BAAL Book Prize 2005

The 2005 BAAL book prize was awarded to:
Edwards, Viv (2004)
Multilingualism in the English-speaking World
Blackwell

The titles short-listed for the 2005 BAAL Book Prize are:
Bolton, Kingsley (2004)
Chinese Englishes: a sociolinguistic history
Cambridge University Press

Carter, Ronald (2004)
Language and Creativity: The Art of Common Talk
Routledge

Seedhouse, Paul (2004)
The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective
Blackwell

Reviewer's Comments

Edwards, Viv (2004) *Multilingualism in the English-speaking World*. **Blackwell - first review**

One of the main strengths of this book is the originality of its approach to the topic: it adopts a thematic angle, rather than the more obvious 'geographical' approach, dealing with one country at a time. This makes for a very useful book. Also, the style is excellent and the book is readable and accessible to an academic and a wider audience.

However, I do have some quibbles, with regard to accuracy of detail.

Canada

Bill 101 was passed in Quebec in 1977, and not in 1978, as the book states (p.113).

Ireland

1. With regard to the status of the Irish language, the constitutional position is not stated accurately on p.15, where the author says that 'no provision was made for the exclusive use of either language' by Article 8 of the Constitution. In fact Article 8 provides as follows:

> 'Provision may, however, be made by law for the exclusive use of either of the said languages for any or more official purposes, either throughout the State or in any part thereof.' (Constitution of Ireland, 1937: Article 8.3)

2. Also, the author states on p.37 that Irish is an official language of the European Union. Irish is *not* an official language of the EU. A campaign has been mounted recently to have its status upgraded, but it has not yet come to fruition.

Edwards, Viv (2004) *Multilingualism in the English-speaking World*. **Blackwell - second review**

This book covers an impressive range of issues relating to multilingualism, to my knowledge not brought together in any other single work. The first section demonstrates that multilingualism has long been a feature of 'inner-circle' English-speaking countries, teasing out the roots of diversity and examining how governments have responded at the political level and with regard to the provision of services for multilingual populations. The second section focuses on home and school, considering reasons for bringing up

children bilingually, the contribution of the family and how this is supported or undermined by the education system. The third section discusses a number of issues relating to the wider community: the role of multilingualism in the economy, the media, the arts, diplomacy and defence.

The overall theme of how multilingualism has developed in the British Isles, North America, Australia and Aotearoa / New Zealand is consistently addressed and gives coherence to the book. The author defines the terms she will be using in the introductory chapter: indigenous languages (eg Maori, Aboriginal languages), 'established' languages (eg Irish, Scottish Gaelic, Welsh, sign languages, French in North America), and new minority languages (from recent immigration), discussing potential crossovers between the groups. Each issue is then considered with reference to each country and to each of these language groups.

The book is based on thorough research from a wide variety of sources, including academic works, the media, historical records and census data. As well as drawing together a notable amount of statistical information, the author also provides well-chosen examples concerning individuals or particular communities (such as material from a specific Alaskan Yup'ik court case, or the language autobiography of a Chinese American student), thus bringing the subject matter to life.

The discussion is grounded in a critical perspective that highlights the struggles which have taken place to develop or suppress languages other than English in the 'inner-circle' countries. It is particularly fascinating to discover the resonances between struggles in different historical periods. It is often assumed that modernisation has meant liberalisation in language attitudes, but it is salutary to discover that minority languages were in a stronger position in certain contexts in the past. The author shows how, overall, positive attitudes towards multilingualism are gaining in strength, but their hold continues to be precarious.

This book is an invaluable scholarly reference work, whilst also being readable for a range of audiences. It not only provides a detailed discussion of the state of different languages in the English-speaking world, but is also a resource to support the development of multilingualism. Readers can discover how other individuals and communities have created alternative discourses, educational facilities and cultural products that nurture a multilingual rather than a monolingual ethos.

I would highly recommend this book for the shortlist.

Bolton, Kingsley (2004) *Chinese Englishes: a sociolinguistic history*. Cambridge University Press - first review

It's hard to compare this book to others in the field, because it is such a trailblazer. There is a tradition (Robert Chaudenson was probably the pioneer) of careful assessment of the sociohistory of pidgins and creoles, and there has been considerable attention to the origins of Atlantic creoles. There has been sporadic small-scale work on the sociohistory of some of the so-called 'new' varieties, but no outer circle variety of English has ever had its history delineated so thoroughly and so clearly at book level. This is not just a sociohistory of Chinese English (impressive as that is!) but also sets a standard and a methodology for other sociohistories.

In outlining the sociohistory of Chinese Englishes, Bolton provides an unarguable historical basis for multiple connections among the varieties of English to the east of Africa, and pushes the history of the Pacific varieties back to the sixteenth century, with the establishment of a Portuguese base in Cochin. Bolton weaves together a complex narrative of trade agreements, routes, and commodities. The Chinese are firmly on stage as actors in their own destiny: this is a story very different indeed from the simple myths of colonial conquest and exploitation. A rich variety of texts in English and Chinese (and Portuguese) are drawn on to develop the main themes that English has a long history in China, that the historical informs the present, and that the relationships between China and English has always been complex and changeable. Due to the separate history of Hong Kong and the rest of China, especially in the twentieth century, Hong Kong is usually treated separately in the book, but links are always made between Hong Kong and other regions of China.

The arguments are not developed in chronological order, but this seems to work reasonably well. The discrepancy in chapter length to which I refer below may have been determined by publisher demands: I would certainly not want to have seen the longer chapters cut.

- The first chapter is a very full and detailed review of the field, with a good selection of major texts, and a balanced, non-aggressive, but critical approach to them. The relevance to China is made clear, but is not the focus of this chapter. This could be read as an introduction to the theory of World Englishes.
- Chapter 2 is a sophisticated analysis of 'the sociolinguistics of English in late colonial Hong Kong, 1980-1997', though much of the material takes us back to the earlier years of the colonial period. Bolton attacks the ideology of Hong Kong as a monolingual and monocultural society. Ethnicity, identity, politics, the complex relations between Chinese (of various sorts), English, educational policy, and social class all enter into the articulation of diversity. There is an excellent section (p110ff) on the myth of falling standards (though this might have fitted better into Chapter 4), and a superb account of how the retention and expansion of English in Hong Kong allowed to Cantonese an expansion not experienced by other Chinese 'dialects' (p119, cf p192).
- Chapter 3 takes us back to the previously neglected 'archaeology' of Chinese Englishes, which, after Chapter 2, we read in anticipation of complexity. This is the chapter that is the most ground-breaking, and it is an exciting read. Fascinating documents are quoted at length. There are two stars. The first is Peter Mundy's diary. This diary features many very early uses of words for East Asian cultural items, including *kimaone* ('a Certaine large wide sleeved vest' worn by Japanese women), antedating *OED*'s first citation under *kimono* by 200 years. The second is an 1835 Chinese book, whose title can be translated as 'The Common Foreign Language of the Redhaired People'. All glorious 17 pages of this teach-yourself-English book are reproduced in an appendix, and then are transcribed and annotated.
- Chapter 4 is the shortest chapter, and I think it could have been longer. It returns to some of the themes raised in Chapter 1, but I think many could have been further developed. Some of the texts need more interpretation (such as the very interesting ICQ dialogue, p218ff). I am not entirely convinced by the classification of Hong Kong vocabulary (p212ff). Bolton doesn't think as critically here as he does in the historical chapters. For example, the use of *bath* to refer to any kind of all-over wash (p213, 215) is not a modification that took place in Asia -- its restriction in some varieties of British English to refer to a bath in a tub is where the change took place. I don't have any idea why Bolton thinks *minibus* is an Asian (Hong Kong, Malaysia, Singapore) word (p215): *OED*'s first citation of what I assume to be the relevant sense is 1958 and from England. And surely words such as *coolie, identity card, kowtow,* and *monsoon* have currency wherever English is used, while words such as *cheongsam, Chinese New Year, Chinese tea, Chinglish, dim sum, feng shui,* and *sampan* are the words anyone referring to the cultural items would use (p215).
- Chapter 5 concentrates on the history of English teaching in China, and has valuable material on the missionary schools and colleges. The politics of English teaching is traced (and is complex, of course), and some texts from Chinese textbooks of 1960 ('Paper tiger, paper tiger.') and 1992 ('Father Christmas is very kind-hearted.') are quoted. This chapter is also relatively short, and could easily have had more about the teaching of English in government schools in China.

This is a book which could change the way the outer circle varieties of English are studied. I recommend that it be shortlisted.

Bolton, Kingsley (2004) *Chinese Englishes: a sociolinguistic history*. Cambridge University Press - second review
Chinese Englishes is a meticulously researched text which, in two main ways, makes a substantial contribution to our growing understanding of the spread and establishment of

English around the world. Firstly, it deals with 'the long and barely-remembered history' of English in China (Bolton 2003: xiii): a process which the author argues began during the 17th century (part of the Early Modern Period of the language). Secondly, but just as importantly, it adds another dimension to diachronic perspectives on English, particularly in the Early Modern era. As has recently been pointed out by scholars such as Watts and Trudgill (2002), many histories of English tend to limit discussion of Early Modern English to efforts at standardization in England, thus marginalising its role as an important entity in the establishment of the language in various territories around the globe. *Chinese Englishes* therefore not only fills a gap in our available database on "Englishes" but also serves as a salutary reminder that the language has had a "cosmopolitan" existence outside of England (and Britain) for a very long time. It therefore makes an invaluable contribution to the study of world Englishes, as well as to (the related) narratives of the history of the English language.

There are however, in my opinion, a few shortcomings of the book. Firstly, I think there is something of a mismatch between title and content – *Chinese Englishes* implies that the text incorporates a substantial amount of comparative linguistic data from various Englishes used in the region under discussion. Instead, the book really focuses on the history of Chinese-English contact, with relatively superficial discussion of some of the linguistic outcomes of that contact (by *superficial* I mean a concentration on a few phonological, morphological and primarily lexical features; and no detailed analysis of linguistic processes). There is also a particular focus on English use, ideologies and attitudes in Hong Kong. While the information that is presented is useful and interesting, the title may set up different expectations in the reader; particularly if viewed in relation to the other titles in the *Studies in English Language* series to which this belongs. Secondly, there are some organisational issues which do not do justice to the author's research. The individual chapters each deal with what might be termed "huge" topic areas and as such, present a wealth of wide-ranging material. The author has chosen to partly organise this material in sections and sub-sections: a technique that is generally quite useful with such a quantity of discussion areas. However in this text, I think it unfortunately brings with it a few limitations. Some of the chapters (such as Chapters 1-3) are quite long and therefore contain many sections/sub-sections. As such, each chapter would benefit from fuller introductory overviews which explicitly framework the material-to-come for the reader. The particular organisation of sections and sub-sections adopted in long chapters also means that some discussion sometimes seems repetitive. For instance, sections that are organised around discussion of certain eras sometimes contain material that overlaps with that in separate sections dealing with language attitudes or ideologies. (It is worth noting that this is not a major issue in this particular text but it does occur a few times). In addition, the sectioning of material also minimises discussions which could be more interestingly integrated. For instance, Chapter 4 (on Hong Kong English) contains a short section on 'Literary Creativity' and a separate one on 'The attitudinal dimension', which looks at changing ideologies and attitudes. It would have been interesting to see an evaluative discussion which integrated these two sections, here presented as discrete, to show even more explicitly how complex attitudes to language use and notions of identity (in both speech and writing) actually are.

Finally, some chapters contain a few sections which, in my opinion, need to be focused differently, or which perhaps could be omitted altogether. For instance, the author states that one of the themes of Chapter 1 is to consider the relevance of various current approaches to World Englishes, 'new Englishes' and Asian Englishes, 'including English studies, corpus linguistics, the sociology of language, applied linguistics, pidgin and creole studies, lexicography and critical linguistics' to the study of English in Hong Kong and China (Bolton 2003: xiv). However, the sections on 'Hong Kong English as a 'new English'' and 'English in China and Chinese Englishes' do not really address this aim in any detail. Chapter 3 contains a short section on Early Modern English (titled 'Mundy's English') and another on 'Linguistic Theory, Pidgins and Creoles'. The former does not impact greatly on the discussion of Chinese-English contact, and could possibly been dealt with in footnoted references to readings on Early Modern English. The latter section seems to have been included mainly in order to introduce Whinnom's now somewhat

controversial use (in creolistics) of the biologically analogical term *hybridisation*. Since there is no discussion of processes and characteristics of pidginisation and creolisation in relation to language contact in China, this could also have been usefully omitted and referenced in footnotes.

I would like to stress however, that these perceived shortcomings do not detract from the high quality of research which characterises this book. As stated at the beginning of this summary, *Chinese Englishes* makes an important contribution to the diachronic and synchronic study of English around the world, and its value in this context should not be underestimated.

Carter, Ronald (2004) *Language and Creativity: The Art of Common Talk*. Routledge - first review

Ronald Carter's *Language and Creativity* is the kind of book which would pose problems of coverage to any author. The field is by its very nature very diffuse, and the literature surrounding the subject tends to be highly interdisciplinary. It is therefore expected that theoretical frameworks covered and literature reviewed are somewhat partial.

Shortcomings in these areas, however, are far from serious and are more than made up for by the skilled way in which the arguments are marshalled. *Language and Creativity* breaks new ground and questions the received wisdom that 'creativity' is intrinsic to 'literariness', a concept exclusively associated with the high brow, the lofty and the elitist. Of course, the book's argument continues a long line of critical linguistic studies which have attempted to demystify 'literariness'. The present offering, however, tackles such issues from a refreshingly novel perspective: the analysis of common talk, seen not so much in terms of such cultural or historical contexts as ideology as in terms of cognition and relevance. Creativity is shown not only to exist outside what is 'officially' declared 'lofty writing', but also to be all pervasive, impinging on areas of language use as rudimentary as instructions on a medicine bottle. Ronal Carter takes up the challenge, exploiting and availing the reader of the latest linguistic tools and research methodologies, all aimed at eliciting textual evidence empirically from a diverse range of corpora and social contexts. The implications of this kind of research are daunting: the book is a must reading for the students of language, linguistics and intercultural communication. From a more applied perspective, the book will, I am sure, provide today's Department of English at today's university around the globe with much-needed ammunition to question age-old distinctions such as lang & lit. These dichotomies are fast losing the institutional authority that once existed.

Carter, Ronald (2004) *Language and Creativity: The Art of Common Talk*. Routledge - second review

This book will be widely discussed and cited, and I think it should be on the shortlist (even at the risk of seeming to favour a BAAL officer!). It is the first book-length study, from the several large British corpora, that attempts to bring a new perspective to language study based on this vast range of data, instead of just doing what was done before, but better. It argues for a revaluation of everyday talk, and an appreciation of the skill and inventiveness that can be found in the most ordinary discussions of the most banal topics.

> 'The argument will be strongly advanced that creativity is not simply a property of special individuals but a special, shared property of all individuals, a property which is especially apparent when spoken creativity, as language operating "at full stretch", is explored, and in particular, when it is explored as a social and cultural phenomenon and with referent to real data involving people actually using the language in daily encounters' (82)

Along the way, it offers many new insights into key topics in discourse studies, such as repetition in conversation, metaphor, and reported speech. It is engaging, well-written, and thoroughly referenced, with generous acknowledgements of emerging researchers as well as of classics.

I did have some criticisms. I did suspect the term 'creativity' too broad to make for an arguable point. The studies of specific kinds of creativity, in patterns of talk and in

figures of speech, seem rather narrow and particular between the broad expanses of the opening and closing chapters; I would have preferred more of the specific studies of kinds of creativity and less of the background and implications. The notion of a cline, repeated whenever there are distinctions to be made, may lead to wooliness: of course there is a cline, but we have to distinguish the poles and stages if we are to think about it. Despite these criticisms, and rather to my surprise, the book won me over. The problematic nature of the term 'creativity' is addressed at length. The two core studies lead to many insights with lots of data. And the extensions at the end, though underdeveloped, led to many connections and references I will have to follow up.

Among the pleasures along the way, let me pick out a few insights:

- that conversational coherence may be interpersonal as well as topical (105)
- that similes involve an element of recipient design (126)
- that metaphors are more commonly used about absent parties (132)
- the way humour breaks out at a serious (actually very dull sounding) meeting (158)

Any of these passing comments could lead to years of further research. Part of what gives the book its readability is the CANCODE corpus extracts, which can indeed be read 'like a transcribed, living soap opera' (150). But there is also a kind of pleasure in the commentaries which follow each extract, which always suggests a light touch, pointing out a few notable features relevant to the argument, while never trying to exhaust either the data or the reader.

Seedhouse, Paul (2004) *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Blackwell - first review

This monograph brings together work from Seedhouse's doctoral thesis and various journal articles, which together constitute an original contribution to understanding of interaction in language classrooms. In using the tools of ethnomethodological conversation analysis to analyse classroom discourse as institutional interaction, Seedhouse has been able to throw critical light on a number of issues in communicative language teaching, such as the feasibility or desirability of replicating 'ordinary conversation' as part of a language lesson, the quality of learner-learner task-based interaction, and the common teacher strategy of avoiding direct negative evaluation when repairing learner utterances. His major insight is that language teaching often assumes a 'pedagogical landing ground' perspective in which the 'task-as-workplan' can simply be implemented as if there was no intervening layer of institutional 'architecture', and that doing so often leads to pedagogy and actual classroom interaction being out of line during the 'task-in-process'.

The book makes a convincing case for the worth of conversational analysis as a tool for analysing and interpreting the dynamic and variable nature of shifting classroom contexts, and for understanding both the uniqueness of specific stretches of classroom interaction, and what instances of classroom interaction have in common across different cultural and language teaching contexts. The fact that his analysis is based on a significantly larger database than most other research of this type, allows him to make such a case for the robustness of his description of the interactional architecture of the language classroom across cultures and the teaching of different L2s in different institutions.

Chapter one is an introduction to conversation analysis methodology, something which is necessary as not all readers will be familiar with this research paradigm. This chapter emphasises the sociological roots of CA in Garfinkel's ethnomethodology, and is at pains to distinguish this ethnomethodological CA from more 'linguistic' versions. This is important, as Seedhouse's perspective is faithful to the emic and social action perspective of CA, and without a basic understanding of this research perspective, it would be difficult to fully appreciate the implications of what he has to say about interaction in language classrooms. As an introductory chapter on the roots of CA in ethnomethodology, the chapter could stand alone, and could be recommended to anyone who might need a short introduction to this type of research.

Chapter 2 compares different approaches to the study of classroom discourse, the two main approaches compared being CA and Birmingham School Discourse Analysis. His somewhat critical stance on Birmingham School DA in earlier writing has moved on to a position in which he sees CA as 'incorporating DA', something which may not be met with unanimous agreement by scholars working within that tradition. He also describes the communicative approach as a perspective on classroom discourse, which seems rather odd as it is after all an approach to language pedagogy rather than a research methodology. However, this allows him to focus on some of the weaknesses of this approach, as mentioned above.

The three central chapters, 3, 4 and 5 are where the machinery of conversation analysis is used to provide a description of the interactional architecture of the language classroom. Using the central CA concepts of turn-taking, repair and preference organisation, he describes the interactional 'fingerprints' of each of four classroom 'contexts'. Deriving from his original PhD work, these contexts are different interactional environments which teachers and learners 'talk into being' and which are both projects and products of the institutional reality of language classroom teaching. These contexts are Form-and-Accuracy, Meaning-and –Fluency, Task-Oriented and Procedural. The main insight here is that the language classroom, far from being one context, is a site of variable and dynamic contexts in which the teacher's pedagogical objectives need to take into account the institutional interactional realities which all participants orient to and talk into being.

One distinct advantage of the CA methodology is that it is capable of describing the context of L2 classrooms at three different levels. At the micro-level, it can explicate the unique sequential environment of any stretch of classroom interaction, showing how participants create the context on a turn-by-turn basis. At what might be called a 'mezzo' level, it can describe the interaction as an instance of one of the four classroom contexts and investigate what it might have in common with other examples of this context from the same or a different data set. At the more macro-level, any piece of L2 classroom interaction will display what Seedhouse describes as the three 'interactional properties' deriving from the institutional goal, which is that "the teacher will teach the learners the L2" (p.183). These three properties are:

- Language is both the vehicle and object of instruction.
- There is a reflexive relationship between pedagogy and interaction, and interactants constantly display their analyses of the evolving relationship between pedagogy and interaction.
- The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way.

These three properties are a useful reminder perhaps of the limitations of some 'stronger' versions of CLT, but, apart from the first one, they would not need much adapting to be true of any classroom interaction, in any subject.

Chapter 6 places the CA approach to classroom interaction within the context of applied linguistics, describing how CA can be a practical tool in a wide range of fields, such as the design of language teaching tasks and materials, proficiency testing, and speech therapy to name a few examples. Rather than being antagonistic to other research perspectives, he sees CA as being compatible with other approaches such as Applied Linguistics, SLA, critical discourse analysis, ethnography and psychology. In contrast to what some researchers have seen as an opposition between CA and ethnography, for example, he envisages a role for CA in first providing "a warrant for invoking the relevance of contextual factors and constructs" (p. 261) which can then be explored in an ethnographic approach. He also sees the erstwhile antipathy of CA to quantitative analysis being abandoned, outlining (after Heritage, 1999), ways in which statistical analysis can be used in CA.

Overall, the book is a cogent and coherent statement of the CA perspective on classroom interaction, bringing together ideas from a range of previous publications, updating them and integrating them into a convincing argument. It can be seen as a contributing to the continuing debate on the 'social turn' in SLA (Firth and Wagner 1997; Block 2003), and shares with other contributions such as Markee (2000) a concern to show how a CA

approach can throw new light on such important issues in SLA as recasts and focus-on-form instruction, and, more ambitiously, learning, by linking CA to sociocultural theory, particularly the notion of scaffolding. In its central concern with context, and the need to engage the emic perspectives of participants in ongoing classroom interaction, it can also be seen as an example of an 'ecological' perspective (Kramsch, 2002) on instructed SLA. The book has important implications for understanding what is possible in language classrooms as a part of educational institutions, and is particularly illuminating in challenging some of the tenets of communicative methodology. Given that CA attempts to describe the uniqueness of specific interactions, but uses what it claims is a 'context-free' machinery, and the fact that the data base is wide-ranging, the book is likely to have relevance for second and foreign language teaching across a wide range of contexts. It is a pity that Blackwell couldn't have been a little more lavish in the presentation of the book, as it has a rather basic and 'low budget' feel (the lack of back-cover blurb gives a feeling that something is missing), but apart from that, it is relatively easy to find one's way around and the index is fairly reliable.

References

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Seedhouse, Paul (2004) *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. **Blackwell - second review**

A groundbreaking book in the emerging field of Conversation Analysis for Second Language Acquisition (CA for SLA), which I know has already been used quite extensively as a textbook in advanced graduate classes at several British and American universities. Currently, there are only 2 or 3 other book length treatments in this area and this publication is a notable addition to the list. It is highly original in several ways: for example, it does a very good job of providing an account of the methodological and substantive issues in CA for SLA that is not only well informed and persuasive for specialists but also highly accessible to applied linguists who are new to CA. This book is also the first to give a comprehensive conversation analytic account of second language classroom interaction as a form of institutional talk. And the analyses are based on a particularly large and diverse database of empirical materials from many different countries. This is a notable strength of the book, since most writers in the CA for SLA literature tend to have access to much smaller collections of data.

It is for these reasons that I believe that this book is a very worthy contender for the BAAL Book Prize 2005. It is already making its mark as a reference for specialists and as a required reading for graduate students who wish to obtain advanced training in CA for SLA. In the larger scheme of things, this is important because CA for SLA is an area of applied linguistics which is developing very rapidly. By short listing this book for its 2005 prize, not only would BAAL be recognizing one of the rising stars in CA for SLA, but it would also be highlighting one of the most vibrant and important emerging specializations within applied linguistics. I therefore unreservedly urge BAAL to shortlist and, indeed, ultimately award this year's book prize to Paul in recognition of this rather important contribution to the field.

BAAL Book Prize 2005: List of Books Received

Publisher	Title	Author
Blackwell Publishing	Handbook of Applied Linguistics	Alan Davies & Catherine Elder
Blackwell Publishing	Multilingualism in the English Speaking World	Viv Edwards
Blackwell Publishing	The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective	Paul Seedhouse
Cambridge University Press	Chinese Englishes: A Sociolinguistic History	Kingsley Bolton
Cambridge University Press	Critical Pedagogies and Language Learning	Bonny Norton and Kelleen Toohey
Continuum	Worlds of Written Discourse	Vijay K Bhatia
Continuum	Second Language Conversations	Eds: Rod Gardner and Johannes Wagner
Continuum	Applied Linguistics as Social Science	Alison Sealey and Bob Carter
Edinburgh University Press	Literacy: An Introduction	Randal Holme
Edinburgh University Press	A Dictionary of Sociolinguistics	Joan Swann *et al*
Edinburgh University Press	New-Dialect Formation: The Inevitability of Colonial Englishes	Peter Trudgill
Hodder Arnold	Second Language Learning Theories	Rosamond Mitchell & Florence Myles
Lawrence Erlbaum	Ethnolinguistic Chicago	Marcia Farr
Mouton de Gruyter	Metalanguage: Social and Ideological Perspectives	Adam Jaworski, Nikolas Coupland and Dariusz Galasiński (Eds)
Mouton de Gruyter	Narrative as Social Practice: Anglo-Western and Australian Aboriginal Oral Traditions	Danièle M Klapproth
Mouton de Gruyter	Power and Politeness in Action: Disagreements in Oral Communication	Miriam A Locher
Multilingual matters	Cultural Encounters in Translation from Arabic	Said Faiq
Oxford University Press	A History of English Language Teaching	A P R Howatt with H G Widdowson
Palgrave Macmillan	Language and Identity: National, Ethnic, Religious	John E Joseph
Palgrave Macmillan	Language Policy and Language Planning: From Nationalism to Globalisation	Sue Wright
Pearson Longman	Making Sense of Grammar	David Crystal
Pegasus	Understanding English Spelling	Masha Bell
Penguin Press	Stories of English	David Crystal
Routledge	Language and Creativity: The Art of Common Talk	Ronald Carter
Routledge	Genetically Modified Language	Guy Cooke
Routledge	Intercultural Communication: an Advanced Resource Book	Adrian Holliday, Martin Hyde and John Kullman