

From our own BAAL SIGs (1): Language in Education

- 10.00 – 10.35: LKALE SIG
Language ideologies, policies and prejudice in England's education system
*This session presents findings from an ongoing research project, *Doing and Living Language Policy in Schools*, in which I critically explore how standard language ideologies manifest themselves across language policy mechanisms and layers: from government-produced curricula and tests through to classroom practices and pedagogies. Drawing on data such as policy documents, teacher interviews and linguistic landscapes, it shows how these policies can come to reinforce hierarchical notions of linguistic 'correctness' in schools, and how teachers and students can become victims of language-based prejudice and discrimination. Although based on a single project, it represents the aims and principles of the BAAL LKALE SIG in raising awareness about current issues within educational linguistics through situated work carried out in schools, and the ultimate aim of informing educational policy.*
Ian Cushing, Brunel University London
- 10.35 – 11.10: Testing, Evaluation and Assessment SIG:
Put down your pencils now: calling time on the timed writing test
This paper looks back at the changes that have occurred over the past 100 years in the elicitation and scoring of written performance in language tests. A century ago, there was a revolution in the way that writing abilities were tested when the first scales for judging writing abilities were proposed. The technology of rating scales has been refined, but the use of time-limited writing samples scored against standard criteria remains the dominant model for language tests. Recent years have seen calls for a radical reappraisal of the way we conceive of and assess writing. These challenges are considered in the context of historical developments: to what extent can past experiences help us in the task of reconceptualising writing for the next generation of language assessments for the digital age?
Anthony Green, University of Bedfordshire
- 11.10 – 11.45: Multilingualism SIG
Conducting multilingual classroom research with refugee children: critically reflecting on methodological decisions
As a result of the recent refugee crisis, classrooms around the world are now becoming more linguistically and culturally diverse. This is a phenomenon that has not been fully examined yet and requires the employment of multilingual methodological approaches. In this paper, I discuss the methodological decisions that I considered as an ethnographic researcher when conducting multilingual classroom research where I did not share the same language with the participants. The seven participants of the study were of refugee background who came from war torn areas and were speakers of Arabic and Farsi. Drawing on a repertoire approach on language use (Blommaert & Backus, 2013; Busch, 2015), I critically discuss issues of data collection and presentation. I argue that by flexibly incorporating children's available resources (Arabic, Farsi, multimodal resources) during interviews allowed me to balance my lack of overlap in linguistic repertoire while at the same time ensuring children's sense of control over the amount of ideas that wanted to share. Regarding data presentation I discuss how a multilingual representation of children's voices ensured that their life trajectories but also their dominant languages were not being neglected from the research process, allowing for their voices to be authentically represented. The paper suggests that an inclusive agenda in the field of applied linguistics that concerns with researchers' methodological decisions in relation to their language choices needs to be developed so as classroom researchers become aware on the ways in which they can balance power relations when conducting multilingual research with marginalised groups the voices of whom need to be equally valued.
Alexandra Georgiou, University College London
- 11:45-12:20: Vocabulary SIG
Sit back and relax! Learning vocabulary through watching TV
The last decade has witnessed an increased interest in language learning from audiovisual input. In this session, I will talk about some of the research I have recently been involved in. I will start by focusing on the potential of audiovisual input for vocabulary learning and how it can lead to the learning of both single words and multiword units. I will also address how the use of on-screen text (L1 subtitles, captions, textually enhanced captions) can enhance learning gains and how imagery can foster the learning process of unfamiliar vocabulary. I will end my presentation with a number of pedagogical implications that emerge from this research.
Elke Peters, KU Leuven

Publishing Session: Cambridge University Press

- 12.20-13.05 Publishing Session

Cambridge Elements in Applied Linguistics

Cambridge Elements are a new, digital-first concept in academic publishing, combining the best features of books and journals. They consist of original, concise, authoritative, and peer-reviewed scholarly research, organised into focused series edited by leading scholars, and provide comprehensive coverage of the key topics in disciplines spanning the arts and sciences.

Please join series editors Professor Li Wei and Professor Zhu Hua, in conversation with Rebecca Taylor of Cambridge University Press, as they discuss their new series, Cambridge Elements in Applied Linguistics, and the publishing opportunities this innovative new format will offer the field of Applied Linguistics.

From our own BAAL SIGs (2): Everyday language practices

- 14.45 – 14.20: Corpus Linguistics SIG

Recent change in the past perfect in British English conversation

While there have been reports of recent decline in past perfect in standard varieties of spoken English (Bowie et al., 2013) and written English (Yao & Collins, 2013), the specifics of change in particular registers, and the social groups leading those changes, remain sketchy. Smith & Waters (2019) found evidence of declining past perfect in a radio chat show, led by younger and less highly educated speakers. This paper uses sociolinguistically-balanced samples from BNC-1994 (Burnard, 2007) and BNC-2014 (Love et al., 2017) to examine change in conversational British English, finding that older and more educated speakers (cf. Smith & Waters, 2019), but also females, are more conservative in retaining past perfect. Our paper identifies and explores several key areas of decline: temporal clauses, conditionals, and reported speech and thought. We discuss methodological challenges and pedagogical implications of our study.

Nick Smith, University of Leicester, and Cristiano Broccias, University of Genoa

References

Bowie, J., Wallis, S. & Aarts, B. (2013). *The perfect in spoken British English*. In B. Aarts, J. Close, G. Leech & S. Wallis (Eds.), *The verb phrase in English: Investigating recent language change with corpora*, pp.318-52. Cambridge: Cambridge University Press.

Burnard, L. (2007) (Ed.). *Reference Guide for the British National Corpus (XML Edition)*. <http://www.natcorp.ox.ac.uk/docs/URG/> (accessed 2020-06-17).

Love, R., Dembry, C., Hardie, A., Brezina, V., & McEnery, T. (2017). *The Spoken BNC2014: Designing and building a spoken corpus of everyday conversations*. *International Journal of Corpus Linguistics* 22(3): 319-344.

Smith, N. & Waters, C. (2019). *Variation and change in a specialized register: A comparison of random and sociolinguistic sampling outcomes in Desert Island Discs*. *International Journal of Corpus Linguistics* 24(2): 169-201.

Yao, X. & Collins, P. (2013). *Recent change in non-present perfect constructions in British and American English*. *Corpora* 8(1): 115-135.

- 14.20 – 14.55: Language and New Media SIG

Parenting with connection: Sharing life lessons in single mothers' digital media

This presentation explores the role of new media in contemporary parenthood and parenting practice. Drawing on digital and interview data from my research with nine UK parents who are single and/or LGB (lesbian, gay or bisexual), I propose that connection is the defining force in their social and support networks, and that they construct their parenting practice in and through connection with others. This parenting with connection has three core components: epistemic connection, collective connection and affective connection. These forms of connection are often facilitated by new media technologies, and integrated with other (non-digital) connective practices, such as face-to-face meetings, telephone calls and prayer. This presentation focuses on epistemic connection, showing how some of the single mothers in this study share 'life lessons' online. Specifically, I show how these participants entextualise

lived experiences through their blog and social media posts, re-constructing them as teach-able, share-able, moments. I close by considering how the construction and sharing of experiential knowledge online can both draw from and feed in to a) parenting as connected practice, and b) wider discourses of 'good' parenting and motherhood.

Jai Mackenzie, University of Nottingham

- 14.55 – 15.30: Linguistic Ethnography Forum

Condoms and candy: using nexus analysis to understand everyday health practices

Despite the consensus of the medical community that good health is a matter of how people manage their everyday practices, most applied linguistic work on health communication is still mostly focused on clinical encounters rather those that occur around the dinner table, in the bedroom, or in public spaces. This presentation describes how to use nexus analysis, an ethnographic method associated with mediated discourse analysis (Norris & Jones, 2005; Scollon, 2001), to research everyday health practices. It consists of a retrospective reflection on two projects: the first exploring the sexual practices of gay men in China in the late 1990's in response to the AIDS pandemic, and the second focusing on food consumption in expatriate families in Hong Kong. The main theoretical principle underpinning nexus analysis is that all social actions, including actions that are consequential to health, such as whether to wear a condom, or a face mask, to smoke a cigarette, or to consume a particular item of food, take place at a nexus of practice at which particular texts, particular social relationships, and particular historical bodies come together to make particular actions possible. Through these moments of action, multiple discourses circulate, travelling along complex 'itineraries' (Scollon, 2008) that link momentary actions and identities to larger ideologies associated with such issues as race, patriotism, gender, and desire. Nexus analysis seeks to unravel the complex mixtures of discourses that impact health and to understand how they travel through texts, objects, institutions, communities, and practices. The presentation will end with a discussion of the applicability of nexus analysis as an ethnographic method to studying issues of social action relevant to the current pandemic.

Rodney Jones, University of Reading

References

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Scollon, R. (2001). *Mediated discourse: The nexus of practice*. London: Routledge.

Scollon, R. (2008). *Discourse itineraries: Nine processes of resemiotization*. In V. K. Bhatia, J. Flowerdew, & R. H. Jones (Eds.) (pp. 233–244). London: Routledge.