany finds that this approach fosters critical thinking and cultural awareness; it positions GAI not as a tool for shortcuts or cheating, but as a meaningful resource that supports learning—while challenging and moving beyond the constraints of Standard English ideologies. In alignment with Ching-Ching and Amany's emphasis on encouraging students' responsive and constructive use of GAI, Lan highlights the critical role of SLW instructors in guiding students toward ethical engagement with GAI, thereby fostering responsible digital citizenship among MLLs. Based on our experiences, we believe balancing critical awareness and ethical considerations regarding GAI in SLW classrooms is both possible and necessary.

## 4.3.3 Reimagining SLW Instruction and Embracing Diverse Literacy Practices Grounded in Lived Experiences

We emphasize the importance of meaning-making in SLW instruction, particularly through purposeful and meaningful writing tasks that are grounded in students' lived experiences. Drawing from her experience facilitating student collaboration, Ching-Ching challenges SLW educators to rethink what it means to teach for meaning in today's digitally mediated and AI-enhanced learning environments:

> Beyond academia, I wonder what writing will look like in the next five years amid evolving AI technologies. While AI may automate tasks like drafting form letters, the 'art' of storytelling—how we tell a story, our unique voices tied to personal memory, history, and life journeys—cannot be replaced. Yet, this dimension is often missing from ESL classrooms and teacher education. Many teachers are not given space to engage students about the importance of their voice in writing.

Ching-Ching's reflection resonates with the insights of the second and third authors. Amany emphasizes that digital tools and multimodal practices are reshaping the nature of writing, creating expanded spaces for students to share their cultural knowledge. Amany argues that limiting student agency to traditional notions of originality or

individual authorship fails to account for the ways in which students now engage with language, technology, culture, and collaboration.

Throughout our discussions, we explored both the challenges and opportunities GAI presents in the SLW classroom, considering how it might help us reimagine the future of writing instruction. While it is acknowledged that GAI could potentially reduce students' need for interpersonal interaction—since it can simulate diverse perspectives—when used thoughtfully, GAI can also be harnessed to promote cross-cultural dialogue and exploration. As Ching-Ching shares:

> In virtual exchange projects like fan-fiction writing or developing solutions to environmental crises, students often struggle to navigate available resources. Such projects require flexible, multimodal approaches that incorporate diverse linguistic and cultural perspectives. Some students use GAI to integrate these resources, overcoming linguistic barriers and facilitating cross-border co-construction of knowledge.

Drawing on her experience confronting Standard English ideologies, Ching-Ching advocates for creating learning environments that value students' multilingual literacies and their ability to navigate diverse cultural and linguistic borders in meaningful, real-world contexts. While significant nuances remain regarding culturally responsive approaches to GAI in SLW, reflecting on our perspectives prompts us to rethink meaning instructions and learning within real-life settings. We have demonstrated a deep commitment to developing a more nuanced understanding of how GAI can not only serve academic performance but also empower students to engage in meaningful, self-directed learning while navigating academic challenges.

# 5. DISCUSSION AND CONCLUSION

Adopting innovative and yet culturally responsive strategies to navigate academic expectations while nurturing agency, autonomy, and creativity of students has been a central theme in both our individual and collective explorations and discussions. As we reflect on our experiences, we synthesize and expand on the themes emerging from our findings, situating them within the context of fostering culturally responsive teaching in the SLW classroom. This focus is especially relevant to the use of GAI as a tool to support MLLs' ongoing development in SLW, helping them expand their expressive and communicative repertoires while fostering their agency as resourceful multilingual learners.

## 5.1 Recognizing Students' Multimodal, Dynamic, and Nuanced Cultural and Language Practices

Our collective experience exposes the deficit-oriented perspectives often directed toward MLLs, rooted in Standard English ideologies and rigid academic discourses that restrict

students from fully accessing their cultural and linguistic repertoires, thereby limiting their creativity and agency (Baker-Bell, 2020; Chen & Yang, 2017; Kumar et al., 2018). As former MLLs ourselves, we bring unique insights into the resourcefulness and creativity required to navigate the complexities of English-dominant academic environments. For example, Ching-Ching reflects on how she has navigated the complexities of English-dominant academic settings beyond the SLW classroom. This experience has informed her critical and nuanced perspective on using AI in her professional work and provoked reflection on culturally responsive approaches to the human-machine relationship:

> As a researcher, I have leveraged GAI to summarize and analyze data, streamlining processes that were once laborious and time-consuming. However, interacting with AI has reinforced my belief that authors maintain primary agency in shaping context, purpose, audience, and tone when using AI as a tool. While AI can assist with word processing, I doubt it can ever replace the critical thinking inherent to human agency.

This fusion of machine and human skills has become part of our collective culture and shared humanity (Woo, et al., 2025; Wu, 2024). As educators, we have a responsibility to help students develop a critical understanding of both the limitations and opportunities emerging technology presents. GAI, now integral to many aspects of daily life beyond the classroom, influences how we connect and communicate globally. However, it is essential to recognize that the diverse literacy skills—particularly digital literacies—that MLLs bring to the classroom are often underestimated, underrecognized, and underutilized in SLW settings (Wright, 2024; Woo, et al., 2025). A persistent narrative of crisis tends to frame MLLs' digital skills, with learners frequently perceived as digitally deficient. This perception often lacks a critical examination of whether our definitions of digital competence are narrowly shaped by dominant standard English and related ideologies (Cooper et al., 2021). Such a perspective overlooks the rich, nuanced digital and cross-cultural knowledge that many MLLs already possess and actively use in their meaning-making practices.

Drawing on our own experiences as former MLLs who have navigated diverse cultural contexts, academic expectations, and the digital literacies required to do so, we know this deficit view is inaccurate. It is therefore the responsibility of educators to recognize, value, and build upon the complex literacy resources MLLs bring, and to support them in harnessing these skills for meaningful and empowered learning (Cooper et al., 2021). As our collaborative reflection reveals, as learners, educators, and human beings, we are continuously evolving, adapting, and reinventing ourselves. For us, GAI serves as an extension of our existing multilingual and multimodal. While some may view GAI as a shortcut to learning, we see it as an opportunity to expand literacy horizons. This perspective, we believe, should also be extended to our students, who deserve the chance to engage with GAI as a meaningful tool for growth, expression, and learning.

Embracing this view pushes us toward a culturally responsive pedagogy that recognizes and values the full range of students' contributions— not only in terms of acquiring second language proficiency in SLW, but also in engaging with community-based ways

of knowing, meaning-making, and communication (Ladson-Billings, 2021; Paris, 2021). In such a pedagogical approach, multiple and varied modes of learning, languaging, expression, and interaction are not only acknowledged but actively celebrated as essential components of students' expanding literacy repertoires. These practices serve as the foundation for culturally responsive teaching, empowering students to develop their voices, exercise agency, and participate meaningfully in diverse academic and real-world contexts.

## 5.2 CRP for GAI in SLW Classrooms

Despite our diverse experiences with GAI, we all unanimously agree on the importance of SLW instructors' empathy and understanding of the challenges faced by MLLs. We advocate for an approach that takes into consideration students' existing literacy practices, and communicative repertoire within the English-dominant educational settings (Baker-Bell, 2020; Chen & Yang, 2017; Kumar et al., 2018; Paris, 2021). Central to our belief is the recognition of the need for a supportive and understanding educational environment, rather than one focusing on policing students' writing. This stance aligns perfectly with the principles of CRP, emphasizing equitable access to evolving digital technologies that foster multimodality, creativity, agency, and identity development. CRP calls on educators to consider students' cultural positioning and lived experiences as essential components of meaningful learning (Baker-Bell, 2020; Gay, 2018; Ladson-Billings, 2021). In this light, GAI becomes not a threat to academic integrity, but a resource for empowering students as multilingual, culturally situated communicators.

Reflecting on our findings, we argue that teachers should embrace the full linguistic and communicative repertoires of multilingual learners, empowering them and enriching their holistic literacy development. We advocate for an asset-based approach that moves beyond rigid, often deficit-oriented academic standards and instead acknowledges the complex, dynamic realities of students' everyday literacy practices rooted in their lived experiences. By valuing what MLLs bring into the classroom, educators can create more inclusive, responsive learning environments that affirm students' identities and foster meaningful engagement.

Collectively, we advocate for open and ongoing dialogue with students about the opportunities, limitations, and risks associated with GAI. These conversations are essential for guiding students toward more intentional and constructive use of GAI in their everyday literacy practices. Our narratives reflect a shared commitment to fostering a critical and responsible integration of GAI in language education—one that supports authenticity, autonomy, and creativity within and beyond academic contexts. Ultimately, our approach calls for a pedagogy that not only support students' academic performance, but also centers equity, student agency, and the rich plurality of multilingual learners' experiences.

## 5.3 Strategies for Integrating GAI in SLW Classrooms

Incorporating GAI into multimodal, meaningful, and task-based activities—such as creating screenplays, digital storytelling that draws on students' cultural insights and creativity, or multifaceted action research projects—helps students envision GAI as an integral part of their literacy practices. This is especially effective in projects that explore identity and culture. Such an approach expands the use of GAI beyond simple academic assistance, encouraging students to engage with the technology in diverse, authentic contexts that resonate with their personal and cultural experiences. By doing so, students develop a more holistic and empowered understanding of GAI's potential, rather than restricting its use to compliance with academic policies alone.

Teachers can model diverse ways to incorporate GAI into the learning process, fostering students' critical engagement with these tools. By demonstrating how to use GAI platforms like ChatGPT thoughtfully, teachers help students deepen their understanding of grammar, word choice nuances, rhetorical strategies, and argumentative structures. This approach not only cultivates critical language awareness but also strengthens research skills and overall communication abilities. For example, teachers can show students how to refine prompts to be more specific and aligned with their intended goals, encouraging more effective commands. Inviting ChatGPT to generate multiple versions for consideration, followed by collaborative discussion and evaluation of these alternatives, nurtures critical thinking and recognizes diverse strengths within the classroom community. Through this process, GAI becomes a legitimate learning tool rather than a mere shortcut. Such modeling encourages students to engage with GAI constructively and responsibly, integrating it purposefully and critically into their learning journey.

Given the potential for GAI misuse due to misunderstanding of academic policies and cultural norms, teachers should openly discuss culturally responsible GAI use with students. Through activities and discussions, teachers can help students understand and navigate challenges, while also modeling responsible GAI usage to enhance their work without plagiarizing.

As language practitioners, we have a unique opportunity to demonstrate our commitment to lifelong learning by actively exploring and integrating GAI into our teaching practices. In doing so, we not only adapt to the evolving educational landscape but also inspire students to embrace emerging technologies and fresh approaches to learning. We encourage students to use GAI to expand and challenge their existing repertoires of academic writing and communication, particularly by connecting these practices to their passions and identities. Furthermore, by engaging with GAI to navigate cultural and disciplinary boundaries and to explore new horizons in writing and communication that resonate personally, students can develop a deeper, more nuanced understanding of language and literacy.

# 6. CONCLUSION

This study, framed from the perspectives of three non-native female language educators and practitioners, delves into the application of GAI in teaching writing to MLLs in diverse educational settings. While limited in its scale, our examination of this topic is rooted only in our multifaceted and nuanced experiences navigating the usage of GAI. Despite the limitation of our individual experiences, this study features that each of us brings a unique set of experiences, shaped by our exposure to and interaction with GAI and our roles and responsibilities within our respective institutions and life journeys. Our collective endeavor seeks to present a nuanced portrayal that captures the intricacies of MLLs' exploration and engagement with GAI within the context of SLW and beyond. In doing so, we have provided an alternative discourse that challenges the prevalent deficit-oriented narratives often associated with MLLs.

We recognize that our encounters with GAI remain relatively limited, especially as the technology continues to evolve rapidly. Educators and researchers across disciplines are investing considerable effort into exploring its pedagogical possibilities, shaping what has become a dynamic and swiftly changing field (Marzano, 2025). In light of this, we strongly believe in the importance and urgency of critically examining our engagement with GAI through a culturally responsive lens. Rather than focusing solely on its role in language acquisition, as much of the current research tends to do, we argue for a broader inquiry into how GAI affects us emotionally, socially, and culturally.

We humbly offer the following questions as prompts for further reflection; questions that we believe are essential for educators, researchers, and learners navigating the intersection of technology and language education:

1. Beyond language acquisition, how can GAI be used to foster collaboration, problem-solving, and, most importantly, community building in and beyond language education classrooms?

2. Given that large language models tend to standardize language by quickly assembling and summarizing information, how can GAI be employed to help us better understand and appreciate cultural diversity and shared humanity?

3. How might GAI help us develop a more expansive and decolonial understanding of "language models" (Canagarajah, 2024), one that moves beyond natural language processing and the rigid, 'scientific' approaches traditionally applied to SLW, and instead embraces more holistic, multimodal, and culturally grounded ways of understanding human communication?

We do not claim to have definitive answers, but by posing these questions, we hope to invite dialogue that resists narrow interpretations of GAI's educational role and instead encourages deeper, more inclusive conversations about its ethical, cultural, and pedagogical implications.

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