In this second issue of 2024, we introduce another very diverse set of papers. They reflect local and global issues that are inevitably translatable to other contexts. Readers alone can decide how these studies may support their own efforts in very different contexts. Hence our interest at ESBB in the concept and practices of translatability. 'This would not work in my context' becomes 'how can I translate something from this study, or even the whole study, to my own context'.

In our first paper, Tri Ananti Listiana and Adestya Ayu Armielia address an issue that is important and relevant in many contexts. In *Parental attitudes toward heritage language: the challenging factors and efforts to assist children in maintaining heritage language*, they argue that parental attitudes are critical in both maintaining a heritage language and in supporting second language acquisition. Set in Jakarta, this study underlines the difficulties of maintenance, provides useful translatable insights for further investigation in this and other contexts, and points to some possible conditions for successful maintenance.

In Acceptability of lexical and syntactic features of Philippine English (PhE) among speakers from the rural areas in Northern Philippines, Mark Phillipe Guyud and Zayda S. Asuncion *investigated* the status of Philippine English (PhE) in a rural area in the Northern Philippines. Their findings reflect a phenomenon that occurs in other contexts: namely, a low level of acceptance of non-standard forms of English. ESBB supports the acceptance of non-standard Englishes, so we need to join the authors in reflecting on the reasons for these findings by important stakeholders.

Our third study by Ebnou Malainine (*The hidden curriculum: A quantitative analysis of gender bias in Japanese and Finnish EFL textbooks*) compares the representation of women in higher textbooks in Japan and Finland, "two developed countries that lay on different spectrums of the gender gap index". Malainine identifies a more progressive and inclusive portrayal of women, especially in the Japanese textbook. However, she also concludes that the representation of women better reflects the situation of women in Finland.

In *Exploration of multiliteracy practices among Indonesian university students and multiliteracies pedagogy in the reading classroom*, Lewinna Aguskin investigates the multiliteracy practices of Indonesian university students in reading classes. She found strong similarities between the reading activities and the students' 'real-life' multiliteracies practices. The approach to classroom practice empowered the students in terms of cultural identity, agency, and autonomy. At the same time as promoting digital literacy, it is interesting to note

as we move on to three papers on artificial intelligence that this young author emphasizes 'the crucial and irreplaceable' role of teachers as the organizer and facilitator of digital learning.

Artificial Intelligence – the final three studies

In *The role of faculty expertise and intuition in distinguishing between ai-generated text and student writing*, Fredrick**,** Craven, Brodtkorb and Eleftheriou discuss the key role of faculty in mitigating the potential for unethical uses of AI. They reflect on the increasing concern that assignments can be generated by AI rather than the student. They investigated faculty members' ability to detect paragraphs written by ChatGPT. They found that faculty were normally able to identify ChatGPT-generated content using their expertise and intuition. They could also explain how they did this. We might also need to consider whether faculty in non-research contexts might not be more easily caught out when faced with unreasonable class sizes and workloads.

From the same institution, Bilikozen (*Nurturing responsible AI practices in L2 writing: empowering student voices*) provides a complementary study on responsible ChatGPT use. She involved her students in the research to develop a comprehensive class policy. Students themselves identified serious limitations of AI generated text. In a context where ChatGPT appears to have been banned, Bilikozen very successfully emphasises the need to cultivate responsible digital literacy 'amidst the rapidly evolving landscape of technological advancements'. We cannot hold back the tides of change but we can manage innovation successfully.

We might also want to consider the implications of the types of assignments that we set for students. Student led projects for example are more likely to encourage a strong authorial voice than standard traditional essays which can so easily be sourced online in a variety of ways.

In the final paper, *Technology to enhance language learning in the digital era,* Chumpavan, Boonyarattanasoontorn, McIver and Tampanich provide a literature study on the use of AI in their institution in Thailand. Their documentary research study was a preliminary investigation of the potential advantages and challenges of upgrading technology usage in dedicated classrooms. They also underline the importance of learning independently beyond the classroom.

The researchers could also consider the previous two papers to help inspire further interventional research in their context.

Translatability from one context to another is an important concept for an international community like ESBB. These final three papers consider different aspects of the integration of new technologies as we move into the next generation of technical innovation. In particular, how to combine technological advance with accompanying innovation in the new philosophies and practises of language education is a question to challenge us all in the future.