



The British Association
for Applied Linguistics



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B.A.A.L. / Cambridge University Press SEMINAR PROGRAMME 2005

1st Seminar: 11-12 April 2005

Title: Instructed second language learning: state of the art

Proposed by: Rosamond Mitchell and Emma Marsden

Location: University of York

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Aims:

- To review recent theoretical and methodological developments in research into language learning and teaching, in face to face and virtual settings;
 - To bring together BAAL members with research interests in language learning and teaching from diverse educational sectors (UK foreign languages, ESOL etc) and explore shared agendas and potential collaborative research programmes;
 - To explore research implications of current policy and curriculum initiatives in language education at UK and European level (the UK National Languages Strategy, the Common European Framework for Languages);
 - To launch the proposed new BAAL Special Interest Group in language teaching and learning.
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2nd Seminar: July 2005 over 2 days

Title: Language Learning/Teaching as Social (Inter)Action

Proposed by: Dr Zhu Hua, Dr Paul Seedhouse, Professor Li Wei and Professor Vivian Cook

Location: School of Education, Communication & Language Sciences
University of Newcastle, Newcastle on Tyne NE1 7RU, UK

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Aims:

- Facilitate paradigm change by investigating language learning/teaching from a social constructional perspective
 - Explore the implications of such a paradigm shift for the practice of language teaching and learning including teacher education.
 - Explore the interdisciplinary links of the social constructionist approach to language learning/teaching and other approaches (e.g. interactional approach, culture and context approach)
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3rd Seminar: 18-19 November 2005

Title: Special Contributions of Different Theoretical and Methodological Approaches to Gender and Language Study

Proposed by: Lia Litosseliti, Kate Segall & Jane Sunderland

Location: Birmingham University

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Aims:

(1) To bring together researchers working in the field of gender and language but within different theoretical and methodological approaches, for example:

- Conversation analysis
 - Corpus linguistics
 - Critical discourse analysis
 - Discourse analysis
 - Discursive psychology
 - Ethnography
 - Feminist theory
 - Media studies
 - Pragmatics
 - Queer theory
 - Sociolinguistics
 - Stylistics
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(2) To identify and, where appropriate, evaluate the special contributions of each of these different theoretical and methodological approaches to gender and language study

(3) To discuss

- changing research paradigms in gender and language study
- relationships between theoretical/methodological approach and research questions
- relationships between theoretical/methodological approach and data types
- whether a particular approach can ever be meaningfully said to be 'particularly appropriate' for gender and language study
- questions of complementarity and compatibility of different approaches
- implications for the development of interdisciplinarity in gender and language study

(4) To identify and explore new or unusual, but potentially fruitful, combinations of approaches for gender and language study

(5) To identify implications for the teaching of gender and language, in terms of course content, including the role of 'different approaches'

(6) To begin work on a proposal for an edited CUP collection on this topic, with contributions by individuals and groups from the seminar, including groups consisting of people who usually work within different theoretical/methodological approaches

(7) To outline a longer-term research agenda for projects combining one or more of the above approaches

(8) To develop a sense of cohesion and identity in the proposed new Gender and Language BAAL SIG (potential group members have now met twice, and there is considerable interest here)
