



AILA 2023 Symposium Proposal

Symposium title: Nexus analysis as a methodological framework for more engaged language studies

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Coordinator 3 Riikka Tumelius, University of Oulu, Finland

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Symposium mode: 100% in person

Sub-theme: RESEARCH: methods, approaches and (collaborative) practices

Short Abstract in English:

Researchers in the fields of applied linguistics and education are increasingly turning to nexus analysis as a methodological approach that captures the complexity of their data. However, in building upon its roots in ethnography and linguistics, applied linguists and educational researchers strive to apply the elements of this methodological approach in an adaptive, participatory, and potentially transdisciplinary way. The purpose of this symposium is to demonstrate the breadth and depth of nexus analysis through the inclusion of presentations that use nexus analysis or its elements (i.e., historical body, interaction order, discourses in place): in a transdisciplinary manner; in combination with other methods; as a change-oriented approach; from different theoretical perspectives. The gathering of different research perspectives in this symposium will serve to inspire more engaged language studies. Presenters are reminded to highlight the methodology in their papers.

Argument:

Researchers in the fields of applied linguistics and education are increasingly turning to nexus analysis as a methodological approach that captures the complexity of their data (Hult, 2019). However, in building upon its roots in ethnography and linguistic anthropology (Scollon & Scollon, 2004), applied linguists and educational researchers strive to apply the elements of this methodological approach in an adaptive, participatory, and potentially transdisciplinary way. The purpose of this symposium is to demonstrate the breadth and depth of nexus analysis through the inclusion of presentations that use nexus analysis or its elements (i.e. historical body, interaction order, discourses in place):

- in a transdisciplinary manner (e.g., Jones, 2017; Kuure et al., 2020; Raudaskoski, 2010)
- in combination with other methods (e.g., linguistic landscape analysis (Dressler, 2015), cultural-historical activity theory (Kuure et al., 2016))
- as a change-oriented approach (Dressler & Mueller, 2022; Koivistoinen, et al., 2016)



-from different theoretical perspectives (e.g., language ecology (Hult, 2015); mediated discourse (Scollon & de St. Georges, 2013); multimodal discourse analysis (Dordah & Horsbøl, 2021))

The gathering of different research perspectives in this symposium will serve to inspire more engaged language studies. Presenters are reminded to highlight the methodology in their papers.

The 3.5 h (half day) symposium is open to calls for presentations and will be organized as follows:

Time	Event	Speaker
10 min	Introduction to the symposium	Symposium coordinators
20 min	first paper presentation	accepted presenter
20 min	second paper presentation	accepted presenter
20 min	third paper presentation	accepted presenter
20 min	questions	first three presenters
30 min	coffee break & networking	
20 min	fourth paper presentation	accepted presenter
20 min	fifth paper presentation	accepted presenter
20 min	sixth paper presentation	accepted presenter
20 min	questions	second three presenters
10 min	Conclusion to symposium	Symposium coordinators

References:

- Dordah, A. D., & Horsbøl, A. (2021). Interview as social practice: How can nexus analysis enhance reflexivity? *International Journal of Qualitative Methods*, 20, 1–15. <https://doi.org/10.1177/16094069211028686>
- Dressler, R. (2015). Signgeist: promoting bilingualism through the linguistic landscape of school signage. *International Journal of Multilingualism*, 12(1), 128–145. <https://doi.org/10.1080/14790718.2014.912282>
- Hult, F. M. (2015). Making policy connection across scales using nexus analysis. In F. M. Hult & D. C. Johnson (eds). *Research Methods in Language Policy and Planning*. Wiley Blackwell.
- Hult, F. M. (2019). Toward a unified theory of language development: The transdisciplinary nexus of cognitive and sociocultural perspectives on social activity. *Modern Language Journal*, 103, 136–144. <https://doi.org/10.1111/modl.12527>



- Jones, R. H. (2017). Surveillant landscapes. *Linguistic Landscape. An International Journal*, 3(2), 149–186. <https://doi.org/10.1075/ll.3.2.03jon>
- Kuure, L., Keisanen, T., Iivari, N., & Kinnula, M. (2020). A Making project at school as a nexus of practice: From interdisciplinarity to zones of identification. In S. Grasz, T. Keisanen, F. Oloff, M. Rauniomaa, I. Rautiainen & M. Siromaa. (Eds.) *Methodological Turns in Applied Language Studies. AFinLA Yearbook 2020. Suomen soveltavan kielitieteen yhdistyksen julkaisuja* [Publications of the Finnish Association for Applied Linguistics], 78, 137–154. Jyväskylä. <https://doi.org/10.30661/afinlavk.89459>
- Kuure, L., Molin-Juustila, T., Keisanen, T., Riekkö, M., Iivari, N. & Kinnula, M. (2016). Switching perspectives: From a language teacher to a designer of language learning with new technologies. *Computer Assisted Language Learning*, 29(5), 925-941. <https://doi.org/10.1080/09588221.2015.1068815>
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- Scollon, R., & Scollon, S. W. (2004). *Nexus analysis: Discourse and the emerging internet*. Routledge.
- Scollon, S. W., & de Saint-Georges, I. (2013). Mediated discourse analysis. In Routledge Handbook of Discourse Analysis (pp. 66–78). Routledge. <https://doi.org/10.1515/9781614511175.39>