

BAAL Book Prize 2002

The 2002 BAAL Book Prize was awarded to:

Manfred Görlach

A Dictionary of European Anglicisms

Oxford University Press

The three other shortlisted titles were:

Chris Brumfit

Individual Freedom in Language Teaching

Oxford University Press

Stephen May

Language and Minority Rights

Pearson Education

Brian Street (ed.)

Literacy and Development: Ethnographic Perspectives

Routledge

Reviewer's Comments

***A Dictionary of European Anglicisms.* Manfred Görlach. Oxford University Press**

Selected excerpts from the panel of judges (anonymous):

"Superlatives throughout for this outstanding publication: a major enterprise, a colossal task of co-ordinating material from 16 languages, brilliant execution of a project, clear description of aims and items, superb presentation of material, amazing detail, wonderful resource for research."

"This is an extraordinary reference book of interest to anyone concerned with the impact of English on other European languages. The outcome of a decade's work by a network of European linguists, the dictionary documents the prevalence of English loan words in 16 European language."

"It is the first comparative dictionary of Anglicism in European languages. Though the need for such a reference work has been obvious for a long time, nobody had taken up the challenge until now. This dictionary will be of great assistance to students of the pervasive influence of English ... when languages come in contact."

"It is an immense undertaking, and an immense resource for descriptive, sociolinguistic and interlanguage research."

"This is one of those books which opens up a new field of inquiry and is bound to provoke many further questions and studies. And who would have thought that the three English words most prevalent in European languages are aerobics, gangster, and smoking (in the sense of dinner jacket)?"

"The dictionary is as easy to use as it is informative... Cross-linguistic comparison is facilitated by the inclusion of a summary grid for many of the entries."

***Individual Freedom in Language Teaching.* Christopher Brumfit. Oxford University Press**

Selected excerpts from the panel of judges (anonymous):

"An amazing book in its scope, its eclecticism and the power of its scholarship and argument. It is based on reflections derived from a long and distinguished career in education, applied linguistics, and language teaching, and seeks to define the legitimate territory of applied linguistics today, which is defined broadly by the author as 'language in education'."

"It challenges the canons - tolerantly, but with gentle authority - and proposes broader and wiser alternatives."

"The book appeals for a reconsideration of the goals of Applied Linguistics, by looking at a broader (social) context for applied linguistic research, and by facing the challenges posed by Post-modernism. The outcome is a recommendation that applied linguistics should redefine itself... There is a genuine call to engage with 'the theoretical and empirical investigation of real-world problems in which language is a central issue'."

"Brumfit makes the case that the 'risky and value-laden' nature of language use has the potential to threaten genuine freedom and, therefore, there is need for openness and critical reflection in accounting for the ethical and cultural dimensions of language education. The book provides wise theoretical examination of these issues that are currently urgent but usually too readily addressed in superficial ways in much contemporary discourse in language teaching".

Language and Minority Rights. Stephen May. Pearson Education

Selected excerpts from the panel of judges (anonymous):

"Stephen May has written a comprehensive book about minority rights from the perspective of language. As he says at the opening of the book, "This is a book about language but it is not a 'language book'"."

"This is an avowedly pro-minority language rights text. It has been designed as a source book for teachers, researchers and post-graduate students of language education, language policy and planning, political science and sociolinguistics. The text is tightly crafted but very readable at the same time... The apparent ease with which the diverse intellectual and everyday domains are sewn together also confers a strong sense of authority in the analysis and commentary."

"This book represents a remarkable piece of socially and ideologically committed and yet dispassionate scholarship."

"The characteristic that is most appealing about this book is that it isn't neutral. May sees no merit in 'fence sitting'. His insightful, persuasive and balanced argumentation makes a strong case for awarding minority rights to diverse languages. Yet he refrains from rhetoric and is critical of those whose solutions seem unfeasible."

"It is clear to the reader that May's intellectual feet are firmly on the ground in arguing a case for awarding minority rights to diverse languages."

Literacy and Development: Ethnographic Perspectives. Brian Street (ed). Routledge

Selected excerpts from the panel of judges (anonymous):

"An outstanding edited collection, remarkable for its coherence, unity and sense of comprehensive coverage. Unlike many edited volumes, the reader is provided with the right amount of contextualisation in terms of literacy theory and development theory."

"The chapters in the book are impressively global, with case studies from Pakistan, India, Bangladesh, Eritrea, Namibia, Ghana, Peru and China, and they are remarkably coherent as a set."

"While each chapter is an individual case study, it also contributes to a coherent theory of literacy and development which infuses the whole book."

"Each chapter has its own style ... its own fascinating details of setting, colour, life stories, and often, named participants. The book is therefore extremely enjoyable to read and could be an excellent way of engaging students on a chapter-per-week basis on a course concerned with literacy and development."

"Individually and collectively, the studies in this volume will be of great value to researchers interested in the New Literacy Studies."