

PANEL PRESENTATIONS

PANEL 1

Future professionals practicing: Incorporating applied linguistics research in criminal justice classrooms

Panel Organizer: M Peregrine Balmat

The Forensic Linguistics (FL) course at BMCC, CUNY is the only actively running course of that kind for undergraduates in the country. As the college credit requirement for applicants to the New York Police Department (NYPD) is low (24 credits), this rare undergraduate course provides a unique opportunity for some students who are (or will be) practicing law enforcement to interact directly with studies documenting their professional practice. Other students, disenchanted with growing cases of misconduct in law enforcement, have gravitated toward law and, for our many bilingual and multilingual students, court translation. In the course, students can see and hear what conversations in their practice will look like in real time outside of TV shows like *Criminal Minds* or *NYPD BLUE* (Leonard, 2006). FL introduces students to primary research, data analysis, and data collection in their future work, thereby presenting an opportunity to explore the intersection between applied linguistics and professional practice in criminal justice contexts with students who generally are (or will become) practitioners themselves.

This panel explores the intersection between applied linguistics and professional practice and forensic linguistics pedagogy, and professional preparation. Balmat applies the outreach and feedback tools from Grujicic-Alatrisme's (2015) Framework for Application of Research Findings to his FL classroom. Reflections on the framework point to future assignments that move beyond the course into criminal justice praxis. Jacknick and Balmat discuss ethical considerations of asking our students to grapple with difficult and often triggering data. They introduce practice-based pedagogy that is linguistically influenced, culturally responsive and sustaining, trauma-informed. Finally, Darwich describes one specific avenue for Forensic Linguistics students: translation. She brings faculty and translation student voices to the presentation space to discuss how the internship functions as a key site for integrating classroom learning and real-world professional practice.

Adapting the framework for application of research findings to the forensic linguistics classroom

M Peregrine Balmat

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Grujicic-Alatrisme (2015) underscores the importance of both research dissemination and engagement with practitioners with the creation of a framework that moves applied linguistics and professional practice research into professional domains and creates opportunities for feedback and reflective practice. Building on the evidence-based practice movement, which incorporates educational linguistics findings into teacher education (Grujicic-Alatrisme, 2020), Grujicic-Alatrisme's work suggests specific actions that create relationships between the researcher and the researched, between the scholar and the practitioner.

The classroom is one potential place for disseminating applied linguistics findings to practitioners. Using the framework, Grujicic-Alatrisme and Kahn (2020) explore the feedback provided by language teachers during data sessions, noting the importance of reiterative, reflexive sharing and of fine-tuning feedback tools. In social worker education, Matarese (2020), similarly argues for developing students' discursive mindfulness. The forensic linguistics classroom, likewise, introduces students to reading primary research and data collection, thereby presenting an opportunity to explore the intersection between applied linguistics and professional practice in criminal justice contexts with students who generally are (or will become) practitioners themselves. This presentation explores how Matarese's discursive mindfulness and Grujicic-Alatrisme's framework (in particular the outreach and feedback tools) were utilized at the curricular level in classrooms that prepare criminal justice practitioners for the real world. Reflections on the framework also point to future assignments that could move course learning further into criminal justice praxis.

Forensic linguistics: Ethical considerations when teaching young professionals

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While communication training for professionals can be a skill acquired on the job, this presentation shows how we have intentionally created space for this in a community college forensic linguistics (FL) course. Given recent changes to college credit requirements by the New York Police Department (Cramer, 2025), many prospective officers will decide to end their college careers within the first two years. As such, our effort to introduce students to FL in a way that prioritizes careful listening, thinking before acting, and interactional practices that are discourse-informed and intentional, represents a crucial opportunity for communication training for criminal justice professionals. By introducing our students to discourse-analytic methods as we look at real-world interactions in forensic contexts, we attempt to translate applied linguistics findings into strategies for everyday practice in criminal justice careers.

This presentation explores choices made in our Forensic Linguistics course over the last decade, focusing on how our curricular narrative has evolved toward one that is explicitly anti-racist and linguistically liberatory (Hudley, Mallinson, and Bucholtz, 2022). We discuss pedagogy that is linguistically influenced, culturally responsive and sustaining, and trauma-informed. This presentation will share how our classroom practices balance the analysis of emotionally-difficult data with an ethical model based on care, vulnerability, complexity, and humanity in a profession that often prioritizes quantitative results over the quality of human experiences. We argue that our suggestions have broad applicability and that all teachers can and should engage in similar reflexive thinking and writing as a part of ethical pedagogy.

From classroom to courtroom: Preparing students for professional practice

Berenice Darwich, Associate Professor, Modern Languages Department, BMCC

Montserrat Murguía, student, Modern Languages Department, BMCC

This presentation brings faculty and student voices to examine BMCC's capstone course in the Translation and Interpretation program by discussing how the New York State Court State Interpreter Internship program bridges academic preparation with real-world professional experience. Positioned within Jackson's (2016) work-integrated learning framework, the course intentionally designs the internship as curriculum that connects theoretical knowledge with professional practice across Civil, Criminal, Family, and Supreme Court settings.

Prof. Darwich discusses the development, as well as the curricular successes (i.e., graduating students from NYC, other US and world locations) and challenges (i.e., to ensure international students have access to internships), of the Certificate and A. A. in Modern Languages with a specialization in Spanish Translation for the Health, Legal, and Business professions.

Student Montserrat Murguía's reflections (documented through internship logs, critical analysis essays, and video discussions), offer insights into navigating institutional constraints, evaluating the interpreter's role in ensuring access to justice, and developing the professional identity necessary for high-stakes legal interpreting contexts.

Overall, the discussion illuminates how the 100-hours supervised internship develops the intercultural, instrumental and strategic competencies essential to specialized court interpreting, and supports our students' transition into professional practice. In addition, based on Ms. Murguía's and Prof. Darwich's participation in the program, it is pointed out what else could be done at BMCC to prepare our students for a successful career in translation and interpretation.

PANEL 2

“Applying language research in practice: Where we started, how far we have come”

Professor Lubie Grujicic-Alatrisme, Organizer

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Synopsis

This panel discusses language research findings, obtained over a number of years in full-scale studies using Conversation Analysis and Genre Analysis, in real life settings, such as home/family, homeless shelters, classrooms, and teacher meetings. Each contributor is a collaborator on the two book projects (Grujicic-Alatrisme, 2015 & 2020) and a participant in the effort to disseminate research findings to practitioners and real life stakeholders, such as family therapy practitioners, social workers, students, teachers and lay people who may have a stake in the scholarly research findings' application to their own life. Today, we discuss the challenges we encountered during the dissemination efforts and propose future changes regarding future data gathering, dissemination, and sharing with different stakeholders.

Since the launch of the “Framework for Application” (Grujicic-Alatrisme, 2015), the international research team (here represented by the USA-based group) has undertaken steps to disseminate the language research findings within the places of practice in various real-life settings. We followed the Outreach Phases proposed in the Framework, starting with Phase 1 (contacting stakeholders in real life settings to sharing data sessions). Phase 2, getting feedback from practitioners on the usefulness of data and our findings, proved to be challenging, with responses occupying varied places on the continuum from openly espousing our findings and enthusiastically planning application to muted reaction and indirect rejection (Grujicic-Alatrisme, 2020). Some practitioners (e.g., therapists, teachers) knew intuitively about the phenomena we “discovered and shared,” while other stakeholders felt it was not relevant in real-life on-the-job situations. Challenges seem also to confirm the role of “time lag” as indicated in “knowledge translation” (KT) studies estimated to be about 15-17 years on average (e.g., Morris et.al., 2011), pointing to the well-known occupational research-to-practice problems. Our lag averaged 10 years. Other challenges emerged in politico-ethical and social changes, making us re-examine our initial hypotheses about the usefulness of our findings and our ability to reach the places of practice in a timely and efficient manner. We therefore think we need to explore new directions and thus, this panel is aiming to re-evaluate and reset our goals.

We realize that we need to reshape our plan to include the examination of that direct in-the-setting feedback and data collection itself. For example, Balmat moves away from urban data collection in homeless shelters (2020, 2026) to collecting ethnographic data on the carnive language of carnival artists and argues that we should see data gathering and access to it as an artistic source, leading to gathering as art-making. This alternative take certainly opens eyes and ears to different live language forms and encourages the espousal of such creative approaches in research. Johnson also advocates for new avenues by first examining the potential reasons for the paucity of efforts to disseminate family conflict data to lay people and practitioners. In this critical review of our own dissemination and the field's seeming (non)movement, Johnson realizes that new frameworks of viewing family discourse of conflict through the lens of parent and adult child identity and gender awareness need to be presented. We conclude the panel with turning to the audience for feedback and suggestions.

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Negotiating family interaction and the usefulness of discourse analysis for family therapy

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My research has focused on family interaction and on conflict and negotiation between parents and their adult children (Johnson 2015, 2018). My findings have included detailing how family members enacted various things such as “guilting,” avoidance strategies and justifications to negotiate fraught conversation topics and looked at identity construction via interaction. After sharing my research findings with workplace colleagues and at academic conferences, I looked for local professional organizations I could present my findings to.

In the field of family interaction studies, there were many studies in the 1990s (Blum-Kulka 1994; Taylor 1995) and early 2000s (e.g., Tannen 2001; Tannen, Kendall & Gordon, 2010), but very few since our 2015 book publication, where I discussed family therapy and counseling settings as appropriate areas to use the knowledge gleaned from close analysis of family interaction (Johnson 2015). Some studies have pointed to how useful discourse analysis can be in family therapy (e.g., Sutherland, LaMarre & Rice, 2017). Few studies use discourse analysis of family talk that discuss applications to professional settings. Patrika & Tseliou (2016) did research in the area of blame and negotiation in family therapy sessions, and more recently, Nys and Rober (2026) have looked at family scripts and parental identities in family therapy sessions.

Looking forward, family discourse analysts need to continue to seek to share valuable insights into relationship building, identity construction, and the negotiations and conflicts between family members in daily conversation with relevant professionals, to bring the knowledge gleaned from close analysis of family interaction into the practice of helping families communicate better.

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Findings-as-art: Communicating professional discourse data to the public

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Grujicic-Alatrisme's (2015) *Framework for Application of Research Findings* in applied linguistics and subsequent work (Grujicic-Alatrisme, 2020, Grujicic-Alatrisme & Kahn, 2020) point to considerations and tools for disseminating research and assessing feedback, creating relationships between academics and practitioners. While this work is essential, anti-intellectualism is rampant, particularly in the United States (Pilkington, Caplan, & Parsi, 2025). Presenting counter-messages and contrary evidence can create a "backfire effect" that potentially reaffirms beliefs founded on misinformation (Bélanger, Schumpe, Nisa, & Moyano, 2021; Nyhana, 2020). In a polarized country, where medical facts are ignored in Supreme Court decisions (ACLU, 2026), how might we communicate findings to a less (or un)enthusiastic audience?

The Work of Art (Moss, 2024) documents the planning, documentation, and research that precedes completed art. Taiwanese American performance artist Tehching Hsieh blurred the boundaries between participant observation and art, between data collection and performance. Responding to Barone & Eisner (2011) and Leavy (2020) who argue for arts-based research, I argue that ALAPP consider Findings-as-Art, combining the meticulous collection and rigorous analysis of data with what Behar (2022) calls an "anthropology that breaks your heart," producing a creative, artful product that illustrates findings. As an example, I offer my recent work documenting a dying code among carnival, circus, and sideshow workers, including analysis of archives, 15 interviews, and ethnographic fieldnotes from a 3-month tour with a sideshow. Findings-as-Art demonstrate how Carnie language variation and change intersect with a 100-year shift in economics, American infrastructure, transit, migration, and entertainment. Ethical implications are discussed.

PANEL 3

"Building Communities of Practice: Our Journey into Inclusivity"

Panel Organizer

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6. **Dawn Wink** - Dr. Gay Su Pinnell Endowed Professor of Language and Literacy - Eastern New Mexico University (USA)

Presentation Groupings

1. Eva Duran Eppler, Melissa Rivera Screven & Dawn Wink
2. David Schwarzer & Jessica Garcia Murcia
3. Shelley K. Taylor & Julie D'Ippolito

Panel: Building communities of practice: Our journey into inclusivity

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Applied linguists' stances toward linguistic diversity have evolved over the course of various 'turns': from the social (Block, 2003), to the translingual (Schwarzer, 2006), plurilingual (Taylor & Snoddon, 2013), multilingual (May, 2014), and decolonial (Canagarajah, 2025) turn. Overall, their acceptance of linguistic diversity and the need for supportive educational structures, including pluralistic pedagogical practices, surpasses teachers' related practices (Cummins, 2021; ECML, 2023). Aspects of acceptance such as teacher talk, and programs to develop heritage or official minority languages, not only impact second/foreign/heritage language students' views of the value of their linguistic repertoires but can impact teachers' views of their own language proficiency and linguistic capital. Teacher practices can also reflect c/overt ideologies and stances on including or marginalizing languages based on whether they are legitimate or desirable (Lu, 2023). Non-stigmatizing, inclusive approaches such as translingual pedagogies and developing teacher competences for pluralistic practices reflecting decolonial stances are needed; however, professionals such as teachers neither shift their beliefs overnight, nor solely on their own. They are impacted by commonly held beliefs in their communities of practice (Lave & Wenger, 1991; Wenger, 1998). This panel demonstrates stages along the journey to linguistic inclusivity with novice applied linguists (who are seasoned teachers) in dialogue with 'more experienced others' sharing their journey. The objectives of the panel discussion are to provide understanding of the evolving paths taken toward inclusive language practices, glimpses into reflexive journeys, resistance rooted in decades old stances and the transformations needed to manage challenges, promote success, and normalize linguistic inclusivity

Evolving paths toward inclusive language practices

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Three scholars present their evolving work in response to shifting understandings of linguistic diversity. Each traces a personal and scholarly path shaped by developments in applied linguistics foregrounding multilingual, translingual, and pluralistic perspectives. Their stories show how language ideologies are shaped by lived experiences, are unsettled through research and community engagement, and continue to evolve as practitioners reconsider what linguistic inclusivity requires.

Eva Eppler uses participant observation data from an online Aromanian class to discuss how non-stigmatizing, inclusive pluralistic approaches, and the multilingual turn, can support teachers of endangered languages when negotiating political and ideological shifts in their language practices.

Melissa Rivera Screven examines multilingual development in racialized ecological contexts for Latinx individuals navigating Englishes, Spanishes, and American Signed Varieties. Using a phenomenological framework, she demonstrates how inclusive pedagogies and collaborative inquiry inform understandings of multilingual identity.

Dawn Wink discusses how inclusive pedagogies—including translingual and pluralistic approaches—align with decolonial and ecolinguistic perspectives, positioning linguistic diversity as integral to ecological diversity. An ecolinguistic lens reveals how ideological stances can sustain or diminish linguistic ecosystems.

Collectively, the presenters trace evolving journeys toward more inclusive understandings of language, revealing how ideological shifts grow from lived experience, critical reflection, and engagement with diverse communities.

Reflexive journeys toward inclusive language practices

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This talk aims to present the academic journeys of two applied linguists—one experienced and one novice—as they transition from an unmarked ideology to a bilingual/multilingual perspective, ultimately adopting a translingual approach. It highlights the importance of understanding how our conceptualization of language and literacy evolves—from basic, static views of bilingualism and multilingualism to more nuanced, dynamic interpretations that emphasize language inclusivity. Through a dialogic reflection between a senior and a junior scholar, the discussion will explore distinctions and conceptualizations related to language mixing, literacy, pedagogy and ideology. Additionally, it will address cultural/linguistic responsiveness and its implications for promoting linguistic inclusivity. The conversation will focus on three key, yet distinct, aspects of linguistic inclusivity:

- Movement between real and imagined borders in a global-local way.
- Transacting with different linguistic and cultural identities within a unified self
- Conceptualizing the development of languages and literacies in a fluid and dynamic way.

Finally, concrete recommendations for researchers and practitioners interested in fostering authentic translingual and transliteracy practices in their academic journeys and for applied linguists in general will be shared. The importance of documenting and sharing the insights gained from our own academic and personal journeys will also be included.

‘Some Things Old’ and ‘Some Things New’ in teacher acceptance of linguistic inclusivity

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Beyond discrepancies between applied linguists’ recognition of linguistic variation and language teaching professionals’ embrace of its value (Taylor & Snoddon, 2013), discrepancies exist between recognition of the value of and need to develop linguistic variation in French as first (official) language (FFL) and French as second (official) language (FSL) in Canada. In this talk, Shelley K. Taylor discusses the spectrum of views on linguistic inclusivity and pluralistic approaches to teaching encountered on her journey to develop French teachers’ pluralistic competences. These views arise in relation to language development, maintenance and preservation, as well as educational language policy and (official) minority language rights considerations in teaching FSL and FFL outside of Quebec.

Julie D’Ippolito discusses how pre- and in-service FSL and FFL teachers navigate beliefs ranging from promoting to banning classroom plurilingualism and debating legitimacy and proficiency within Canada’s ‘official minority’ French-speaking communities. Creating ‘space’ for diverse linguistic repertoires may raise fears of cultural/linguistic loss, which can in turn raise the French proficiency bar so high that FSL teachers feel linguistically insecure before starting their careers (D’Ippolito, in preparation).

The talk highlights the spectrum of beliefs impacting FSL/FFL instruction, and the role teacher communities can play in developing successful French programs.