



ALAPP 2026

16th Applied Linguistics and Professional Practice Annual Conference

Conference Chair

Professor Lubie Grujicic-Alatraste

**Department of English
Division of Arts and Sciences
New York City College of Technology
(City University of New York, CUNY)
300 Jay Street, Namm Building
Brooklyn, New York, 11201**

TABLE OF CONTENTS

Local Organizing Committee, p.4

Welcome from the Conference Chair, Prof. Lubie Grujicic-Alatrisme, p.5

Full Program Short List, pp. 6-10

Plenary Speakers (Abstracts and Bios), pp. 11-13

Plenary A: Alexandre Duchene, p.11

Candlin Lecture: Claire Kramsch, p.12

Plenary B: Tammy Gales, p.13

Invited Forum, pp.14-18

Srikant Sarangi, Organizer, p. 14-15

Mariaelena Bartesaghi, p.15-16

Lubie Grujicic-Alatrisme, p.16

Chitra Sabapathy, p. 17

Margaret van Naerssen, p.17

Panel Presentations (Abstracts), pp. 18-24

Panel 1: M Peregrine Balmat, Organizer, p.18

Chris M. Jacknick & M. Peregrine Balmat, p. 19

Berenice Darwich & Monserrat Murguia, p.19

Panel 2: Lubie Grujicic-Alatrisme, Organizer, p.20

Rebekah J. Johnson, p.21

M.Peregrine Balmat, p.22

Panel 3: Shelley K. Taylor, Organizer, pp.22-24

Eva Duran Eppler, Melissa Rivera Screven & Dawn Wink

David Schwarzer & Jessica Garcia Murcia

Shelley K. Taylor & Julie D'Ippolito

Paper Presentations - Full List, p.25-41

Work-in-Progress, pp.41-45

Poster Presentations, pp.46-49

Local Organizing Committee

Scientific Committee Co-chairs

Catherine Box, University of Pennsylvania, USA

Domenica Donna Del Prete, Teachers College, Columbia University, USA

Hospitality Committee Co-chairs

Rachel Gertzog and Olga Chajet, English Department, City Tech, CUNY

On-site Conference Volunteer: Anna Do

The Office of the Provost

Pamela Brown, Provost & VP for Academic Affairs

The Office of the Dean of Arts and Sciences

Suzanne Miller, Interim Dean of Arts & Sciences

Justine Vasquez, Immediate Past Dean

Michael Kahn & Shonda Blanks-Bonaney

English Department

Patrick Corbet, Interim Chair

Bryan Duran, Office Assistant II

Website Design and Support

Peter Dinh

Auxiliary Enterprise, INC

Marisol Velazquez

Technical Support

Joshua Gonzalez & Tremmelle Thomas

Initial Local Co-chair

M Peregrin Balmat

Founding Chair and Advisor

Prof. Srikant Sarangi

Abstract Reviewers

Mariaelena Bartesaghi, University of South Florida, USA

Hywel Coleman, Leeds University, UK

Laurent Filliettaz, University of Geneva, Switzerland

Guiliana Garzone, Libera Università di Lingue e Comunicazione IULM) IULM, Italy

Carol Hoi yee Lo, New York University, USA

Dorien Van Mierooop, KU Leuven, Belgium

Janus Mortensen, Faculty of Humanities, University of Copenhagen (HUM KU), Denmark

Anne Pomerantz, University of Pennsylvania, USA

Yuna Seong, Teachers College, Columbia University, NY, USA

A WELCOME MESSAGE FROM THE ALAPP 2026 CONFERENCE CHAIR

On Behalf of the Local Organizing Committee and the ALAPP Network



Welcome to City Tech, one of the most diverse college campuses in the United States, with students speaking over 146 world languages!

It is my absolute pleasure to convene the 16th International and Interdisciplinary Conference on Applied Linguistics and Professional Practice after having planned it with Professor Sarangi for over 6 years. We finally did it! We brought ALAPP to North America, to NYC! We hope this anchors ALAPP's North American chapter, expanding on and scaling up our efforts in making applied linguistics more applicable and making our research relevant to real life practice.

For the next three days, we invite you to make yourselves at home on our multiethnic, multinational and unmistakably New York City urban CUNY campus.

This year's special focus is twofold: teaching as professional practice - something applied linguistics doesn't often discuss beyond the TESOL field, and the AI use across disciplines, with its potential implications for and impact on Applied Linguistics and language learning and teaching. Of course, we continue with our well-established themes, reflecting interdisciplinary collaborations. This year's invited plenaries will address each of the above-mentioned broad areas with the invited forum and the panels adding to the spectrum of topics the following: ethical concerns, forensic linguistics and the role of research dissemination in real-life professional practice.

On behalf of the Local Organizing Committee, my City Tech colleagues, the Provost and Dean, the supporting offices and our students, I wish you a wonderful, intellectually and culturally rich, stay.

Professor Lubie Grujicic-Alatrisme
New York City
September 25, 2026

Acknowledgments

Special thanks go to Catherine, Donna, Mark (The TC, Columbia University, contingent), Olga, Rachel, Marisol, Peter, Tremmelle, and Savonne for always stepping up. You are simply the best! I could not have done it without you!

LIST OF ABSTRACTS: INDIVIDUAL PRESENTATIONS

N.B.

Abstracts are listed using submission numbers. Please see the number on the far left and look up the page number next it for the full abstract. The Conference Schedule uses the same system of abstract submission numbers for ease of use.

[6] . . . p. 25

Teachers as practitioners: EFL teachers' language assessment literacy and professional judgement in high-stakes exam preparation

Gyula Tankó, Eötvös Loránd University, Budapest, Hungary

[9] . . . p. 25

A multimodal study of teacher's use of directives in Mandarin language classrooms for heritage speakers

Shengjie (Fiona) Lu, University of Alberta, Edmonton, Canada

[11] . . . p.26

Becoming leaders online: Professional discourse socialization in student-led digital spaces

Iuliia Rychkova, The George Washington University, Washington, United States

[15] . . . p.26

Co-designing audio guides in Easy Language: evidence on speech rate preferences among Italian and English audiences with intellectual disabilities

Valeria Farinacci, Pieegiorgio Trevisan, University of Trieste, Trieste, Italy

[16] . . . p.26

Issues in training L2 and hard skills migrants' trainers in green skills (sustainability)

Christophe Portefin, ACCENTONIC, PARIS, France

[17] . . . p.27

Decoding nuance: Exploring the limits of AI in translation

Shoba Bandi-Rao, Cynthia Wiseman, Borough of Manhattan Community College, CUNY

[19] . . . p.27

Rethinking Business Italian in higher education to address the language needs of Austrian companies

Cristina Dondi, Vienna University of Economics and Business, Vienna, Austria

[20] . . . p.28

Approaches to teaching reading in a writing classroom

Sue Livingston, LaGuardia Community College, CUNY, NY, USA

[21] . . . p.28

Stigma, euphemism, and sociolinguistic variation in marital status labels: The use of "Separated" and "Divorced" in Kuwait

Fatma Alhaidari, Public Authority for Applied Education and Training (PAAET), Kuwait City, Kuwait

[24] . . . p.28

The discursive (re)construction of gatekeeping practices: The dual allegiance of public transit workers

Kylie Lance, Georgetown University, Washington, DC, United States

[26] . . . p.29

Teaching oral presentations as professional communication: Practitioner design moves that help students speak for "real" audiences

Chitra Sabapathy, Centre for English Language Communication, National University of Singapore, Singapore, Singapore

[28] . . . p.29

Learning change, not tools: A design thinking approach to AI pedagogy for professional practice

Lauri Haapanen, Turo Uskali, Matleena Ylikoski, Riikka Maukonen

University of Jyväskylä, Jyväskylä, Finland

[29] . . . p.30

Language teacher candidates' self-efficacy and language proficiency: Examining the relationship in the context of Türkiye

Selçuk Emre Ergüt, Farahnaz Faez, Michael Karas, Funda Ölmez-Çağlar

University of Toronto, Toronto, Canada

Western University, London, Canada

Brock University, St. Catharines, Canada

Akdeniz University, Antalya, Turkey

[36] . . . p.30

What is AI literacy in healthcare?

Heidi Gilstad, Anna-Lena Pohl, Lena Raber

Norwegian University of Science and Technology, Trondheim, Norway

Flensburg University of Applied Sciences, Flensburg, Germany

Friedrich-Alexander-Universität Erlangen-Nürnberg, Nürnberg, Germany

[38] . . . p.31

Effective pragmatic principles for non-coercive and ethical investigative interviewing

Rachel Iannarelli, Hofstra University, Hempstead, United States

[39] . . . p.31

Communicating digital forensics: between organisational culture and domain-specific technology

Piotr Węgorowski, James Balfour, University of Glasgow, Glasgow, United Kingdom

[41] . . . p.31

Beyond silence: Teacher roles during the Silent Period of second language learning

Taposhi Rani Sarker, Department of Language, Culture and Religion

Graduate Teaching Assistant in English Language Institute, Missouri State University, USA

[42] . . . p.32

"Bad bit moments": How *Star Trek* podcasters use comedic metadiscourse to construct relatable identities

Cynthia Gordon, Georgetown University, Washington, United States

[44] . . . p.32

From theory to practice: Examining ESL instructor training and pedagogical implementation in a multilingual context

Debora Cristofolini, Cyntia Bailer, Missouri State University, Springfield, United States

FURB - Fundação Universidade Regional de Blumenau, Blumenau, Brazil

[46] . . . p.33

Applied linguistics for STEM educators' professional development: Strange bedfellows or otherwise

Soe Marlar Lwin, Singapore University of Social Sciences, Singapore, Singapore

[48] . . . p.34

Beyond the dyad: A triadic approach to collaborative mentoring in a professional language teacher training program

Mark Romig, Domenica Donna Delprete, Suzanne Kaplan-Fonseca, Yuna Seong

Teachers College, Columbia University, New York, United States

[49] . . . p.34

Family communication and the role of gossip in the context of dementia: Challenges for healthcare training

Jacqueline Guendouzi, Coleen Cicale, Southeastern Louisiana University, Hammond, United States

[54] . . .p.34

Language and power: Speakers and listeners

Gail August, Hostos Community College/CUNY, New York, United States

[58] . . .p.35

Artificial intelligence in academic publications: People remain irreplaceable

Silvia Ramirez Gelbes, Ana Mosqueda

Universidad de San Andrés, Victoria, Argentina.

Ediciones Ampersand, Ciudad Autónoma de Buenos Aires, Argentina

[60] . . .p.35

Improving language access in a free community clinic: Identifying volunteer practices, training gaps, and interpreter use for limited English proficiency patients

Staci Defibaugh, Connor Tembe, Adam Akari

Old Dominion University, Norfolk, United States. Eastern Virginia Medical School, Norfolk, United States

[62] . . .p.36

Educational access and language alignment in bilingual and multilingual programs in West Africa

Antoinette Barffour, Missouri State University, Springfield, United States

[66] . . .p.36

Translating pain: Making pain professionally visible

Kento Kawaida, University of South Florida, Tampa, United States

[67] . . .p.36

Environmental literacy in ESP classrooms: A multiliteracies approach to sustainability in technical education

Alda Maria Coimbra Aguilar Maciel,

Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro - IFRJ, Rio de Janeiro, Brazil

[69] . . .p.37

From observation to advocacy: Fostering critical language awareness in Spanish for the professions

Agustina Carando, Ana Ortega Perez, Andrea Hernandez, Leigh Houck

University of California Davis, Davis, United States

[71] . . .p.37

AI literacy in legal translator training: Using GenAI as a pedagogical assistant

Lucja Biel, University of Warsaw, Warsaw, Poland

[73] . . .p.38

Exploring veterinarian-client-pet identity construction through relational work in English veterinary consultations

Eleonora Kacł, University of Basel, Basel, Switzerland

[76] . . . p.38

Conceptual metaphors as tools of reframing in mediation: How to apply cognitive linguistics to mediation discourse?

Wojciech Leder, University of Silesia, Katowice, Poland

[79] . . . p.39

Overstepping boundaries in the semantic field for the sake of linguistic inclusivity: A computer science case study

Sara Galli, Mohammad Jamali, Dickinson College

Carlisle, United States

University of Toronto, Toronto, Canada

[80] . . .p.39

Towards a liberating health care encounter: Challenging medical dualisms in functional neurological disorder

Shelley Dawson¹, Eloise Watson²

¹Victoria University of Wellington, Wellington, New Zealand.

²Te Whatu Ora, Capital, Coast, and Hutt Valley, Wellington, New Zealand

[81] . . . p.40

Can I ask you a question: Preliminaries to preliminaries that do not set up contextual information

Yizhen Hu, Teachers College, Columbia University, New York, United States

[83] . . . p.40

Negotiating meaning in AI-mediated intercultural communication

So-Yeon Ahn, Junyeong Park, Jieun Han

Korea Advanced Institute of Science and Technology (KAIST), Daejeon, Korea

[84] . . . p.40

Teaching persuasive communication in engineering education: The language teacher as professional practitioner

Isabel López

Technical University of Madrid, Madrid, Spain

[86] . . . p.41

Evolving affordances: Negotiating mediational tools and participation in the L2 online classroom

Olivia Murphy Beggins, Boston College, Chestnut Hill, Massachusetts, USA

WORK-IN-PROGRESS (WIP)

[18] . . . p.41

Collaborative revitalization and pedagogical innovation across communities: Teaching endangered indigenous languages in Itapúa, Paraguay

Celeste Escobar, Mirtha Lugo, Yanina Ramírez, Agustina Mereles

The Graduate Center, New York, United States. Universidad Nacional de Itapua, Encarnacion, Paraguay.

Elementary School of the Maka Community # 7580, Encarnacion, Paraguay

[23] . . . p.42

Rural living, agricultural promotion, and traditional Chinese culture: A multimodal discourse study of influencer videos on Douyin

Zhiqi Zhang

Lingnan University, HONG KONG, Hong Kong

[33] . . . p.42

Translanguaging with AI: Examining ChatGPT as a bilingual tutor for English learners preparing for high-stakes exam

Aaron Chia Yuan Hung, Matthew Curinga, Rebecca Curinga

Garden City, Garden City, United States. College of Staten Island, CUNY, Staten Island, United States

[43] . . . p.43

Addressing barriers to oral proficiency: Evidence-based strategies for preparing high school students for the AAPPL

Ana Perry, Evangel University, Springfield, United States

[45] . . . p.43

Objects of systemic failure and deferred reform: Multilingual learners with disabilities in Boston Globe coverage

Nilufer Johnson, University of Massachusetts, Boston, United States

[55] . . . 44

Disciplinary socialization: An examination of student-juror interactions in architectural reviews

Becky Kato, Deborah Des Jardins

1Ann Arbor, Ann Arbor, United States. 2University of Michigan, Ann Arbor, United States

[63] . . . p.44

Humor as a resource for orchestrating understanding and participation

Sarah Chepkirui Creider, Betul Demirezen, Nyokabi Gikiri, Moria Holland, Eugene Hu, Virginia Langhammer, Maddie Roberts, Cicely Rude, Hilary Yarger, Lily Zu, Hansun Zhang Waring, Teachers College, Columbia University, New York, United States

[64] . . . p.44

Evaluating consumer finance chatbot response design through the Cooperation Principle

Michael Oppen, Pratt Institute, Brooklyn, United States

[65] . . . p.45

Navigating times of great technological and political change: An initial report on the building of an EFL teacher training program in Argentina

Catherine Box, Anne Pomerantz, University of Pennsylvania, Philadelphia, United States

POSTER PRESENTATIONS

[10] . . . p.46

AI Chatbots and vocabulary development in second language writing

Larissa Teixeira da Costa, Pace University, New York City, United States

[13] . . . p.46

When serendipity reshapes writing: *Critical Serendipity Literacy* and professional judgment in journalism

Lauri Haapanen, University of Jyväskylä, Jyväskylä, Finland

[22] . . . p.46

Establishing direction in motion: An EMCA study of multimodal map use in team orienteering

Youyou Li, Albany, Albany, United States

[30] . . . p.47

Official bilingualism in the act: How international students become “Self-Made” bilingual speakers in Canada

Selçuk Emre Ergüt, University of Toronto, Toronto, Canada

[56] . . . 47

Integrating generative text-to-video AI in linguistically responsive pedagogy: A case study of multilingual learners in higher education

Naomi Justin, Forman Christian College (A Chartered University), Lahore, Pakistan

[68] . . . 48

Translating the discipline: Teacher reflexivity and curricular decision-making in secondary linguistics instruction

Jason Meilands

Lyons Community School, Brooklyn, United States. CUNY, Graduate Center, New York, United States

[77] . . . 48

The impartiality of the mediator in Poland: A cognitive linguistic analysis of conceptualizations in interview data and ethical frameworks

Wojciech Leder, University of Silesia, Katowice, Poland

[87] . . . 49

Talking shared understanding into being: A two-way study of interdisciplinary teams working on sustainable innovation

Sondre Biltvedt

NTNU – Norwegian University of Science and Technology, Trondheim, Norway

PLENARY A

Professor Alexandre Duchene, University of Fribourg, Switzerland

“Lost in Understanding: Why Bureaucratic Texts Fail Their Readers”



Abstract

Bureaucratic texts do not simply describe the state: they *script* citizens' lives. They allocate rights and obligations, impose deadlines, suspend benefits, demand action, and define who is recognized, eligible, compliant, late, absent, employable, disabled, or undocumented. A letter from a social insurance office, a migration authority, or a tax administration is never just informative. It is performative: it reorganizes trajectories, reshapes possibilities, and compels people to act — often under conditions of uncertainty. Yet despite their profound consequences, administrative letters are often experienced as difficult to interpret, or fundamentally opaque.

Based on ethnographic research on administrative literacy in multilingual Switzerland, this keynote examines why administrative letters so often fail to produce understanding, despite increasing institutional efforts toward linguistic simplification and “plain language.” The talk argues that the meaning of administrative letters emerges through a broader interpretive *infrastructure* that exceeds the visible text.

Readers encounter these letters through a *pre-text*: prior experiences with institutions, unequal familiarity with administrative habitus, emotional states, linguistic repertoires, and earlier encounters with official writing. Further, every administrative letter contains an *infra-text* — a hidden script composed of procedural logics, institutional assumptions, legal frameworks, temporal expectations, and tacit norms of conduct. But administrative letters are also embedded within an *inter-text*: a chain of prior and subsequent documents, forms, legal references, templates, notifications, databases, and institutional exchanges that readers are implicitly - and sometimes explicitly - expected to identify, connect and acknowledge. Meaning then continues to emerge through a *post-text*: the explanations, translations, interpretations, and negotiations that occur after reading, often involving relatives, NGOs, social workers, or official and informal intermediaries.

Administrative letters govern not only through what they state, but through the interpretive labor they impose on readers. Failed understanding is not merely a side effect of difficult language; it emerges from the gap between what the state presupposes readers already know and the fragmented textual worlds through which citizens actually navigate administrative life. Through ethnographic analysis drawn from social insurance correspondence, this keynote explores how administrative letters govern everyday life by requiring citizens to reconstruct the complex rules, references, and textual chains through which they themselves are being governed.

Alexandre Duchêne is Full Professor in the Sociology of Language. His research is situated at the interface between linguistics and social science and is concerned with the role of language in the production of differences and social inequalities. He is a member of the board of directors of the [Institute of Multilingualism](#) and Head of the research group [Language and social inequalities](#). He is the General Editor of the [International Journal of the Sociology of Language](#) and a member of numerous editorial boards of international journals.

THE CANDLIN LECTURE

Professor Claire Kramsch, University of California at Berkeley, USA

“Making Applied Linguistics Matter in the Age of A.I.”



ABSTRACT

When Chris Candlin and Srikant Sarangi titled their editorial for the first issue of *Applied Linguistics* in 1980 “Making applied linguistics matter”, they were responding to the challenges presented by the new communication technologies and their implications for the teaching and learning of foreign languages. At stake was the ability for language learners to achieve a communicative competence that approximated that of the native speaker in the real-world outside the classroom. Since then, globalization, the advent of the internet, the spread of English as a global language and the general weakening of boundaries of all sorts (e.g., geographical, epistemological, disciplinary, genre and gender related) have broadened the professional areas in which applied linguistics matters.

Today, professional practice in applied linguistics faces an inordinately more complex challenge, that is both political and technological.

1) *The current political landscape in the U.S.* Under the pervasive influence of an autocratic populist regime aided by social media in a market economy, calm, ethical professionalism has very often given way to transactional self-promotion; professional diplomats and generals have given way to real estate deal makers and reality TV wars. Even in applied linguistics some researchers display the performance of social justice without necessarily taking professional action.

2) *A.I. and professional practice.* A.I. is permeating all domains of life but none more pervasively than the professional practice of language use. How is Open A.I. changing the very meaning of “professional”? How does the way we even think and talk about chatbots challenge the way applied linguists think and talk about language, discourse, morality and identity?

This paper will attempt to stake out these challenges and their implications for the field of applied linguistics in an era of artificial intelligence.

BIO NOTE

Claire Kramsch, born and educated in France, came to the U.S in the sixties where she taught German language and literature at M.I.T for 25 years. In 1990 she moved to the University of California at Berkeley where she taught German and applied linguistics on the undergraduate and graduate levels until 2015. She is now UC Berkeley Emerita Professor of German and Education. She has written extensively on language, discourse, culture, multilingualism and symbolic power. She is in particular the author of *Interaction et discours dans la classe de langue* (Hatier, 1984), *Context and culture in language teaching* (OUP, 1993), *Language and culture* (OUP, 1998), *The multilingual subject* (OUP, 2009), *The multilingual instructor* (with Lihua Zhang, OUP 2018) and *Language as symbolic power* (CUP, 2021). She is the co-editor of the edited volumes *The multilingual challenge* (with Ulrike Jessner, 2015) and *Decolonizing applied linguistics research in Latin America* (with Harold Castena Pena and Paola Gamboa, 2024). She is with Zhu Hua co-editor of the series Key Topics in Applied Linguistics (CUP) and Language and intercultural communication (Routledge). She is the past president of the American Association for Applied Linguistics (AAAL) and the International Association of Applied Linguistics (AILA).

PLENARY B

Professor Tammy Gales, Hofstra University, New York City, USA

“The Promises and Perils of AI-Generated Police Reports”



Police reports are a cornerstone of the criminal justice system. They are the official record of an event, documenting the date, time, location, and participants involved; they serve as a reference point for further investigation; and they become vital narratives in court proceedings. Thus, their composition plays a seminal role in the work of police officers. Recently, however, some jurisdictions have transferred that responsibility to an AI-assisted tool. Working from the audio recordings captured by body-worn cameras, the tool first generates a transcript and then drafts a police report, all within minutes. Despite “human-in-the-loop” safety protocols built into the tool, there are many documented ways for problems to arise within the resulting reports. For instance, researchers have found that transcripts produced by talk to text programs—such as those relied upon by this report-writing software—can be fraught with errors due to ambient noise, non-standard language use, and overlapping speech, among other variables (Ferguson, 2024). Additionally, while steps have been taken to reduce overt racism in AI-generated texts, covert racism remains (Hofmann et al., 2024). Finally, while chatbots have the capacity to process transparent prag-

matic meaning (e.g., canonical apologies), they still have difficulties with non-canonical forms (Yu et al., 2024). This talk documents instances of such problems through an analysis of approximately 30 police reports generated by this tool and presents additional concerns raised in supplemental user feedback. Current collaborative efforts with law enforcement that promote a more cautious approach to using AI in police reporting are underway.

Bio Note

Tammy Gales is a Professor of Linguistics and the Director of Research at the Institute for Forensic Linguistics, Threat Assessment, and Strategic Analysis at Hofstra University, New York. She is the President of the International Association for Forensic and Legal Linguistics (IAFLL), is co-editor (with Tim Grant) of the Elements in Forensic Linguistics series from Cambridge University Press and is on the editorial boards of the journals *Applied Corpus Linguistics* and *Language and Law/Linguagem e Direito*. Gales’ research interests cross the boundaries of forensic linguistics and language and the law, with a primary focus on threatening communications and the use of corpus linguistics in statutory interpretation. Recent publications include *The Interpretation of Statutes Over Time* (with Kevin Tobia, and Larry Solan, forthcoming) and *Speaking of Crime: The Language of Criminal Justice*, 2nd ed. (with Larry Solan and Peter Tiersma, 2025). She has trained law enforcement agents from agencies across Canada and the U.S. and regularly applies her work to criminal and civil cases.

INVITED FORUM

APPLIED LINGUISTICS AND APPLIED ETHICS”

COORDINATOR

Srikant Sarangi

Aalborg University, Denmark / Cardiff University, UK

Email: sarangi@ikk.aau.dk

CONTRIBUTORS

Lubie G. Alatrisme

lalatrisme@citytech.cuny.edu

Mariaelena Bartesaghi

mbartesaghi@usf.edu

Chitra Sabapathy

elccs@nus.edu.sg

Srikant Sarangi

sarangi@ikk.aau.dk

Margaret van Naerssen

margaret.vannaerssen@gmail.com

SYNOPSIS

This invited forum continues the discussions from ALAPP conferences over the past six years, between 2020 and 2025, with contributors joining in with their own situated perspectives on research ethics and professional ethics. While the embodiment of codes of ethics is presumed in the domain of professional practice, very rarely the epistemic and ethical positioning of applied linguistics researchers and their actions and decisions via contingent negotiations with professional practitioners receive due attention. The primary aim of the forum is to reflect critically on the ethical challenges in conducting applied linguistics research in the arena of professional practice, especially concerning collaboration/partnership across interdisciplinary and inter-professional domains. Beyond research ethics, professional ethics also receives due attention, notably relating to applied linguists in their role as professional practitioners.

Although there is an emerging body of literature addressing ethical issues underpinning the conduct of research (research ethics) as well as in professional-client and interprofessional communication settings, there is a void with regard to how, in practical terms, applied linguistics researchers orient to and solve nuanced ethical issues at different stages of the research process, including their own positioning as teachers-cum-researchers, their ongoing collaboration with other professional practitioners, interdisciplinary researchers and a wide range of stakeholders.

The challenges are broad-ranging as well as situation-specific and they permeate the entire research process encompassing ethics of access, ethics of participation, ethics of interpretation, and ethics of dissemination (Sarangi 2019). Individual researchers or a team of interdisciplinary researchers and professional practitioners as collaborators/partners routinely weigh up the risks and benefits emanating from their research environments in a contingent manner, while remaining sensitive to the uniqueness of the very domain of professional practice they are engaged in, including relationships built on mutual trust and expectations. In this sense, it is necessary to approach the emergent ethical issues in the conduct of ‘applied’ research both in terms of established principles and material practices with a sense of reflexivity (Sarangi 2024a, 2024b). Put differently, it is imperative to foreground “our engagement with our ethical practices both in terms of our research methodology and our interventionist agenda” (Sarangi and Candlin 2010: 3).

Drawing upon their professional and personal experiences, the contributors to the invited forum variably address relevant issues of interest: the differential stances taken by faculty and students towards GenAI in the university sector in USA, which raise practical and ethical concerns in the absence of any consensus regarding GenAI use in pedagogical practice beyond normative integrity and transparency (Alatrisme); the ethical stakes of interpretation in qualitative inquiry, especially relating to the incommensurability between the accounts produced by professional practitioners and those that are later re-articulated/re-contextualized by applied linguistics researchers, which can be understood as an accomplishment of laminated accountability (Bartesaghi); the affordances and influences relating to the instructor-researcher’s positioning on the insider-outsider continuum in an empirical research setting in Singapore, foregrounding the ethics of participation and the attendant ‘participant’s paradox’ against the backdrop of role ambiguities, power asymmetries, informed consent etc. (Sabapathy); and the ethical challenges faced by applied linguists in the role of expert witnesses in the US legal system, particularly involving non-native speaker clients, where maintaining professional distancing may not be so straightforward (Van Naerssen). The individual presentations will be preceded by an overarching framing statement highlighting the contingent ethical nuances surrounding professional practice as well as the conduct and reporting of applied linguistics research (Sarangi).

What is shared across the contributions are the tensions and potential resolutions across regulatory, normative principles and mundane, contingent practices relating to (inter)professional standards and parameters of research ethics and professional ethics.

References

- Sarangi, S. (2019) Communication research ethics and some paradoxes in qualitative inquiry. *Journal of Applied Linguistics and Professional Practice* 12 (1): 94-121.
- Sarangi, S. (2024a) Editorial: Ethical reflexivity and contingent decision making in doing applied linguistics research. *Journal of Applied Linguistics and Professional Practice* 18 (3): 265-269.
- Sarangi, S. (2024b) Walking a tightrope: The ethical dilemma of rigour and/or relevance in interpretation-driven qualitative inquiry. *Journal of Applied Linguistics and Professional Practice* 18 (3): 343-370.
- Sarangi, S. and C. N. Candlin (2010) Editorial: Applied linguistics and professional practice: Mapping a future agenda. *Journal of Applied Linguistics and Professional Practice* 7 (1): 1-9.

INDIVIDUAL PROPOSALS

Applied linguistics and applied ethics: Mapping an agenda

Srikant Sarangi

Aalborg University, Denmark | Cardiff University, UK

Email: sarangi@ikk.aau.dk

Ethical issues have been at the forefront in the conduct of applied linguistics research for a long time. Some of the ethical issues become particularly heightened when studying professional practice within the qualitative research paradigm, especially in relation to the researcher's positioning as either outsider or insider or as collaborator, straddling the outsider/insider margins (Sarangi 2024a). Broadly referred to as 'research ethics', it is operationalized along a set of principles, e.g., researcher integrity, participant autonomy, informed consent, avoidance of harm etc. Previously, I have provided a breakdown of research ethics as follows: ethics of access, ethics of participation, ethics of interpretation, and ethics of dissemination/intervention (Sarangi 2019), while acknowledging the overlapping nature of these dimensions. Underpinning these dimensions of research ethics are the elements of engagement and relationship, which leads me to suggest a distinction between 'research ethics' and 'communication ethics'. As the label suggests, communication ethics foregrounds the communicative aspects of ethical practice – e.g., relationality and responsibility – both during the research process and beyond in terms of research outputs and various dissemination/intervention activities.

'Applied ethics' takes us beyond the rulebook of ethics to deal with ethical matters at a contingent, practical level, highlighting the ethical decisions researchers make at a given point in time and the consequences such decisions may have on research processes and outcomes. Of particular significance are: (i) accomplishing the intellectual rigour to remain credible while aiming for practical relevance and societal impact (Sarangi 2024b); (ii) managing the researcher positioning, especially when undertaking interdisciplinary research involving 'disciplinary others' vs. interprofessional research involving 'professional others'.

The contributors to the invited forum engage with applied ethical issues in their own areas of applied linguistics research and are committed to exploring ways in which specific ethical dilemmas can be mitigated, if not resolved.

References

- Sarangi, S. (2019) Communication research ethics and some paradoxes in qualitative inquiry. *Journal of Applied Linguistics and Professional Practice* 12 (1): 94-121.
- Sarangi, S. (ed.) (2024a) Applied Linguistics and Applied Ethics. Special Issue of *Journal of Applied Linguistics and Professional Practice* 18 (3): 265-269.
- Sarangi, S. (2024b) Walking a tightrope: The ethical dilemma of rigour and/or relevance in interpretation-driven qualitative inquiry. *Journal of Applied Linguistics and Professional Practice* 18 (3): 343-370.

Laminated accountability: Ethics and the paradoxes of doing qualitative research

Mariaelena Bartesaghi

University of South Florida

Email: mbartlesaghi@usf.edu

Research ethics in qualitative inquiry is often considered a matter of procedure—in concerns of access, consent, and the protection of participants. Building on Sarangi's formulation of the paradoxes of doing qualitative research—namely the observer's, participant's, and analyst's paradoxes, alongside the tension between rigor and relevance (Sarangi, 2019, 2025)—this paper shifts the focus to the analyst and asks: what would it mean to pursue an ethics of interpretation? Taking up Sarangi's attention to the ethical stakes of interpretation, I argue that such an ethics can be understood as an accomplishment of laminated accountability.

Drawing on a discourse analysis of interviews with equine-assisted therapy professionals as an illustrative case of alternative practice, I show how practitioners strategically account for their work in the face of competing demands for legitimacy, credibility, and effectiveness.

I propose that accountability in qualitative research is laminated across how participants account for their actions and how analysts account for those accounts. Analysts do not simply create an accountability situation for participants; they also represent it in ways that give coherence to practices that are shifting and oriented to multiple demands, thereby risking the appearance of resolution where practice remains unsettled. In doing so, analysis can make participants' actions appear more stable, patterned, and strategic than they are in the moment, shift the locus of accountability into analytic categories, and close off alternative ways of making sense of the data.

The ethical problem, then, is not just one of accuracy or transparency, but of how analysis produces coherent and authoritative versions of strategies and moves. Analytic accountability lies in remaining answerable for this lamination—how our accounts rest on, and rework, the accounts of others. In this sense, research ethics is not external to analysis but something enacted within it, as a practical accomplishment of accounting for accounts.

Desperately seeking evidence of consensus on GenAI use at US-based universities

Lubie G. Alatraste

NYC College of Technology, CUNY

Email: lalatraste@citytech.cuny.edu

Generative AI use has taken hold in USA colleges, but ethical rules guiding its use seem slow to come and, if they exist, they tend to be opaque, often leaving faculty to decide what is permissible and what constitutes an infringement of pedagogic practice. The variability of positions towards GenAI use by faculty to teach, or students to do projects, is broad: from openly embracing to downright vilifying it (Kim et al., 2025). Recent articles (e.g., [ox.ac.uk.news](https://www.ox.ac.uk/news/2024-11-13-new-ethical-framework-help-navigate-use-ai-academic-research) 2024; Harvard university AI & Ethics) question the place of ethics in GenAI use in higher education given that ethics underlie faculty research, scholarship, teaching and student learning.

Ethical questions – when posed – tend to cluster around traditional concerns of "academic honesty" of the students, particularly in the production stages of course projects, and suggest "responsible use" – a surprising choice of words, as academic activities of other kind have very stringent ethical guidelines. However, ethical use of GenAI by faculty for teaching notes, lectures, creating and grading assignments, is less prominent. Velli et al. (2025) have found that faculty are harsher in judging student GenAI use than their own, and students tend to object – on ethical grounds – to faculty using GenAI for teaching notes/lectures.

This presentation asks: Is there any evidence of a consensus shaping across higher education institutions on ethical use of GenAI by faculty and students? The method of information findings was a randomized search of online sources. I have located USA university websites using search engines to identify a clear Academic Dishonesty policy versus complete ethical guidelines. The focus is both on student and faculty use. The finding reveals no consensus, with the thrust of ethical concerns resting on student academic dishonesty with minimal faculty focus. However, faculty themselves seem to want more guidance, based on the large-scale faculty interviews.

References

<https://artsci.washington.edu/news/2026-01/ai-classroom-faculty-its-complicated>

<https://www.ox.ac.uk/news/2024-11-13-new-ethical-framework-help-navigate-use-ai-academic-research>

<https://bokcenter.harvard.edu/ai-ethics>

Kim, J. et al. (2025). Examining faculty and student perceptions of generative AI in university courses. *Innovative Higher Education*, vol. 50, pp.1281-1313.

<https://www.npr.org/2026/03/03/nx-s1-5716176/ai-college-students-professors>

Velli, K. et al. (2025). Comparing faculty attitudes towards self-use and student-use of AI technologies in higher education. Retrieved June 2026

<https://www.tandfonline.com/doi/full/10.1080/10447318.2026.2630090>

Balancing affordances and tensions: A relational ethics perspective on the dual instructor-researcher role

Chitra Sabapathy

National University of Singapore

Email: elccs@nus.edu.sg

Drawing on Sarangi's (2019, 2025) framework, qualitative research in applied linguistics is an ethical act in which researchers must navigate contingent decisions that shape the relationship between inquirer and participant. When studies are conducted by insider researchers within their own institutions, the "ethics of participation" comes to the fore. The researcher's presence can introduce a "participant's paradox," where dual role identities, power asymmetries, and questions of voluntariness complicate how participants articulate their experiences.

To illustrate these relational dynamics, this presentation draws on an empirical case study of undergraduate computing students making sense of learning to present orally within a communication-integrated disciplinary module. Conducting the study within my own teaching context, with one-to-one semi-structured interviews involving students I taught in the same semester created affordances including insider access, contextual sensitivity and stronger rapport. These same conditions however produced ethical tensions around influence, disclosure, and participant comfort.

The presentation grounds these relational tensions both experientially and empirically, showing how the complex role-set was managed through contingent safeguards (Braun and Clarke, 2021) such as including independent recruitment, post-grades invitations, and distress protocol. By examining the limits of such procedural measures, I argue that dual insider roles should not be treated as contaminants to be bracketed out through compliance. Instead, they are analytic conditions that require ongoing situated ethical reflexivity. Ultimately, the presentation invites a broader conversation about how relational ethics and participation actively shape qualitative applied linguistics research and how research might navigate the affordances and tensions of insider positionality with greater transparency and care.

References

Braun, V. & Clarke, V. (2021). *Thematic analysis: A practical guide to understanding and doing*. SAGE.

Sarangi, S. (2019). Communication research ethics and some paradoxes in qualitative inquiry. *Journal of Applied Linguistics and Professional Practice*, 12(1), 94–121. <https://doi.org/10.1558/jalpp.36885>

Sarangi, S. (2025). Ethical reflexivity and contingent decision making in doing applied linguistics research. *Journal of Applied Linguistics and Professional Practice*, 18(3), 265–269. <https://doi.org/10.3138/jalpp-18.3-0000>

Maintaining professional distancing in non-native speaker (NNS) legal cases

Margaret van Naerssen

Independent consultant

Email: margaret.vannaerssen@gmail.com

Applied linguists may face ethical issues as expert witnesses in live legal cases. The proposal context is the US legal system with English generally as the working language. While expert witness rules may differ across countries, underlying ethical issues might be recognized. The issues might involve a scope of ethical concerns, e.g., (a) court standards and human language; (b) principles of protecting human subjects; (c) scope of legal questions; (d) effects of adversarial court systems; and (e) maintenance of professional distancing (objectivity).

Two legal contexts involving the ethical need for linguists to maintain professional distancing in non-native speaker (NNS) cases include: 1) when becoming engaged on a case; and 2) when conducting language assessment of the NNS. My focus is on the engagement stage with illustrative examples.

Five ethical topics are briefly mentioned from the legal contexts: (1) conducting a bias self-check; (2) checking your specific qualifications for the case; (3) developing the linguistic questions, with the hiring attorney; (4) separating your expert linguistic opinion from the hiring attorney's "agenda"; and (5) gathering information about the NNS and the case without learning too much about the case.

Ethical issues can develop out of tensions involving court and professional standards requiring scientific reasoning and objectivity as well as linguistic examinations of the individual communication needs of NNSs.

Linguistic experts bring professional training, from experts' field(s), including standards and ethics. Expertise is applied in legal contexts which have their own standards and ethical systems. An expert then must weigh the two sets of standards and ethics.

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

Professor of Academic Literacy & Linguistics, BMCC, CUNY

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

Chris M. Jacknick & M Peregrine Balmat

Professors of Academic Literacy & Linguistics

BMCC, CUNY

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 Grujic-Alatrisme, Organizer

New York City College of Technology, City Tech, CUNY, USA

lalatrisme@citytech.cuny.edu; lubie.alatrisme@gmail.com

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 (Grujic-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" (Grujic-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 mute reaction and indirect rejection (Grujic-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 carnie 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.

References

M. Peregrine Balmat (2026). *The subtlety of the street: The discourse of responsibility*. University of Michigan Press.

<https://www.mperegrinebalmat.com/carniecode>

Grujic-Alatrisme, L. & Kahn, G. (November 2023). *Practicing Teachers and Researchers*

Negotiating Data Sharing Sessions. *Journal of Applied Linguistics and Professional Practice* 17(3), Toronto University Press.

Grujicic-Alatrisme, L. (2020). Knowledge Translation at the Sites of Practice: From Outreach and Dissemination to Reflexive Evaluation: Introduction. In Grujicic-Alatrisme, L. (Ed.), *Language research in multilingual settings: Doing research knowledge dissemination at the sites of practice*, (pp. 1-22). Palgrave Macmillan, UK.

Grujicic-Alatrisme, L. (2015). Framework for Application of Research Findings: An Introduction. In L. Grujicic-Alatrisme (Ed.), *Linking discourse studies to professional practice* (Chapter 1, pp. 1-18). Clevedon, UK: Multilingual Matters.

Johnson, R. J. (2015). Tensions in family discourse: Expectations and justifications. In L. G. Alatrisme (Ed.), *Linking discourse studies to professional practice* (pp. 203-226). Bristol, UK: Multilingual Matters.

Morris, Z.S., Wooding, S., & Grant, J. (2011). The answer is 17 years, what is the question: understanding time lags in translational research. *Journal of Royal Society of Medicine* 104(12), Sage Journals. <https://journals.sagepub.com/doi/10.1258/jrsm.2011.110180>

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

Rehekah J. Johnson, LaGuardia Community College, CUNY, NYC, USA

rejohnson@lagcc.cuny.edu

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.

References

Blum-Kulka, S. (1994). The dynamics of family dinner talk: Cultural contexts for children’s passages to adult discourse. *Research on Language and Social Interaction*, 27, 1-50.

Johnson, R. J. (2015). Tensions in family discourse: Expectations and justifications. In L. G. Alatrisme (Ed.), *Linking Discourse Studies to Professional Practice* (pp. 203-226). Bristol, UK: Multilingual Matters. ISBN: 9781783094073

Johnson, R. J. (2018). The discursive practices of “guilting” in family discourse: Socialization, identity construction, and parental expectations. Special Issue: Family Conflict Talk across English and Spanish-speaking Communities (D. Boxer & M. E. Placencia, Eds.). *Journal of Language Aggression and Conflict* 6(2), pp. 203-227.

Nys, C., & P. Rober, P. (2026). "Family Scripts in Contemporary Family Therapy Practice." *Australian and New Zealand Journal of Family Therapy* 47(1), e70064. <https://doi.org/10.1002/anzf.70064>.

Patrika, P. & Tseliou, E. (2016). The 'blame game': Discourse analysis of family members' and therapist negotiation of problem definition in systemic family therapy. *The European Journal of Counselling Psychology* 4(1), pp. 101-122
DOI:10.5964/ejcop.v4i1.80

Sutherland, O., LaMarre, A., & Rice, C. (2017). The primacy of discourse in the study of gender in family therapy. *Family Process*, 56(3), pp. 669-685. <https://doi.org/10.1111/famp.12294>

Tannen, D. (2001). *I only say this because I love you: How the way we talk can make or break family relationships throughout our lives*. New York: Random House.

Tannen, D., Kendall, S., & Gordon, C. (2010). *Family Talk: Discourse and Identity in Four American Families*. New York: Oxford University Press. 10.1093/acprof:oso/9780195313895.001.0001.

Taylor, C. E. (1995). "You think it was a fight?": Co-constructing (the struggle for) meaning, face, and family in everyday narrative activity. *Research on Language and Social Interaction*, 28, 283-317.

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

M Peregrine Balmat, Borough of Manhattan Community College, CUNY, NYC, USA

Grujicic-Alatriste's (2015) *Framework for Application of Research Findings* in applied linguistics and subsequent work (Grujicic-Alatriste, 2020, Grujicic-Alatriste & 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

Shelley K. Taylor

Professor - Curriculum Studies/Applied Linguistics - Faculty of Education - Western University (Canada)

Contact email address for responsible author: taylor@uwo.ca

Collaborating Authors

1. **Eva Duran Eppler** - Honorary Senior Research Fellow - University of Roehampton (UK)

2. **Julie D'Ippolito** – PhD Candidate - Curriculum Studies/Applied Linguistics - Faculty of Education - Western University (Canada)
3. **Jessica Garcia Murcia** – MA Candidate - Linguistics - College of Humanities and Social Science - Montclair State University (USA)
4. **Melissa Rivera Screven** – PhD, 2026 – Faculty Member - Department of World Languages – Rowan University (USA)
5. **David Schwarzer** - Professor - Educational Foundations - College for Education and Engaged Learning - Montclair State University (USA)
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

Shelley K. Taylor¹

¹*Western University, Canada;*

Email: taylor@uwo.ca

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

Eva Duran Eppler, Melissa Rivera Screven, Dawn Wink

University of Roehampton, United Kingdom; Rowan University, United States;³Eastern New Mexico University, United States

Email: E.Eppler@roehampton.ac.uk; screven@rowan.edu; dawn.wink@enmu.edu

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

David Schwarzer, Jessica Garcia Murcia

Montclair State University, United States

Email: schwarzerd@mail.montclair.edu; garciamurcij1@montclair.edu

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

Shelley K. Taylor, Julie D’Ippolito

Western University, Canada

Email: taylor@uwo.ca; julie.dippolito@uwo.ca

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.

INDIVIDUAL PAPERS

NB: THE NUMBERS APPEARING ON THE LEFT ARE THE NUMBERS FOUND ON THE DAILY SCHEDULE, NEXT TO THE NAME OF THE PRESENTER

6

Teachers as practitioners: EFL teachers' language assessment literacy and professional judgement in high-stakes exam preparation

Gyula Tankó, Eötvös Loránd University, Budapest, Hungary

The advanced-level (B2) EFL examination, taken by a substantial proportion of school leavers in Hungary, carries significant high-stakes consequences. Previous research has identified shortcomings in this examination; however, less is known about how teachers, as practitioners, critically engage with these materials in everyday professional practice. Grounded in Language Assessment Literacy (LAL) research and conceptions of teaching as a professional, reflective practice, this study addresses two questions:

(1) What characterizes EFL teachers' LAL as reflected in their critical awareness of the strengths and weaknesses of exam papers?

(2) How does this awareness inform teachers' professional judgement and reflective practice in exam preparation?

Semi-structured interviews were conducted with 12 EFL teachers from different secondary school types, selected through purposive and snowball sampling. The sample size reflects the exploratory nature of the study and supports triangulation with examination task and document analysis data. Interview transcripts were thematically analyzed by two coders using an iterative process supported by a codebook, peer debriefing, and member checks.

Findings indicate that while participants demonstrated partial understanding of assessment concepts, critical reflection on assessment quality was limited. Obvious task flaws were often overlooked, suggesting constrained reflective practice. Nevertheless, some teachers exercised professional judgement by questioning exam characteristics that disadvantaged learners and by developing compensatory strategies. Differences emerged between teachers from contexts with learners of differing proficiency levels. The study underscores the need for targeted LAL-focused continuous professional development, prioritizing critical evaluation of test tasks, reflective practice, and informed professional judgement to strengthen teaching as a professional practice.

9

A multimodal study of teacher's use of directives in Mandarin language classrooms for heritage speakers

Shengjie (Fiona) Lu

University of Alberta, Edmonton, Canada

Directives are social actions designed to get someone to do something (M.H. Goodwin, 1990:65), accomplished through a variety of syntactic forms (Ervin-Tripp, 1976), embedded in interactions, and shaped by bodily-visual behavior (M.H. Goodwin & Asta, 2013). While prior research in classroom discourse and second language interaction have analyzed the sequential features of teacher's directives (Waring, 2009; Sert, 2015), less attention is given to their multimodal realization in heritage language classroom interaction. Heritage language classrooms refer to an instructional environment where students with prior home exposure to the language develop linguistic, cultural, and identity competencies (He, 2006, 2008). This study uses Interactional Linguistics and Conversation Analysis (Couper-Kuhlen & Selting, 2018) to examine how the teacher's directives are accomplished through multimodal resources in a Mandarin language classroom for heritage speakers. The data consist of a ten-hour video-recorded Grades 1 to 5 classroom interaction of 20 students, aged 7-13, in a Mandarin heritage language school in Edmonton, Alberta. The analysis shows that the teacher uses directives with grammar patterns including the imperative form 看 kàn "look", modal construction 可以 kě yǐ "can you", and mitigated request format 吧 ba. The teacher also deploys bodily-visual behaviors of pointing, gaze shifts, body torque, body orientation, and facial expressions when using directives.

11

Becoming Leaders Online: Professional Discourse Socialization in Student-Led Digital Spaces

Iuliia Rychkova

The George Washington University, Washington, United States

In recent years, the shift toward online learning and communication, accelerated by the COVID-19 pandemic and developments in digital technologies, has reshaped how students are socialized into academic and professional discourse. Digital platforms increasingly function as virtual communities where students negotiate identities, relationships, and disciplinary linguistic practices (Xiao & Chen, 2023). This study examines how multilingual graduate students engage in professional discourse socialization through synchronous, student-led online collaboration in a U.S. university context. Drawing on one-on-one interviews with members of an online-operated, student-led professional organization who use English as a lingua franca, this study employs thematic analysis to investigate participants' beliefs and experiences with digital professional communication. Specifically, the analysis explores (a) challenges in navigating digital spaces, (b) role distribution and leadership negotiation, and (c) recruitment and inclusion of new members. Findings reveal both the affordances and constraints of instant messaging, videoconferencing, and shared documents for fostering professional socialization, highlighting the strategies multilingual students use to participate, collaborate, and build community in digital environments. By focusing on synchronous online interactions, this study contributes to emerging scholarship on digital discourse socialization in higher education (Duff et al., 2019) and expands understanding of how graduate students develop professional identities through mediated communication.

15

Co-Designing Audio guides in Easy Language: evidence on speech rate preferences among Italian and English audiences with intellectual disabilities

Valeria Farinacci, Pieegiorgio Trevisan

University of Trieste, Trieste, Italy

This paper explores prosodic features of Spoken Easy Language in a museum audio guide. Easy Language (EL) is a simplified language variety designed to maximize comprehensibility. Initially created for people with intellectual disabilities (IDs), language simplification can reduce cognitive barriers for diverse audiences. Although there has been a recent interest in developing standards for oral communication, prosodic recommendations are scant, not language-specific and often the result of theoretical assumptions.

This paper illustrates an ongoing case study on the design of Easy Italian and Easy English audio guides for the Museum of Natural History of Trieste. Combining *PRAAT* acoustic analysis, video observation and questionnaires in a mixed-methods approach, this study investigates the impact of speech rate on comprehension and preferences among two groups with IDs, one native group of reference for each language. More broadly, the second aim of this study is to observe the impact of the EL audio guide on visitors' museum experience.

The preliminary results reveal target audiences' speech rate preferences to ensure listenability of Easy audio guides. By co-creating tailored museum offerings with end-users, this study acts as a stimulus for the construction of inclusive professional practices, emphasizing Spoken EL as a powerful tool for cultural accessibility.

16

Issues in training L2 and hard skills migrants' trainers in green skills (sustainability)

Christophe PORTEFIN, ACCENTONIC, PARIS, France

In the ERASMUS+ project BRICK (Building, Re-qualifying and Innovating public-private partnerships through linguistic and Communicative sKills), we develop the implementation of training for trainers in digital and green skills. The target trainers are technical and basic skills/L2 trainers. The training courses, held in Italy, France, and Iceland, are aimed at L2 migrants who are employed in cleaning, construction, and care sectors. In this conference, we'll focus on green skills for many reasons: growing demand from businesses, increasing challenges around sustainability, a topic that goes beyond the professional sphere and engages everyone in its role as citizen. This work, which will be completed in September 2026, has led us to question the place

given to green skills in existing curricula. How are trainers working today? How can they be trained to teach green skills to L2 learners? What green skills should these learners be trained in?

In this ALAPP conference, we'll focus on professional practice and on ethics that need to be developed with regard to green skills. Through quantitative and qualitative studies with trainers, analysis of green frameworks, trainers training programs, we'll try to propose ways to help trainers improve their skills. We'll see how the Language for Work program can be a good option to help them to change their attitudes and develop new ways of preparing their trainings by including green skills. This will enable us to show how green skills can become a soft skill to acquire and implement in any L2 training in a professional context.

17

Decoding nuance: Exploring the limits of AI in translation

Shoba Bandi-Rao, Cynthia Wiseman

Borough of Manhattan Community College, New York City, United States

This presentation shares outcomes, challenges, and pedagogical insights from an assignment implemented in two linguistics classes in Fall 2025. Students conducted a comparative analysis of leading machine translation (MT) tools—Google Translate, DeepL, and ChatGPT—focusing on translation quality across a selected language pair. Students evaluate each tool's ability to accurately handle simple sentences, idiomatic expressions, sarcasm, and culturally specific references. The analysis includes side-by-side comparisons with professional human translations of literary texts, such as passages from *One Hundred Years of Solitude* by Gabriel García Márquez. By assessing lexical choices, fluency, cultural nuance, and pragmatic meaning, students critically explore the strengths and limitations of each MT system. The assignment emphasizes collaborative learning, especially for students not fluent in a second language, and concludes with a short paper offering data-driven recommendations for improving MT tools. The project deepens students' linguistic awareness, fosters critical engagement with AI tools, and aligns with current research on the evolving capabilities of machine translation technologies.

19

Rethinking business Italian in higher education to address the language needs of Austrian companies

Cristiana Dondi, Vienna University of Economics and Business, Vienna, Austria

Despite strong economic ties between Austria and Italy (WKÖ 2025), Business Italian courses in Austrian universities face declining institutional support amid curriculum cuts. While needs analysis has long informed language courses for specific purposes (Brown 2016), little research has analyzed corporate language needs and compared them with undergraduate Business Italian curricula in Austria (Kubista-Nugent 1996, Lavric 2009).

This paper analyses the gap between Business Italian curricula in Austrian universities and business needs of companies with ties to Italy.

First, data on business needs was collected with a) a nationwide survey of professionals using Italian in Austrian companies and b) semi-structured interviews on intercultural communicative practices at work. Then, all Austrian universities with Italian courses for Business students undertook a survey on their course offer, contents, levels, IT tools, and extracurricular activities. Quantitative data were descriptively analyzed, whereas qualitative data underwent content analysis. The findings reveal some mismatches between Italian communication in universities and at work: Professionals report high relevance of negotiation, AI-supported communication, intercultural competence and mediation, whereas curricula tend to emphasize language development and terminology. This contribution can be used as an input for research-driven, market-oriented Business Italian curriculum design.

Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge. Kubista-Nugent, A. (1996). *La lingua italiana nelle imprese austriache – Un'indagine sul fabbisogno della lingua italiana condotta nella zona di Vienna* (Diplomarbeit). Wirtschaftsuniversität Wien.

Lavric, E. (2009). *Sprachenwahl in Unternehmen: Tiroler Fallstudien*. (1. Aufl.). Innsbruck University Press.

WKÖ. (2025). *Österreichs Exportwirtschaft 2024/2025/2026*. Wirtschaftskammer Österreich. <https://www.wko.at/oe/aussen-wirtschaft/exportwirtschaft.pdf>

20

Approaches to teaching reading in a writing classroom

Sue Livingston

LaGuardia Community College, Long Island City, United States

Is this the end of reading? In her May 9th 2024 article in the *Chronicle of Higher Education*, reporter Beth McMurtrie interviews college professors who think so. They see students in classes less able and less willing to read. Some struggle with weak vocabulary and language structure that affects reading stamina. Others do not have the background knowledge to understand arguments in the text or different points of view. Still others outsource reading to AI to shortcut the reading process due to lack of interest, time or the realization that reading requires thinking and thinking is hard. In writing classes where students read, analyze and interpret text and learn language by so doing, how might teachers resuscitate reading? We know from the literature that college students need explicit guidance when reading text (VanderStaay et al. in *Teaching English in the Two-Year College*, 2024) but what might this guidance look like in a writing class? Attendees will learn that guiding reading, much like guiding writing, is a complex recursive process that transpires best when teachers slow down their presentation of text, create sequenced writing tasks to facilitate comprehension and offer opportunities for students to talk through ideas learned from text with their peers before applying them to their writing assignment. A FOUR-STEP READING CYCLE will be demonstrated using readings from a freshman composition class that has proved to increase course engagement and assist students with creating solidly written final assignments based on these readings.

21

Stigma, euphemism, and sociolinguistic variation in marital status labels: The use of “separated” and “divorced” in Kuwait

Fatma AlHaidari

Public Authority for Applied Education and Training (PAAET), Kuwait City, Kuwait

This study examines language attitudes and the euphemistic use of the terms “separated” and “divorced” among Kuwaiti speakers. It is the first study to explore how these terms are differentially applied to men and women within the sociocultural context of Kuwait. Drawing on theories of language attitude, stigma, and euphemism, the study investigates whether lexical choice reflects and reinforces gendered social norms surrounding the ending of marriage. Data were collected through an open-ended questionnaire comprising five questions and administered to 50 Kuwaiti adults (25 males and 25 females). The qualitative findings reveal a clear preference for the term “separated” when referring to women, primarily as a strategy to mitigate the social stigma associated with divorce. The findings also indicate an emerging shift: an increasing number of participants report using “separated” to describe divorced men, suggesting a gradual transformation in gendered perceptions of divorce. The findings suggest that euphemistic labeling functions as a sociolinguistic strategy that both reflects and negotiates cultural attitudes toward marital status. By examining lexical choice in everyday discourse, this study contributes to scholarship on language, gender, and stigma in Arab sociolinguistic contexts, addressing a gap in the limited literature on men’s and women’s marital status in relation to cultural stigma and the social implications of beginning a new life after separation or divorce. Furthermore, the study opens avenues for future research to explore how neighboring Arab societies employ these terms when referring to men and women.

24

The discursive (re)construction of gatekeeping practices: The dual allegiance of public transit workers

Kylie Lance, Georgetown University, Washington, DC, United States

Gatekeeping in institutional interactions has been examined by discourse analysts as both a mechanism of exclusion and as a site where institutional identities and power relations are produced through interaction (Erickson, 1982; 2011; Tranekjær, 2015). In the public arena of mass transit work, a conductor’s gatekeeping role may be formally organized around ticketed entry and situational assessments of passenger behavior or potential danger (Erickson, 2011). Such assessments resemble broader patterns of frontline public service work, in which discretionary decision-making becomes a practical response to uncertainty and competing demands (Lipsky, 2010). Despite substantial research on gatekeeping in other institutional domains, discourse analyses examining how mass transit operators manage gatekeeping interactionally remains limited. The present case study uses discourse analysis to describe how a train conductor discursively negotiates their role in gatekeeping during a research inter-

view. Specifically focusing on the conductor's discussion of dangerous passenger interactions, the analysis traces how facework is maintained through the worker's discursive construction of himself as a responsible agent, particularly through constructed dialogue (Tannen, 2007), discretion (Balmat, 2026), repair (Schegloff, Jefferson, & Sacks, 1977) and accounts (Buttny, 1996). Drawing on Erickson (2011), the analysis distinguishes between metaphorical and literal forms of gatekeeping and examines the conductor's role in both. These findings have implications for understanding the dual-role of train conductors and other public service workers experience, as both enforcers of institutional policy and workers who must make discretionary choices to manage public safety.

26

Teaching oral presentations as professional communication: Practitioner design moves that help students

speak for "real" audiences

Chitra Sabapathy, Centre for English Language Communication, National University of Singapore, Singapore, Singapore

Background. In Computing programmes, students often present to justify technical decisions, brief stakeholders, and lead teams. Within a compulsory, embedded communication course on leadership communication, oral presentations (OP) become pre professional training. Yet little is known about what teachers do to help learners move beyond rubric compliant performances toward leadership ready communication.

Aim / Research Question. I examine: How do Computing undergraduates experience and interpret the ways design decisions shape their communicative development and emerging professional identities in OP tasks?

Methodology. I conducted semi structured interviews ($n \geq 22$) with Computing undergraduates. Analysis followed reflexive thematic analysis (Braun & Clarke, 2021), interpreted abductively through Illeris's (2007) content–incentive–interaction framework. Rigor was supported by a transparent audit trail, reflexive memos, and attention to disconfirming cases.

Findings. Three insights stood out. First, audience first task design, low stakes iterative practice, and visible models (e.g., annotated exemplars, video self-review) helped students shift from script dependence to adaptive, audience responsive delivery. Second, assessment acted as a double-edged practice: rubrics clarified expectations but also heightened performativity and discouraged risk taking when feedback was thin. Third, students engaged in identity and selection work, crafting a presenting persona and learning to prioritize content under time pressure which are skills central to leadership communication.

Conclusion. I characterize OP teaching as professional practice built on four design moves: do → debrief → do again; pair feedback with concrete exemplars; protect authentic communicative purposes (e.g., stakeholder relevance); and teach selection under time pressure. These practices support more confident, leadership aligned communicators.

28

Learning change, not tools: A design thinking approach to AI pedagogy for professional practice

Lauri Haapanen, Turo Uskali, Matleena Ylikoski, Riikka Maukonen
University of Jyväskylä, Jyväskylä, Finland

AI is reshaping professional practices across domains in unprecedented ways. While technological development is driven by global technology companies and local organizational experimentation, education operates on a different temporal horizon: today's tools may be obsolete by the time students graduate. In this landscape, learning shifts from mastering tools to developing the capacity to navigate and reflect on technological change.

This paper presents a case study of *Applying Artificial Intelligence in Journalism*, a three-month innovation workshop at the University of Jyväskylä (Finland) in early 2026. The course brought together 15 advanced journalism students and six media professionals to experiment with AI-assisted practices through a structured Design Thinking process (empathize, define, ideate, prototype, test). Participants developed AI-based prototypes across the professional workflow and evaluated them in relation to transparency, accountability, and professional responsibility. Through this process, the workshop foregrounded participants'

reflections on what it means to enter journalism amid ongoing socio-technical disruption, thereby contributing to a literature that has largely focused on established journalists' responses to AI by introducing a transitional generation perspective.

Building on workshop discussions, reflective texts, and prototype evaluations, the study analyzes how participants negotiate AI's role at three levels: micro (news production), meso (newsroom routines and strategy), and macro (professional identity and normative foundations). Across these levels, AI emerges as a socio-technical actor shaping professional judgment and institutional practice.

Beyond journalism, the paper argues that innovation-based AI pedagogy offers a transferable model for professional education in technologically dynamic and discursive contexts.

29

Language teacher candidates' self-efficacy and language proficiency: Examining the relationship in the context of Türkiye

Selçuk Emre Ergüt¹, Farahnaz Faez², Michael Karas³, Funda Ölmez-Çağlar⁴

¹University of Toronto, Toronto, Canada. ²Western University, London, Canada.

³Brock University, St. Catharines, Canada. ⁴Akdeniz University, Antalya, Turkey

Research in applied linguistics has consistently identified a positive association between self-efficacy beliefs and target language proficiency for pre-service and in-service language teachers (Karas & Faez, 2021). In the context of language teacher education (LTE), pre-service teachers develop their diverse skills required for their profession, including target language knowledge and use, while gaining confidence for classroom tasks. To extend the literature on the self-efficacy and language proficiency relationship, this study examines the connections between self-assessed proficiency, objectively measured proficiency, and language teacher self-efficacy (LTSE). Using a quantitative design, data were collected from 261 pre-service teachers enrolled in English Language Teaching programs at two Turkish universities through an online survey that included a domain-specific LTSE scale, a self-assessment grid of CEFR, and Foreign Language Test scores (a multiple-choice exam taken for university admission). Independent samples t-tests and one-way ANOVAs were conducted to examine both the overall LTSE scale and its subdimensions. Results indicate that both proficiency levels significantly relate to LTSE; however, self-perceived proficiency appears to be more strongly connected. Analyses at both the total scale and subscale levels showed that all LTSE dimensions—Language Instruction, Classroom Proficiency and Language Use, Student-Focused Instruction, Technology, Culture, and Assessment—were positively related to self-reported proficiency. Regarding objectively measured proficiency, significant differences were found for Language Instruction, Classroom Proficiency and Language Use, Assessment, and the overall LTSE levels. In conclusion, the findings underscore the multifaceted role of language proficiency in shaping self-efficacy beliefs among pre-service language teachers in Türkiye and offer implications for LTE.

36

What is AI literacy in healthcare?

Heidi Gilstad¹, Anna-Lena Pohl², Lena Raber³

¹Norwegian University of Science and Technology, Trondheim, Norway.

²Flensburg University of Applied Sciences, Flensburg, Germany.

³Friedrich-Alexander-Universität Erlangen-Nürnberg, Nürnberg, Germany

Artificial intelligence (AI) in healthcare brings benefits for decision support, precise diagnostics, logistics, and automated administrative tasks, but raises concerns about communication and trust in information. The expertise of healthcare professionals and laypeople is also challenged, raising questions about which expert knowledge to trust and whom to trust.

"AI literacy" is a concept used to describe the competencies needed by professionals and laypeople in the era of artificial intelligence (AI).

The objective of this study is to identify and map the existing literature on definitions of the concept "AI literacy" in healthcare and to discuss the underlying perspectives and topics across these definitions.

The study's design and methods include a structured literature review and a textual analysis of peer-reviewed papers on the definition of the concept of AI literacy. Search engines such as Google Scholar, Scopus, and PubMed are used with the following search terms: "AI Literacy" and "AI Health Literacy".

The identified studies are analysed thematically to examine prevalent characteristics and understandings of AI literacy. AI literacy is closely related to digital health literacy. AI technologies increasingly shape how health information is accessed, generated, and communicated. Understanding the capabilities, limitations, and potential biases of AI systems is therefore becoming an important component of critical engagement with digital health information and of making informed health-related decisions.

38

Effective pragmatic principles for non-coercive and ethical investigative interviewing

Rachel Iannarelli

Hofstra University, Hempstead, United States

Accusatory police interviewing techniques with guilt-presumptive tactics pose the risk of psychological coercion through language, and in extreme cases lead to false confessions (Kassin, 2022). Pragmatics which studies contextual meaning of language offers a valuable means of explaining how statements or questions may be coercive through linguistic analysis. This study addresses these issues by analyzing the controversial Reid technique in the US, through pragmatic principles of implicature, politeness theory, presupposition, and speech act theory. Data for analysis is the 5th edition of *Criminal Interrogation and Confessions* (Inbau et al., 2013), an instructional guide for Reid technique practitioners. Excerpts of text are coded for applicability to each pragmatic principle and expanded upon to describe what linguistic mechanisms may underlie the psychological effects of guilt-presumptive statements and questions. Analysis suggests the possibility that rudimentary knowledge of pragmatics could enhance investigators' ability to: differentiate coercive and non-coercive utterances, understand how their questions may be interpreted, and interpret suspects' responses. This study introduces a unique perspective for scholars, experts, and practitioners, to gain a deeper understanding of a discourse they are extensively trained to conduct ethically and effectively.

Inbau, F., Reid, J., Buckley, J., Jayne, B. (2013). *Criminal interrogation and confessions* (5th ed.). Sudbury, MA: Jones and Bartlett.

Kassin, S. (2022). Trickery and deceit: How the pragmatics of interrogation leads innocent people to confess – and factfinders to believe their confessions. In L. Horn (Ed.), *From Lying to Perjury: Linguistic and Legal Perspectives on Lies and Other Falsehoods* (pp. 289-308). Berlin, Boston: De Gruyter Mouton.

39

Communicating digital forensics: Between organisational culture and domain-specific technology

Piotr Węgorowski, James Balfour

University of Glasgow, Glasgow, United Kingdom

Given rapid changes to technology, and the increasing digitisation of all crime types (Sakr 2020), digital forensics is emerging as a critical discipline of forensic science. Therefore, it is important to recognise the significance of the discipline, as affecting practitioners and lay people alike, for example as crime victims. It has been suggested that training in digital forensics should be provided for all practitioners in the criminal law (Muir and Walcott 2021). However, this comes with significant challenges. For instance, the rapid development of digital forensics has outpaced the development of a consistent set of terminology (Casey 2019).

Drawing on a large EU-funded project, involving six countries, this paper has two aims. Firstly, it explores some of the identified perceived issues with communication. Previously “semantic disparities” were identified as one of the key challenges for the discipline (Karie and Venter 2013), while some called for development of consistent terminology (Le Gall 2022: 9). However, following our analysis of a series of focus groups, aiming to replicate the trajectory of evidence and interactions in a hypothetical criminal case, we suggest that the question of organisational culture as central to understanding communicative practices in the context of digital forensics. Secondly, recognising how terminology needs to reflect professional practice, we will present the methodology used to design the first corpus-based common, multilingual lexicon, specific to digital forensics, and validated by working practitioners in the field. This open-access tool currently provides access to 200+ entries across five European languages.

41

Beyond silence: Teacher roles during the silent period of second language learning

Taposhi Rani Sarker

Missouri State University, Springfield MO, United States

The silent period refers to the pre-production stage of second language acquisition, during which learners prioritize listening and comprehension before speaking, exhibiting a natural developmental phase (Krashen, 1982). Despite its theoretical grounding, it is often misunderstood in classroom practice. Teachers sometimes encourage learners to speak before they are ready or assign them passive roles without adequate instructional support, which may hinder both linguistic development and emotional well-being (King, 2011; Maher & King, 2023). Drawing on Krashen's Input Hypothesis (1982), Affective Filter Theory (King, 2011), and principles of comprehension-based instruction (Asher, 1977), this study employs qualitative thematic analysis of peer-reviewed journal articles, books, and conference papers published from 2000 to 2025 to examine teacher roles during the silent period and identify effective instructional strategies.

Findings are likely to indicate that consistent, comprehensible input, supportive, low-anxiety learning environments, and various intervention strategies promote speech emergence and language development (Krashen, 2003). By synthesizing existing research, this review provides practical guidance for educators and promotes a learner-centered perspective of silence as a significant developmental stage.

Asher, J. J. (1977). *Learning Another Language Through Actions* (2nd ed.). Sky Oaks Productions.

King, J. (2011). *Silence in the Second Language Classroom*. Palgrave Macmillan.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.

Krashen, S. D. (2003). *Explorations in language acquisition and use*. Heinemann.

Maher, K., & King, J. (2023). Language anxiety and learner silence in the classroom from a cognitive-behavioral perspective. *Annual Review of Applied Linguistics*, 43, 105–111. <https://doi.org/10.1017/S0267190523000077>

42

"Bad bit moments": How *Star Trek* podcasters use comedic metadiscourse to construct relatable identities

Cynthia Gordon

Georgetown University, Washington, United States

A growing body of research explores the linguistic labor of professional "wordsmiths" (Thurlow 2020). Mapes' (2023) study of political speechwriters' metadiscourse – discourse they produce about discourse, especially their own – shows how metadiscourse illuminates the profession's required communicative skills and responsibilities. Extending such research, I investigate one type of metadiscourse – a playful form of Speer's (2019) "self-deprecatory meta-comments" – in an understudied digital professional wordsmithing context – podcasting. Specifically, I analyze a recurring metadiscursive segment on a comedic *Star Trek* review podcast. In the segment, which the two podcasters call "always doing bits," they take turns narrating stories about telling a joke in an everyday context, such as dinner with friends, only to have the joke fall flat. In conveying their "bad bit moments," the podcasters enact and perform a form of "competitive onedownmanship" (Ask & Abidin, 2018) that constructs their identities as professionals who are relatable to their audience (following Bhatia, 2018).

Ask, Kristin, and Crystal Abidin. 2018. My life is a mess: Self-deprecating relatability and collective identities in the memification of student issues. *Information, Communication & Society*, 21(6):834-850.

Bhatia, Aditi. 2018. Interdiscursive performance in digital professions: The case of YouTube tutorials. *Journal of Pragmatics*, 124:106-120.

Mapes, Gwynne. 2023. The life of a political speech(writer): Language work, metadiscourse, and entextualization. *Journal of Linguistic Anthropology*, 33(3):264-284.

Speer, Susan A. 2019. Reconsidering self-deprecation as a communication practice. *British Journal of Social Psychology*, 58:806-828.

Thurlow, Crispin (ed.). 2020. *The Business of Words: Wordsmiths, Linguists, and Other Language Workers*. London: Routledge.

44

From theory to practice: Examining ESL instructor training and pedagogical implementation in a multilingual context

Debora Cristofolini^{1,2}, Cynthia Bailer²

1Missouri State University, Springfield, United States.

2FURB - Fundação Universidade Regional de Blumenau, Blumenau, Brazil

Over the past decades, second language (L2) teaching has undergone continuous transformation, driven by developments in linguistic theory, globalization, and increasing classroom diversity. Increasingly, instruction has shifted toward communicative approaches, moving toward a post-method perspective that emphasizes flexible methodological principles and pedagogical adaptation to learners' sociocultural contexts rather than adherence to any single method. However, despite these theoretical advances in L2 pedagogy, it remains unclear whether classroom instructors have actually adopted these more interactive, student-centered practices. In Springfield, MO, for instance, instructor training for English as a Second Language (ESL) emphasizes communicative methods through the 7 Steps to a Language-Rich Interactive Classroom approach by John Seidlitz and Bill Perryman, grounded in research on effective classroom teaching practices. Yet, the extent to which—and how—this pedagogical knowledge materializes in everyday teaching practices remains underexplored. Therefore, this study investigates the theoretical training received by ESL instructors in this multilingual context and examines how it is implemented in their classroom practices. Using a qualitative research design, data will be collected from middle school ESL instructors through questionnaires, classroom observations focused on pedagogical practices, and analysis of artifacts such as lesson plans, syllabi, and textbooks used by each instructor. Data will be analyzed using thematic analysis to identify patterns in pedagogical practices and compare them with the principles emphasized in instructor training. The study aims to identify pedagogical strategies, gaps, and innovations that may inform educational policies and practices in multilingual contexts.

46

Applied linguistics for STEM educators' professional development: Strange bedfellows or otherwise

Soe Marlar Lwin

Singapore University of Social Sciences, Singapore, Singapore

Applied Linguistics and STEM (Science, Technology, Engineering and Mathematics) are often considered different disciplines with distinctive practices. However, attempts have been made to connect them for using English as a medium of instruction (EMI) in teaching STEM subjects. When language specialists are tasked with STEM educators' professional development, they often appear strange bedfellows. Nonetheless, studies (e.g. Yuan, 2023) recommended adapting certain principles and practices of Applied Linguistics for STEM educators' professional development. Although earlier studies have offered recommendations, what exactly such adaptations of principles and practices are like, and how language specialists take on the roles in designing and implementing professional development courses for STEM educators remain unclear. This study aims to fill the gap by closely examining one professional development course designed and conducted by an Applied Linguistics professional for a group of 20 STEM educators from a university in China. Course materials and seminar activities, artefacts such as EMI lesson plans submitted by the STEM educators, and their responses to the end-of-course survey were qualitatively examined using the framework proposed by Yuan (2023) for language specialists' roles and identities in EMI teacher education in university settings. The findings revealed task-based (language) teaching as a highly adaptable principle and practice of Applied Linguistics for STEM educators, and key roles taken by the Applied Linguistics professional in conducting this course were the resource provider and critical friend.

Yuan, R. (2023). Promoting English-as-a-medium-of-instruction (EMI) teacher development in higher education: What can language specialists do and become? *RELC Journal*, 54, 267-279.

48

Beyond the dyad: A triadic approach to collaborative mentoring in a professional language teacher training program

Mark Romig¹, Donna Delprete², Suzanne Kaplan-Fonseca², Yuna Seong²

Teachers College, Columbia University, New York, United States

Research on teacher education underscores the pivotal role mentors play in providing pedagogical and affective support to their mentees. Scholars have examined how mentoring can cultivate (micro-)reflective skills and develop "thinking teachers" (Lewis, 2022; Waring & Creider, 2021), inform instructional decision-making (Malderetz, 2024), and support the application of pedagogical theory to practice (Tong et al., 2012). While previous research has primarily focused on the dialogic, bi-directional nature of mentoring, where mentors and mentees co-construct knowledge (Orland-Barak, 2010, 2024), the current framework introduces an innovative third dimension to this developmental process. Drawing on collaborative mentoring practices within a graduate-

level TESOL certificate program, this research presents a tri-directional learning framework that conceptualizes mentoring as a dynamic process involving mentors, mentees, and course instructors. This expanded structure enhances professional learning for all stakeholders and mitigates the professional isolation that can arise when mentoring is confined to dyadic relationships.

Data collected over three years of applying the current framework reveal a three-step process: (1) multilayered evidence-based feedback of teachers-in-training, (2) structured mentor–course instructor post-teaching debriefings, and (3) course instructor-led review of identified growth areas through guided reflective questioning. Findings suggest that this triadic approach concretizes learning, deepens reflective practice, strengthens emotional support, and promotes sustained professional growth for all stakeholders.

Furthermore, by reframing mentoring as a shared, multi-voiced endeavor, this framework is applicable across disciplines and industries involving skill development. It fosters collective insight among participants and (within educational contexts) contributes to the preparation of more reflective teachers, engaged learners, and empowered mentors.

49

Family communication and the role of gossip in the context of dementia: Challenges for healthcare training

Jacqueline Guendouzi, Coleen Cicale

Southeastern Louisiana University, Hammond, United States

The role of gossip as a form of communication that plays a major role in sustaining social and kinship relationships has been well established over the past three decades (Dunbar, 1996; Guendouzi, 2001, 2020; Watson, 2012). Yet gossip is a form of communication that is not overtly included in professional programs of healthcare workers. Interviews with family caregivers of those with dementia suggested that many of the participants did not understand why persons with mild-to-moderate dementia found this type of communication (gossip) so difficult to engage in (Guendouzi & Cicale, 2026). Drawing on data including interviews with caregivers and conversations with persons with dementia, we will (a) consider the discursive and cognitive challenges of engaging in gossip, (b) present evidence that people with moderate-to-late-stage dementia still attempt to engage in gossip and (c) consider why this form of communication is not typically covered when training healthcare professionals who will work with people with dementia.

Dunbar, RM (1996) *Grooming, gossip, and the evolution of language*. Harvard University Press: Cambridge, MA.

Guendouzi, J (2001) 'You'll think we're always bitching': The Functions of Cooperativity and Competition in Women's Gossip. *Discourse Studies* Vol 3, (1): 55-77.

Guendouzi, J (2020) Social functions of gossip in adolescent girl's talk. *Discourse Studies* 22(6)

Guendouzi J. & Cicale, C. (forthcoming June 2026) Family communication and the role of gossip: Cognitive and relational challenges in dementia. *Discourse Studies* 28(3)

Watson, DC (2012) Gender differences in gossip and friendship. *Sex Roles* 67: 494-502.

54

Language and power: Speakers and listeners

Gail August, Hostos Community College/CUNY, New York, United States

The objective of this study of language and communication is to learn more about conversations between native speakers and individuals with accented English. The motivation is to understand how knowledge about language acquisition and social attitudes can improve these interactions and empower non-native speakers to gain confidence in communication. The methodology for this project is Action Research, attributed to Kurt Lewin, from MIT. Action Research is generally qualitatively constructed, often conducted in a teaching environment. It can produce data to be used in subsequent quantitative research or to provide an impetus for specific kinds of actions.

The project for this investigation was conducted over six semesters. Students were assigned to interview three adult immigrants, using the same questions. This research, which included 200 students, 10 questions, and 3 interviewees, produced nearly 6,000 responses. In follow-up discussions, immigrants confirmed that their own difficult experiences were comparable to other recent immigrants. English-dominant students were shocked at the obstacles new immigrants faced in navigating the terrain of general communication, transportation, and employment. They were also surprised at the lack of compassion and patience with new speakers of English.

There are many future goals for this research. They include: 1) Does understanding of phonological acquisition and language transfer empower immigrants to have more confidence in their accented English? 2) Does awareness of social attitudes and ideologies, such as linguistic assimilationism and linguistic pluralism, improve the speaker/listener dyad? 3) Can monolinguals become more knowledgeable and compassionate listeners, thus encouraging better communication?

58

Artificial intelligence in academic publications: People remain irreplaceable

Silvia Ramirez Gelbes¹, Ana Mosqueda²

¹Universidad de San Andrés, VICTORIA, Argentina.

²Ediciones Ampersand, Ciudad Autónoma de Buenos Aires, Argentina

The launch of ChatGPT online in 2022 brought both enthusiasm and concern to the world of academic publishing. Numerous papers have addressed issues related to its role, in writing and in the publishing process (Frangou et al., 2025, among others). Zohery (2023), v.gr., elaborated a table outlining the ways in which ChatGPT contributes to the four areas involved in this process: research conception, academic writing, editing and proofreading, and academic publishing.

This work, which focuses on the last point, is an attempt to answer the question of how ChatGPT contributes to the publishing process. To test its potentials, it analyses the accuracy of ChatGPT's response to the prompt to check compliance with the technical requirements of the given publication.

The experiment uses a corpus of twenty-five academic abstracts published in a journal. Fifteen were modified in different ways to distance them from the journal's author guidelines, while ten remained as originally accepted by the publication. The results show that ChatGPT's reliability is greater in some aspects than in others, but never identical to that of the control group. Ultimately, and as demonstrated in a previous study (Mosqueda and Ramirez Gelbes, 2025)—concerning editing and proofreading—it is still not possible to assume that this phase of the editorial process, at least, can be freed from human oversight.

References

Frangou S., Volpe U., Fiorillo A. (2025). AI in scientific writing and publishing: A call for critical engagement. *European Psychiatry*, 68(1), e98, 1–4.

Mosqueda, A. y Ramirez Gelbes, S. (2025). Reflexiones sobre las prácticas: la edición académica y la IA. Comunicación presentada en el 5CAELE, Buenos Aires: Universidad de San Martín.

Zohery, M. (2023). ChatGPT in Academic Writing and Publishing: A Comprehensive Guide. Open Access ([ChatGPT in Academic Writing and Publishing: A Comprehensive Guide](#)), visitado el 3/3/26).

60

Improving language access in a free community clinic: Identifying volunteer practices, training gaps, and interpreter use for Limited English Proficiency patients

Staci Defibaugh¹, Connor Tembe², Adam Akari²

¹Old Dominion University, Norfolk, United States. ²Eastern Virginia Medical School, Norfolk, United States

Community-based health clinics face unique challenges, including a high population of Limited English Proficiency (LEP) patients, clinic volunteers who do not share the same language background, and a lack of qualified interpreters (Larrison et al, 2010). Youdelman and Perkins (2002) argue that LEP patients may be better served through documentation of patients' preferred language and knowing how and when to employ trained interpreters. Working in partnership with a community-based clinic, a number of gaps in practice were identified, which we sought to further understand and address. We conducted an action-oriented study to identify existing practices and begin implementing changes. We conducted semi-structured interviews with 14 volunteers across patient-facing roles about their training and experiences working with LEPs and interpreters. Interviews were audio-recorded, transcribed, and coded following a thematic analysis approach. Results indicated that volunteers relied on subjective social cues rather than standardized screening to determine interpreter need and that documentation of language preference was inconsistent across scheduling and clinical encounters. By identifying workflow and training gaps, we aim to improve patient experiences and provide a model for other volunteer-run community clinics serving linguistically diverse populations.

Larrison, C. R., Velez-Ortiz, D., Hernandez, P. M., Piedra, L. M., & Goldberg, A. (2010). Brokering language and culture: Can ad hoc interpreters fill the language service gap at community health centers? *Social Work in Public Health, 25*(3-4), 387–407.

Youdelman, M., & Perkins, J. (2002). *Providing language interpretation services in health care settings: examples from the field*. Field Report by the Commonwealth Fund.

62

Educational access and language alignment in bilingual and multilingual programs in West Africa

Antoinette Barffour

Missouri State University, Springfield, United States

Educational access in West Africa is heavily influenced by the choice of instructional language, yet few studies explore students' experiences across bilingual and multilingual programs. This study examines students' confidence, language preferences, challenges, and perceived benefits in Ghana, Benin, Nigeria, Côte d'Ivoire, Togo, and Senegal, with a focus on Ghana and Benin. Using a cross-sectional survey, data were gathered on the languages used at home, in school, and during peer interactions, as well as perceptions of bilingual education. Results show that 84% of students in bilingual programs reported feeling confident learning through both languages, and 71% preferred using local African and colonial languages for classroom interaction. Challenges included difficulty understanding concepts in multiple languages (50%), limited resources in local languages (26%), and stigma (13%), while benefits included improved comprehension (31%), cultural preservation (19%), inclusivity (14%), and support for non-native speakers (13%). These findings emphasize the importance of aligning instructional languages with students' linguistic repertoires to improve engagement, learning outcomes, and educational equity. For educators and policymakers, the study highlights practical strategies, including incorporating local languages into curricula, offering accessible multilingual resources, and creating inclusive classroom environments. By addressing both linguistic and cultural factors, bilingual and multilingual programs can better support student confidence and academic success, providing a model for applied language practice in diverse educational settings.

66

Translating pain: Making pain professionally visible

Kento Kawaïda

University of South Florida, Tampa, United States

Though inherently inexpressible (Scarry, 1985), patients and clinicians must materialize pain as a diagnostically accountable category. To become legitimate pain patients, individuals must learn to translate pain into professional discourse. In this discourse analysis, I examine a YouTube video where a pain doctor instructs viewers on how best to communicate chronic pain for the purpose of obtaining a diagnosis. Recognizing that pain exists within a communicative dynamic, the doctor teaches viewers on how to appropriately communicate it. I identify two translation strategies through which pain is recontextualized: (a) resemiotization and (b) localization.

- (a) Pain is translated into numerical scales (1-10) and emoji drawings of facial affect (happy to angry), according to the McGill Pain Questionnaire (Melzack, 1975).
- (b) Pain is marked on a simplified drawing of a male body. This requires its abstraction and its transferral on to an externalized site.

This preliminary analysis argues that the experience of pain is not simply about communication but rather translation, operationalizing pain for the clinician's sake. In a sense, pain is now felt in the clinician's terms, rendering patients proto-professionals (Hak & Boer, 1996) capable of inhabiting hybrid discourses (Sarangi, 2004) for medical purposes. Situated within healthcare communication and professional discourse, this study advances a nuanced understanding of how embodied pain is rendered and refigured in an institutionally recognizable way.

67

Environmental literacy in ESP classrooms: A multiliteracies approach to sustainability in technical education

ALDA MARIA COIMBRA AGUILAR MACIEL

Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro - IFRJ, Rio de Janeiro, Brazil

Recent discussions on sustainability education highlight the integration of environmental awareness into professional training in technical education contexts. This oral presentation reports on a didactic intervention developed for ESP technical programs in

Chemistry and Oil & Gas. The proposal is theoretically grounded in the Pedagogy of Multiliteracies (Kalantzis, Cope, & Pinheiro, 2020), Environmental Literacy studies (McBride et al., 2013), and critical literacy perspectives (Freire, 1987). It also draws on language education and sustainability awareness research (Boulaid & Handoko, 2024). The two-week didactic sequence engaged students in the analysis of case studies involving environmental impacts in the chemical and oil industries. Collaboratively, they developed mitigation proposals, culminating in structured presentations and debates. Preliminary observations suggest that integrating sustainability themes into ESP instruction promotes student engagement and awareness. The study identifies ESP classrooms potential as interdisciplinary spaces linking language education, professional training, and sustainability awareness.

Boulaid, F., & Handoko, H. (2024). Cultivating ecological awareness through the integration of eco-linguistic themes in English for Specific Purposes: A case study of higher schools of technology. *Jurnal Gramatika*, 10(1), 1–14.

Kalantzis, M., Cope, B., & Pinheiro, P. (2020). *Letramentos*. Editora da Unicamp.

McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5), 1–20. <https://doi.org/10.1890/ES13-00075.1>

Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability in English Language Teaching: Strategies for Empowering Students to Achieve the Sustainable Development Goals. *Sustainability*. <https://doi.org/10.3390/su16083325>

69

From observation to advocacy: Fostering critical language awareness in Spanish for the professions

Agustina Carando, Ana Ortega Perez, Andrea Hernandez, Leigh Houck

University of California Davis, Davis, United States

In recent years, Critical Language Awareness (CLA) has gained attention as a transformative pedagogical framework that encourages language learners to examine how linguistic practices are intertwined with issues of power, identity, and ideology. In parallel, Linguistic Landscape (LL) analysis has emerged as an accessible, field-based approach that helps students engage directly with real-world examples of how language operates in public and institutional spaces.

This presentation brings these two approaches (CLA and LL) together in a Spanish for the Professions (SFP) course. The goal of the study is to evaluate whether this framework can help students develop the critical tools needed to navigate multilingual professional environments in the U.S. Using quantitative and qualitative methods, we measured the extent to which students developed agency as active participants in shaping more equitable and inclusive language practices in their fields.

Students explored the sociolinguistic realities of Spanish use in the U.S. through a sequence of scaffolded activities. Building on this foundation, students engaged in a quarter-long project to analyze the linguistic landscape of a workplace, institution, or organization connected to their professional goals.

Focusing on the pedagogical design and implementation of this framework in SFP, this presentation emphasizes how the integration of LL and CLA encouraged students to extend their critical awareness beyond the classroom. Preliminary analysis suggest that students not only became more attuned to the social meanings of language in their professional fields but also began to imagine ways they might advocate for greater linguistic inclusion in their future workplaces.

71

AI literacy in legal translator training: Using GenAI as a pedagogical assistant

Lucja Biel

University of Warsaw, Warsaw, Poland

The rapid integration of AI into professional translation workflows is transforming expectations regarding translators' competences, workplace practices and professional responsibility. In high-stakes domains such as legal translation, however, the adoption of AI tools has been cautious due to concerns about hallucinations, terminological inconsistency, opacity of training data, risks, accountability and trust (Dahl et al. (2024), Biel, Scott, and O'Shea (2024), Girard, Lehoux-Jobin, and Pomerleau (2026)). Nevertheless, evolving market demands increasingly require translators to engage critically with machine translation and GenAI systems (Killman (2024), Prieto Ramos (2025)). This shift highlights the need to develop AI literacy as a core component of translator education.

This paper reports on classroom-based interventions that explore the use of GenAI as a training assistant in specialized translation courses. Drawing on examples from legal translation tasks, it demonstrates how structured AI-supported activities can fos-

ter skills identified as problematic in training and recruitment, particularly source-text comprehension, terminology and target-text clarity (Lafeber 2023). The study presents selected teaching scenarios in which GenAI supports macro- and micro-level text analysis, terminology extraction and evaluation of equivalents, and the L2 production of translations aligned with professional legal drafting conventions.

The paper adopts a reflective practitioner perspective and discusses both the affordances and the limitations of AI-supported learning. It argues that guided and critical use of GenAI can enhance students' awareness of risk management in specialized translation. While the examples focus on legal texts, the proposed pedagogical framework is transferable to other domains and contributes to broader discussions on technology-enhanced professional language education.

73

Exploring veterinarian-client-pet identity construction through relational work in English veterinary consultations

Eleonora Kacł

University of Basel, Basel, Switzerland

Triangular communication structures in healthcare settings often involve patients, healthcare professionals, and an additional caregiver (e.g. in paediatric settings). These triangular communication structures are particularly complex in veterinary consultations as they involve not only the pet owner and veterinarian but also the pet itself (which is not expected to verbally contribute but whose presence nevertheless influences the interaction in complex ways).

Drawing on over 92 audio and video recordings of authentic veterinary consultations recorded in several UK small animal clinics, this study uses the analytical framework of relational work (Locher & Watts 2005) to explore the discursive and pragmatic processes displayed in triangular communication structures involving pet, client and veterinarian. Locher (2013) defines relational work as dynamic constructs that emerge through interaction and are influenced by language choices, which can either aggravate, maintain or enhance discourse.

The particular focus of the analysis is on identity construction and the complex ways in which all parties construct and negotiate their own and each other's (including the pet's) interrelated identities. In these interactions, the pet emerges as a social subject rather than a purely medical object, with anthropomorphisation and positive terms of address contributing to the pet's person-like status in the discourse. The use of endearments by veterinarians forms part of their professional repertoire while constantly managing the relationship with their clients.

76

Conceptual metaphors as tools of reframing in mediation: How to apply cognitive linguistics to mediation discourse?

Wojciech Leder

University of Silesia, Katowice, Poland

Interpersonal conflicts often arise from differing interpretations of the same linguistic expressions. Whilst legal discourse is structured by normative frameworks, mediation discourse relies on the ongoing negotiation of meaning and on the mediator's management of how the conflict is construed.

Reframing constitutes one of the core mediation techniques through which parties are encouraged to "change the lenses" applied to the dispute. From the perspective of cognitive linguistics, particularly the theory of construal and profiling developed by Ronald Langacker, as well as Lakoff-Johnson's conceptual metaphor theory, such shifts may be understood as transitions between cognitive domains. In this sense, the mediator operates as a facilitator of cross-domain reinterpretation, enabling parties to reconfigure adversarial meanings into more cooperative ones. Therefore, conceptual metaphor may function as an effective tool of reframing, enabling the reconceptualisation of conflict.

The empirical component of this research is based on qualitative data derived from interviews with criminal mediators in Poland. The analysis reveals a high density of figurative expressions in mediators' discourse, many of which exemplify cross-domain mappings. Importantly, a number of these metaphors evoke their potential for the reframing of the conflict. It is argued that an increased awareness of metaphorical structuring and domain variability may enhance mediators' capacity for active listening and support the constructive transformation of conflict.

References:

Sullivan, K. 2013. *Frames and Constructions in Metaphoric Language*. Amsterdam–Philadelphia,

Langacker, R. W. 1987. *Foundations of Cognitive Grammar*, Stanford,
Lakoff, G. 1990. *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago–London.

79

Overstepping boundaries in the semantic field for the sake of linguistic inclusivity: A computer science case study

Sara Galli¹, Mohammad Jamali²

¹Dickinson College, Carlisle, United States.

²University of Toronto, Toronto, Canada

This paper examines how inclusivity-driven lexical changes reshaped the semantic field of computer science, with a focus on their effects on professional communication and research practices. While efforts to promote inclusive language aim to foster equity and social awareness, their adoption in specialized fields raises critical questions about linguistic clarity, accuracy, and usability.

The study investigates how inclusive language reforms in technical fields can benefit from a context-aware approach that balances social responsibility with the need for clear terminology. It adds to discussions in applied linguistics on professional practice, language awareness, reflexivity, ethical behavior, and the challenges of sharing research findings in global, interdisciplinary settings.

After examining the philosophical and historical evolution of inclusive language, the paper reviews editorial language guidelines issued by major computer science publishers and professional organizations, such as IEEE and ACM, focusing on terms recently replaced or reinterpreted within these guidelines to assess their impact on meaning and communication effectiveness.

The second part combines expert consultation with a survey of the computer science community. Participants assessed proposed terminology regarding usefulness, appropriateness, and potential impacts on research and collaboration. Results show diverse opinions, reflecting support for inclusive practices alongside concerns about understanding, standardization, and potential barriers to usability.

The paper emphasizes the importance of balancing ethical and social considerations with professional and practical communication needs. It argues that inclusive language reforms in technical fields are most effective when they are context-aware, collaborative, and attentive to social responsibility and the practical demands of professional language.

80

Towards a liberating health care encounter: Challenging medical dualisms in functional neurological disorder

Shelley Dawson¹, Eloise Watson²

¹Victoria University of Wellington, Wellington, New Zealand.

²Te Whatu Ora, Capital, Coast, and Hutt Valley, Wellington, New Zealand

Functional neurological disorder (FND) is a common and debilitating condition, residing at the intersection of psychiatry and neurology. Previously known as hysteria and conversion disorder, FND carries a tumultuous global history which fuels stigma surrounding what – and who – is deemed medically ‘worthy’. Accusations of malingering and being told ‘it’s all in your head’ exemplify the discourses of dismissal experienced by those with FND, the normalisation of which cannot be disentangled from FND’s gendered history and the mind/body dualistic underpinnings of modern western biomedicine. Despite its recognised inability to capture FND complexity, Cartesian dualism maintains a climate of epistemic injustice for those affected by FND and for those charged with diagnosing and treating, resulting in harmful medical (and social) interactions.

This raises the question of *how* dualism is discursively navigated by those who live with the disorder, and the neurologists and practitioners at the front line. Drawing from sociolinguistic interview data with New Zealanders living with FND, clinical neurology experience, and insights from an FND symposium in Aotearoa New Zealand, we harness the affordances of our cross-disciplinary work to shine a light on both sides of a typical FND health encounter, revealing language as a crucial tool in challenging stigma rooted in dualistic thinking. By offering unique insights into the linguistic processes that keep medical divisions and their ‘truths’ in place, and exploring ways in which these can be contested, we aim to support a collective reclamation of dignity and a shared patient/practitioner pathway towards liberating FND health encounters.

81

Can I ask you a question?: Preliminaries to preliminaries that do not set up contextual information

Yizhen Eugene Hu

Teachers College, Columbia University, New York, United States

Preliminaries to preliminaries (or “pre-pres”) (Schegloff, 1980) such as “Can I ask you a question?” typically preface background information on the upcoming question. Such preliminaries that immediately precede the questions have not been extensively researched to my knowledge. Thus, this paper investigates the communicative significance of the preliminaries that do not set up preliminary information but lead directly into the questions. Data comes from the Michigan Corpus of Academic Spoken English that include multiple instances of “Can I ask you a question?” in recorded lectures and student group study sessions. These instances were transcribed using conversation analytic notations, and the analysis is conducted within the conversation analytic framework. In all cases, the preliminaries are produced to preface a challenging question that casts doubt on the legitimacy of prior talk. All of the challenging questions are presented in a dispreferred format, as evinced by how they are all accompanied by speech acts meant to cushion the blow of the challenge. These cushioning speech acts include, but are not limited to: long periods of silence and accounts that justify the challenge. Thus, instead of providing context for the upcoming question, they may be used to soften the disaffiliative nature of an incoming challenge. Findings of this paper flesh out conversation analytic literature on pre-pres while also enriching research on disaffiliative actions. Moreover, given the paper’s focus on academic contexts, it aids in pedagogical research and provides insights on best practices in language use in academic settings.

83

Negotiating meaning in AI-mediated intercultural communication

So-Yeon Ahn, Junyeong Park, Jieun Han

Korea Advanced Institute of Science and Technology (KAIST), Daejeon, Korea

The increasing integration of artificial intelligence into language learning environments is transforming how learners encounter linguistic diversity and engage in intercultural communication. While previous studies on AI-mediated language learning have largely focused on learners’ preferences for particular English varieties, less attention has been paid to how intercultural communication actually unfolds during interaction with AI systems representing diverse Englishes. This study investigates the discourse practices that emerge when learners interact with AI voices representing multiple English varieties in an AI-mediated speaking environment. The data come from an experimental learning platform in which Korean university students engaged in dialogue with AI agents using text-based interaction combined with text-to-speech voices representing both Inner Circle varieties (e.g., American, British, Canadian) and World Englishes varieties (e.g., Indian, Philippine, Indonesian). From the corpus of interaction logs, a subset of dialogue episodes was selected for qualitative discourse analysis focusing on interactional sequences in which learners oriented to linguistic diversity or negotiated meaning. The analysis identifies several recurring interactional practices. First, learners engaged in clarification and confirmation sequences when encountering unfamiliar linguistic forms or accents. Second, participants displayed evaluative stance toward different English varieties, often referencing perceived norms of “standard” English. Third, learners adopted accommodation strategies such as reformulation, repetition, and simplified expressions to maintain conversational flow. These practices reveal how learners actively negotiate meaning and legitimacy in AI-mediated intercultural interaction. By examining discourse-level interaction rather than attitudinal preferences alone, this study demonstrates how AI-mediated environments can function as sites where learners encounter and respond to linguistic diversity.

84

Teaching persuasive communication in engineering education: The language teacher as professional practitioner

Isabel López, Technical University of Madrid, Madrid, Spain

Communication is a core professional competence in engineering education, yet students often assume that disciplinary knowledge is primarily conveyed through calculations rather than language. This paper conceptualizes teaching in English for Academic and Professional Communication (EPAC) as a form of professional practice, positioning the language teacher as a reflective practitioner engaged in situated pedagogical decision-making.

Drawing on classroom-based practice in large undergraduate engineering classes, this paper explores an approach to developing persuasive oral communication through rhetorical awareness. Grounded in the Aristotelian framework of ethos, pathos, and logos, it shows how rhetorical principles can be operationalized to support students' effectiveness in academic and professional contexts. Through analysis of audiovisual materials and structured oral tasks, students engage with audience, purpose, and credibility as key dimensions of professional discourse.

Adopting a reflexive practitioner lens, the paper examines how teaching practices—task design, peer evaluation, and rubric development—constitute forms of professional action shaped by contextual constraints. It argues that EPAC classrooms function as sites of professional socialization, where teachers' decisions actively mediate learning and identity formation. The paper directly addresses the conference theme by framing teaching as professional practice and teachers as practitioners contributing to the development of future engineers.

86

Evolving affordances: Negotiating mediational tools and participation in the L2 online classroom

Olivia Murphy Beggins, Boston College, Chesnut Hill, Massachusetts, USA

With the rapid integration of digital technologies into L2 classroom contexts, questions about which tools are legitimate for classroom participation have become ever more important, particularly as Artificial Intelligence redefines communication and learning in these spaces. This paper looks to Norton's (1995, 2001) Investment framework, and Engestrom's (1987, 2001, 2008) Activity Theory to examine how students and an instructor negotiated the acceptable mediational tools for class participation in a synchronous, online Spanish Linguistics course (Beggins 2023).

Rather than emerging through explicit, whole class discussion, this negotiation came about organically throughout the semester, as both the instructor's vantage point on what tools would be allowed or discouraged began to gradually evolve toward greater flexibility, adapting to the learners' sense of what felt acceptable. Drawing on data from one-on-one interviews, weekly reflection reports, and classroom observations, this paper analyzes how learners navigated the norms of class participation and how these norms shifted over time in response to their needs, L2 identities, and investment in the course.

The findings from the research carry significant implications for how language instructors think about acceptable mediational means and their legitimacy in the era of AI and expanding educational technology. Rather than treating these tools as acceptable or unacceptable in advance, this research advocates for a more dynamic, negotiated model of participation that takes into account L2 learners' evolving technological practices and identities. As such tools become progressively more integrated into learners' communicative practices, instructors who remain open to negotiating the norms of class participation may be more successful at fostering an environment of engagement, learner agency, and inclusivity in the L2 classroom.

WORK-IN-PROGRESS

18

Collaborative revitalization and pedagogical innovation across communities: Teaching endangered indigenous languages in Itapúa, Paraguay

Celeste Escobar^{1,2}, Mirtha Lugo², Yanina Ramírez², Agustina Mereles³

¹The Graduate Center, New York, United States. ²Universidad Nacional de Itapúa, Encarnacion, Paraguay. ³Elementary School of the Maka Community # 7580, Encarnacion, Paraguay

This presentation examines a collaborative language-revitalization initiative developed with Mbyá Guaraní (Tupí-Guaraní) and -Maká (Mataguayan) communities in Itapúa, Paraguay. Grounded in critical applied linguistics, the project integrates linguistic research, community participation, and teacher training to address two pressing challenges: the decline of young speakers and the scarcity of culturally relevant educational materials.

The team—composed of university researchers, indigenous educators, and local community members—co-designed pedagogical strategies that combine digital technologies, traditional oral practices, and multimodal learning to strengthen intergenerational transmission and everyday language use. This process positioned community knowledge as a legitimate foundation for teaching, encouraging local ownership of linguistic resources and fostering new forms of agency and cultural empowerment.

Field-based participatory evaluations showed that revitalization is not merely a technical task but a social process requiring continuity, local alliances, and recognition of territories as living spaces of linguistic production. The experience demonstrates how collaboration across institutional and professional boundaries—academics, teachers, and community members—can generate innovative and context-sensitive language-teaching resources.

Situated within broader debates on linguistic justice in applied linguistics, this work highlights the transformative potential of co-constructed approaches to education in Indigenous and multilingual contexts. It argues for a more inclusive applied linguistics that bridges theory, practice, and community knowledge to sustain endangered languages.

23

Rural living, agricultural promotion, and traditional Chinese culture: A multimodal discourse study of influencer videos on Douyin

Zhiqi Zhang, Lingnan University, HONG KONG, Hong Kong

With the rapid platformization of China's rural revitalization agenda, rural social media influencers have increasingly emerged as semi-professional communicators who combine cultural storytelling with commercial promotion, with "rural life" themed creators in particular gaining substantial public attention on Douyin through creative short-form videos. Within this broader landscape, a growing group of cultured multilingual influencers draw on a range of linguistic resources on Douyin, China's leading short-video platform, not only to promote agricultural products but also to communicate Chinese cultural values and construct professional identities. This phenomenon raises questions about how professional identity is discursively constructed and made credible in platform-based promotional communication.

Focusing on a representative multilingual rural influencer (e.g., Masnow), this paper explores how linguistic and multimodal resources are mobilized to construct a professional identity as a rural spokesperson, while enhancing product appeal in short-form video communication. The study adopts Multimodal Discourse Analysis (MDA) to examine selected promotional videos, with attention to the interplay between language choice (English, Mandarin, and northwestern Chinese dialects), visual composition, embodied performance, and narrative organization.

As an ongoing project, the study is expected to demonstrate how multilingual influencers develop a hybrid professional identity that connects rural authenticity with forms of cosmopolitan cultural capital. The strategic mixing of English, Mandarin, and regional dialects appears central to the negotiation of expertise, authenticity, and trust in digital product promotion. By examining this emerging communicative practice, the paper contributes to research on professional communication by showing how professional identities and promotional strategies are shaped within digitally mediated rural contexts.

33

Translanguaging with AI: Examining ChatGPT as a bilingual tutor for English learners preparing for high-stakes exam

Aaron Chia Yuan Hung¹, Matthew Curinga¹, Rebecca Curinga²

¹Garden City, Garden City, United States.

²College of Staten Island, CUNY, Staten Island, United States

In New York City, newcomers comprise approximately 70% of English learners in schools (NYC Office of Multilingual Learners, 2024). High-stakes exams remain significant barriers to advancement. Research supports translanguaging and culturally sustaining pedagogies for language acquisition (García & Wei, 2015; Heidrick & Curinga, 2021), yet research on large language models (LLMs) has focused primarily on monolingual contexts and machine translation.

This study investigates ChatGPT's effectiveness as a bilingual tutor within a translanguaging framework, examining multilingual capabilities, multimodal affordances, and cultural responsiveness for English learners preparing for standardized exams. We conducted 24 trial conversations with the latest ChatGPT model using questions from the Regents ELA exam. Trials were divided across Chinese-English and Spanish-English pairs, with "unprompted" and "prompted" (translanguaging-instructed) conditions using VoiceMode.

Translanguaging prompts produced more effective tutoring, with ChatGPT mixing languages strategically for rapport and scaffolding, offering useful test-taking strategies and cross-linguistic connections. However, examples remained culturally generic and

Western-oriented. VoiceMode introduced transcription errors during code-switching, particularly with bilingual utterances and non-standard varieties.

While carefully prompted LLMs show pedagogical potential for multilingual learners, limitations in cultural fluency and code-switching recognition highlight the need for specially trained models to fully support translanguaging practices.

References

- García, O., & Wei, L. (2015). Translanguaging, bilingualism, and bilingual education. *The Handbook of Bilingual and Multilingual Education*, 223–240.
- Heidrick, I., & Curinga, R. (2021). Doing MORE to advance language and literacy acquisition in adolescent newcomers using evidence-based practices. *NYS TESOL Journal*, 15–28.
- NYC Office of Multilingual Learners. (2024, August). *2023-24 ELL demographics at-a-glance*. NYC Public Schools Info Hub.

43

Addressing barriers to oral proficiency: Evidence-based strategies for preparing high school students for the AAPPL

Ana Perry, Evangel University, Springfield, United States

An overview of my research study can be found below. For students to earn the Seal of Biliteracy, they must complete three to four years of second language study. Despite meeting coursework requirements, many students fail the speaking component of the test due to a lack of proficiency. This gap suggests that current instructional practices may not sufficiently prepare students for authentic, spontaneous oral communication. In traditional language instruction, grammar, vocabulary memorization, and writing exercises are often given priority over meaningful interpersonal interaction. Consequently, students often struggle with speaking anxiety, lack of real-world practice, and inadequate feedback. In spite of the importance of communicative competence in second language acquisition, relatively few studies have specifically addressed strategies to improve performance on standardized oral proficiency tests, such as the AAPPL. As a result, educators do not have clear, evidence-based recommendations for improving students' speaking skills before high-stakes tests. AAPPL's speaking component is one of the most difficult components for students to learn, and this study will identify the instructional factors contributing to that difficulty, as well as examine how current teaching practices impact students' interpersonal and presentational speaking abilities. The research aims to identify effective, evidence-based strategies that reduce barriers such as anxiety and limited interaction opportunities by analyzing student experiences and classroom practices. In the end, the study aims to provide recommendations to increase student success in earning the Seal of Biliteracy and improve oral proficiency outcomes.

45

Objects of systemic failure and deferred reform: Multilingual learners with disabilities in Boston Globe coverage

Nilufer Johnson, University of Massachusetts, Boston, United States

This study examines how multilingual learners with disabilities (MLWDs) are discursively framed in *Boston Globe* coverage of Boston Public Schools. MLWDs in urban school systems are objects of overlapping special education and language policies (Kangas, 2014, 2018, 2020), yet the language used to describe them in public narratives often goes unquestioned.

Grounded in Critical Discourse Analysis (CDA) (Fairclough, 1995, 2003) and Dis/ability Critical Race Theory (Annamma et al., 2013), this study investigates how language and disability are constructed in news coverage. Using a mixed-methods design, the study combines corpus-based analysis with CDA to examine terminology patterns and discursive positioning. A corpus of news coverage from 2017–2025 traces how labels related to multilingualism and disability circulate over time, while close critical analysis of three articles examines how MLWDs are positioned in relation to reform, responsibility, and institutional action. The study also considers whether recent renaming the Office of Multilingual and Multicultural Education (OMME) corresponds with shifts in media discourse.

Findings indicate continued dominance of English-centric labels despite OMME's renaming. Multilingual terminology appears unevenly and is largely attached to learners rather than families or communities. MLWDs are typically framed in relation to systemic failure, future reform rather than as present-tense social actors, with vulnerability-oriented and racialized narratives shaping their representation. Multilingual language only appears through quoted sources rather than journalists' own language. Results suggest that institutional renaming alone does not shift deeper discursive framings of language and disability, carrying implications for policy, practice, and advocacy for representation and inclusion.

Disciplinary socialization: An examination of student-juror interactions in architectural reviews

Becky Kato¹, Deborah Des Jardins²

¹Ann Arbor, Ann Arbor, United States. ²University of Michigan, Ann Arbor, United States

The 'final review' is a high-stakes event for master's students in architecture programs and a process of acculturation into the field. Scagnetti (2017) sees reviews as "the moment where students learn to become members of the community of practice". Yet very little research using authentic materials has been carried out on the discourse and socio-cultural aspects of this genre (Dannels and Martin, 2008). This study investigates juror-student interactions during final reviews, specifically, the linguistic and socio-dynamic features of the open-ended discussion between students and jurors, and the aspects of these interactions that lead to productive outcomes.

Data was collected by recording final reviews of first-year Master of Architecture students at a large American university. Qualitative data was also obtained through interviews with selected architecture professors. Using thematic analysis, these key informant interviews supplement and contextualize the recorded data.

Through this research, we examine the patterns of interaction in reviews and the interplay between juror and student in this high-stakes disciplinary genre that seeks to develop disciplinary socialization. The implications of this work will be to improve future pedagogical materials for architecture students and to contribute to the existing literature in this area.

Dannels, D.P. and Martin, K.N. (2008). Critiquing Critiques: A genre analysis of feedback across novice to expert design studios. *Journal of Business and Technological Communication*, 22(2), 135-159.

Scagnetti, G. (2017). A dialogical model for studio critiques in design education. *The Design Journal*, 20 (sup1), S781-791.

63

Humor as a resource for orchestrating understanding and participation

Sarah Chepkirui Creider, Betul Demirezen, Nyokabi Gikiri, Moria Holland, Yizhen Eugene Hu, Virginia Langhammer, Maddie Roberts, Cicely Rude, Hilary Yarger, Lily Zu, Hansun Zhang Waring
Teachers College, Columbia University, New York, United States

Humor is integral to community building, and the classroom is no exception. Research on classroom interaction has demonstrated how humor is used to engage students and support learning (e.g., Davies, 1984; Fuskun & Stokke, 2025; Hegstad, 2022; Reddington & Waring, 2015; Waring, 2013; Yilmaz, 2023). Less work, however, has focused on micro-analyses of humor in classroom interactions with young language learners. The purpose of this micro-analytic single case analysis is to demonstrate how one teacher uses humor to foster classroom behavioral expectations.

Data are from a publicly available youtube video, found with keywords "humor," "play," and "ESL classroom observation." The 4-minute video shows one teacher seated in a child-sized chair in front of 11 children seated in a row. Time stamps highlight different behavioral expectations such as "be quiet" and "sit nicely." Analysis was conducted via repeated moment-by-moment watching of the "sit-nicely" segment, with close attention to why the teacher talks and gestures in a particular way at each moment.

Analysis shows the teacher engaging in three practices for enacting humor: exaggeration, repetition, and timing. For example, he enacts exaggeratedly inappropriate classroom sitting, including lying sideways across his chair. He also employs the same question sequence repeatedly across the segment. While he initially models the expected response with minimal delay, he gradually increases wait time for students to participate. Findings contribute to the growing literature on humor in the classroom and show how teachers can balance (Waring & Creider, 2020) clear behavioral expectations with student engagement and agency.

64

Evaluating consumer finance chatbot response design through the cooperation principle

Michael Opper

Pratt Institute, Brooklyn, United States

While Conversational AI continues to gain widespread adaptation by major financial institutions, approximately 74% of participants in a 2025 Deloitte survey of US bank customers reported that they generally prefer to work with human agents. In that same study, response accuracy was identified as the most needed improvement in user experience.

Aims/Objectives: Our study aims to evaluate response quality through the lens of the Cooperative Principle (Grice 1975). The Cooperative Principle offers four behaviors that speakers are assumed to follow in conversation.

Grice's Maxims (adapted from Deibel & Evanhoe 2021)

- Quality: Provide high-quality info
- Quantity: Give the right amount of info
- Relation: Give relevant info
- Manner: Organize your thoughts

We intend to find confirmation that responses adhering to Grice's Maxims offer better experiences than those violating Grice's Maxims. Ideally, we would also identify other factors offering insight on chatbot response design.

Annotators trained and aligned on Grice's Maxims will score responses from a corpus of consumer finance chatbot interactions.

Of this corpus, a subset will be confirmed to either violate or adhere to Grice's Maxims. After the responses are scored, an independent group of readers will be asked to judge the overall quality of selected responses.

References

Deibel, D., & Evanhoe, R. (2021). Conversations with things: UX design for chat and voice. Rosenfeld Media.

Deloitte Consumer Banking Survey 2025; Deloitte Center for Financial Services analysis.

Grice, H. P. (1975). Logic and conversation. In *Speech acts* (pp. 41-58). Brill.

65

Navigating times of great technological and political change: An initial report on the building of an EFL teacher training program in Argentina

Catherine Box, Anne Pomerantz

University of Pennsylvania, Philadelphia, United States

The rapid expansion of technological tools has piqued widespread interest in teacher training programs that enhance teachers' Technological Pedagogical Content Knowledge (TPACK) (Kohnke & Zou, 2025). Yet, research consistently emphasizes that effective professional development must be grounded in local linguistic, technological, and institutional realities (Canagarajah, 2016), a particularly challenging endeavor given the nascent nature of generative AI and the global political climate.

This session presents preliminary findings from a multi-phase, collaborative teacher education initiative involving an Argentine binational organization, Ministry of Education officials, and a North American university. On the surface, the initiative aimed to design, implement, and evaluate a three-month PD program for Argentine public school EFL teachers on using AI tools to support new governmental guidelines on communicative language instruction. However, as the project progresses, it has become impossible to separate navigating these technological advances from the shifting political tides and institutional precarity.

The team shares insights as this work progresses, offering attendees an opportunity to reflect on the evolving role of AI in language education, and perhaps more importantly, the complex nature of doing practitioner-oriented research in times of rapid institutional and political change. The researchers will discuss the foregrounding of what they term *situated practices*, in order to remain immediately responsive to contextualized needs.

Canagarajah, S. (2016). Crossing borders, addressing diversity. *Language Teaching*, 49(3), 438-454.

Kohnke, L. & Zou, D. (2025). Artificial Intelligence Integration in TESOL Teacher Education: Promoting a Critical Lens Guided by TPACK and SAMR. *TESOL Quarterly*, 59(1), 1-12. <https://lnkd.in/g6QXTmTE>

POSTERS

10

AI Chatbots and Vocabulary Development in Second Language Writing

Larissa Teixeira da Costa

Pace University, New York City, United States

As Artificial Intelligence (AI) continues to permeate most areas of society, including education, AI chatbots offer new opportunities for individualized instruction in English as a Foreign Language (EFL). Lexical acquisition is one of the foundations of second language (L2) learning. However, this process is often difficult for L2 learners, frequently hindered by limited instructional time and high workloads for teachers. This study investigates the efficacy of AI chatbots in facilitating productive vocabulary acquisition within the context of L2 writing.

The research addresses two primary questions: how AI chatbots facilitate productive vocabulary knowledge and how AI-generated feedback compares to traditional teacher feedback. Following a comprehensive synthesis of existing literature, this study employs a mixed-methods approach, collecting qualitative and quantitative data through online forms where L2 learners share their personal experiences and perspectives on the use of AI in L2 writing. These data are evaluated to measure the empirical effectiveness of AI tools, with qualitative responses subjected to thematic analysis to identify recurring patterns in student perceptions. Early findings indicate that the ethical use of AI in the language learning classroom can significantly improve vocabulary retention and promote learner autonomy.

The investigation is currently in the active data collection and analysis phase, with preliminary patterns emerging. Comprehensive results will offer insights into the role of these tools as pedagogical supplements to support L2 learning.

13

When Serendipity Reshapes Writing: *Critical Serendipity Literacy* and Professional Judgment in Journalism

Lauri Haapanen

University of Jyväskylä, Jyväskylä, Finland

Journalistic work is often portrayed as planned and rule-governed, leaving little room for chance or uncertainty. This paper challenges that view by conceptualising serendipity as a core dimension of professional competence rather than a lucky exception. It introduces the concept of *critical serendipity literacy*, understood as a situated capacity to recognise, legitimise, and act upon unexpected but consequential developments in professional work.

Building on earlier research on serendipity in newswriting (Haapanen & Perrin, 2024) and adjacent concepts such as *professional vision* (Goodwin, 1994), *what-a-story newswork* (Berkowitz, 1992), and *reflection-in-action* (Schön, 1983), the paper asks: **What kinds of professional judgment are involved when serendipity reshapes journalistic writing processes?**

Empirically, the concept is developed through an ethnographically oriented, process-sensitive design, following the same journalist through repeated interviews at different stages of a single writing process. This design was chosen to surface editorial choices and their justifications before they could be forgotten, normalised, or retrospectively rationalised.

The analysis identifies four interrelated dimensions of critical serendipity literacy: 1) legitimising uncertainty as a professional resource; 2) recognising deviations as professionally consequential; 3) leveraging the potential of unexpected developments; 4) and sustaining professional judgment under unresolved uncertainty. Together, these dimensions describe how serendipity becomes a structured yet contingent part of journalistic work rather than an accidental by-product.

The paper argues that critical serendipity literacy captures a form of professional judgment that is not limited to journalism, but is relevant to other domains of expert work and professional learning characterised by uncertainty, interpretation, and situational decision-making.

22

Establishing Direction in Motion: An EMCA Study of Multimodal Map Use in Team Orienteering

Youyou Li

Albany, Albany, United States

This study investigates how a pair of orienteers establish a direction to go while navigating on an orienteering course with paper maps. Prior research treats navigation as coordinated work involving talk, bodies, and material tools, examining embodied interaction (Mondada, 2019), map alignment at stopping points (Brown & Laurier, 2008), and human-robot coordination (Due, 2023). However, less attention has been given to how teams use maps to establish a direction while moving through outdoor terrain.

Drawing on video-recorded data of two people locating controls while orienteering, this Ethnomethodologically Conversation Analysis (EMCA) study analyzes how participants use maps as navigational tools while coordinating their talk, gaze, pointing, and body rotation to establish a direction of movement. By examining map use in team orienteering as a multimodal and materially situated practice, this study extends work on multimodality in social interaction and contributes empirical insight into the multimodal organization of coordinated, map-based navigation. Although grounded in orienteering data, the findings inform field navigation, including search and rescue operations.

References

Brown, B., & Laurier, E. (2008). Rotating maps and readers: Praxiological aspects of alignment and orientation. *Transactions of the Institute of British Geographers*, 33(4), 544–558. <https://doi.org/10.1111/j.1475-5661.2008.00308.x>

Due, B. L. (2023). A walk in the park with Robodog: Navigating around pedestrians using a Spot robot as a “guide dog.” *Social Interaction. Video-Based Studies of Human Sociality*, 6(3), 1–28. <https://doi.org/10.7146/si.v6i3.137641>

Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. *Journal of Pragmatics*, 145, 47–62. <https://doi.org/10.1016/j.pragma.2019.01.016>

30

Official Bilingualism In the Act: How International Students Become “Self-Made” Bilingual Speakers in Canada

Selçuk Emre Ergüt

University of Toronto, Toronto, Canada

Canada has been a destination for global student-migrants seeking higher education degrees with the intention of immigrating to the country. However, restrictions on immigration intake and post-graduation rules have led many international students to improve their English and French scores, the official languages of Canada, which brings additional points for long-term immigration (Immigration, Refugees, and Citizenship Canada [IRCC], 2023, 2024). Relying on the concepts of “linguistic governmentality” and “self-made speaker” (Rojo, 2019; Urla, 2019), this study focuses on how international graduate students manage their linguistic repertoire to remain in Canada. While adopting a critical lens on the diminishment of students' first languages and the exercise of power through self-disciplinary techniques, this study examines subjectivities (language beliefs and attitudes) and linguistic conduct (language use and practices). As a part of an ongoing doctoral project, this study will collect data through semi-structured interviews with 15-20 students at a major Ontario university. Being an additional speaker of the official languages and immigration intention will be the main criteria for the recruitment. Preliminary results will be available by the ALAPP date. It is expected that this study will reveal how individuals negotiate the process of developing their language skills and how international student-migrants are guided to speak both of the official languages of Canada through neoliberal and nation-state mentalities of government. This study contributes to the field of multilingualism and language policy in international higher education by uncovering the individuals' linguistic dispositions and practices that are shaped by higher education and immigration policies.

56

Integrating Generative Text-to-Video AI in Linguistically Responsive Pedagogy: A Case Study of Multilingual Learners in Higher Education

Naomi Justin, Forman Christian College (A Chartered University), Lahore, Pakistan

Generative Artificial Intelligence (AI) has profoundly transformed the educational landscape by automating tasks and enabling adaptive, personalized learning environments. Among its recent innovations, text-to-video (T2V) generation, powered by video diffusion models, has emerged as a promising tool for enhancing engagement and accessibility in learning. This study investigates the role of Generative Text-to-Video AI in supporting Linguistically Responsive Teaching (LRT) within multilingual higher education contexts. Employing a mixed-methods approach, the research examined the effectiveness of AI-based tools through the LRT framework. Data were collected using a structured questionnaire administered to students and focus group discussions

with faculty to capture their experiences and perceptions. The written responses were coded and thematically analyzed, and methodological triangulation was applied to ensure validity and reliability. Findings indicate that integrating T2V AI can enhance content accessibility, promote inclusive pedagogical practices, and provide new pathways for multilingual and equitable instruction. The study contributes to the growing body of research on AI-driven pedagogies and encourages further exploration of generative technologies in linguistically diverse classrooms.

68

Translating the Discipline: Teacher Reflexivity and Curricular Decision-Making in Secondary Linguistics Instruction

Jason Meilands

Lyons Community School, Brooklyn, United States. CUNY, Graduate Center, New York, United States

This paper examines the professional knowledge and reflexive practice required to develop and teach a college-credit linguistics course at the secondary level. Drawing on my experience as a high school teacher and linguistics doctoral candidate, I explore the pedagogical and ideological decisions involved in translating academic linguistics for adolescent learners—decisions that position classroom teachers as disciplinary practitioners engaged in substantive intellectual work.

Central to this practice is the challenge of confronting prescriptivist language ideologies that pervade both institutional schooling and students' own metalinguistic beliefs. I describe curricular strategies for introducing core linguistic concepts—phonology, morphology, syntax, semantics, and sociolinguistic variation—while simultaneously creating space for students to analyze and validate their home language varieties. This work requires teachers to navigate tensions between standardized academic expectations and linguistically informed pedagogies that honor students' full linguistic repertoires.

I argue that teaching linguistics at the secondary level is not merely a matter of content delivery but an act of professional praxis: it demands that teachers critically assess what counts as legitimate linguistic knowledge, resist deficit framings of non-standard varieties, and model the analytical dispositions they seek to cultivate. The paper draws on classroom examples, student work, and reflective analysis to illustrate how teacher expertise operates at the intersection of disciplinary knowledge, pedagogical design, and language ideology critique.

This work contributes to conversations about educational linguistics as professional practice by foregrounding the teacher as a reflexive practitioner whose curricular choices carry both intellectual and political significance.

77

The Impartiality of the Mediator in Poland: A Cognitive Linguistic Analysis of Conceptualisations in Interview Data and Ethical Frameworks

Wojciech Leder, University of Silesia, Katowice, Poland

Impartiality constitutes a foundational principle of mediation ethics; however, its practical realisation remains open to empirical scrutiny. This work-in-progress investigates the extent to which mediators maintain impartiality in their conceptualisations, focusing on their linguistic construals as evidenced in interview data. The study draws on qualitative data derived from several dozen semi-structured interviews conducted with criminal mediators in Poland.

Adopting the framework of Cognitive Grammar as applied to legal and mediation discourse, particularly the notions of construal, profiling, prototypicality, and domain organisation, the analysis examines how mediators linguistically encode their roles, the parties, and the conflict itself. Special attention is paid to recurrent patterns that may indicate asymmetrical profiling or implicit alignment with one party, thereby signalling potential departures from the ideal of impartiality.

These empirically attested conceptualisations are subsequently compared with normative models of mediation derived from professional codes of ethics. Such documents are treated as instantiating prototypical configurations of the mediator's role within a structured domain of professional knowledge. The study seeks to identify correspondences and divergences between these prototypical models and the conceptualisations emerging from actual discourse.

It is hypothesised that deviations from impartiality may not be intentional but may arise from entrenched cognitive patterns, particularly those shaped by the mediator's professional background (e.g. legal training). By mapping these patterns, the study aims to contribute to a more nuanced understanding of impartiality as a gradient and cognitively mediated phenomenon, rather than a fixed normative category.

Interdisciplinary Teams Working on Sustainable Innovation

Sondre Biltvedt

NTNU – Norwegian University of Science and Technology, Trondheim, Norway

Interdisciplinary collaboration is treated as a precondition for sustainable innovation. Yet it presupposes something far from automatic: that people trained in different disciplines come to understand one another. That understanding is not a background condition. It is accomplished, turn by turn, in talk (Clark, 1996).

Negotiating it is also an exercise of definitional power: whose terms, categories and criteria of evidence come to count as the team's common ground. When the negotiation is asymmetric, dominant professional and disciplinary vocabularies prevail, other framings are quietly displaced, and teams converge on a "shared" understanding that is not, in fact, shared.

This doctoral project asks how shared understanding is communicatively negotiated in interdisciplinary teams working on sustainable innovation tasks, treating team talk as professional practice (Sarangi & Roberts, 1999). The design has two phases and the poster presents both.

Phase 1 comprises expert interviews with professionals from at least three disciplines, treated not as transparent reports but as cross-disciplinary discourse data (Talmy, 2010), analysed through critical discourse analysis (Fairclough, 1992), with epistemic positioning (Heritage & Raymond, 2005) and linguistic capital (Bourdieu, 1977) as central lenses. Phase 2 moves from accounts to interaction: audio recordings of meetings at milestones in two teams, one student team and one workplace team, analysed through conversation analysis of grounding, repair and epistemic positioning.

Data collection begins autumn 2026. The poster is offered as an invitation to methodological dialogue: interviews as discourse data, comparing educational and professional settings, and tracing shared understanding as it develops over time.

References

Bourdieu, P. (1977). The economics of linguistic exchanges. *Social Science Information*, 16(6), 645-668. <https://doi.org/10.1177/053901847701600601>

Clark, H. H. (1996). *Using language*. Cambridge University Press.

Fairclough, N. (1992). *Discourse and social change*. Polity Press.

Heritage, J., & Raymond, G. (2005). The Terms of Agreement: Indexing Epistemic Authority and

Subordination in Talk-in-Interaction. *Social Psychology Quarterly*, 68(1), 15-38.

<https://doi.org/10.1177/019027250506800103>

Sarangi, S., & Roberts, C. (1999). *Talk, work, and institutional order: discourse in medical, mediation, and management settings*. Mouton de Gruyter.

Talmy, S. (2010). Qualitative Interviews in Applied Linguistics: From Research Instrument to Social Practice. *Annual review of applied linguistics*, 30, 128-148. <https://doi.org/10.1017/S0267190510000085>