



**British Association
for Applied Linguistics**

BAAL Book Prize 2007

The 2007 BAAL book prize was awarded to:

Rampton, Ben (2006)
Language in Late Modernity
Cambridge University Press

The titles short-listed for the 2007 BAAL Book Prize are:

Benwell, Bethan & Elizabeth Stokoe (2006)
Discourse and Identity
Edinburgh University Press

Holmes, Janet (2006)
Gendered Talk at Work
Blackwell

Rubdy, Rani and Saraceni, Mario (eds) (2006)
English in the World: global rules, global roles.
Continuum

Reviewer's Comments

Rampton, Ben (2006) *Language in Late Modernity*. Cambridge University Press - first review

This book sets forth the author's research on style and stylization among adolescents in urban settings. It examines how speakers in a London school draw on a variety of resources – a foreign language, stylized varieties of English, bits and pieces of media culture – in their everyday activities; the kinds of conversational inferences evoked by these practices; the ways they contribute to situated meaning-making; and their implications for the relevance of macro-sociological concepts, in particular social class and gender, to the pupils. With respect to applied and more specifically educational linguistics, the book examines the tension between classroom discourse and students' engagement with media culture, approaching this tension from the perspective of students.

More than a descriptive account of linguistic variability and interactional practice in a part of the London speech community, I see the book's merits in that it outlines a research agenda for contemporary interactional sociolinguistics. What is distinctive to this agenda is the theoretical and methodological connections it establishes within applied and

sociolinguistics as well as to other social-scientific disciplines. It is firmly rooted in the classics of the field (Hymes and Gumperz), and at the same time richly connected to contemporary cultural studies, sociology of late modernity, and educational theory and policy. It works with ethnography and analysis of verbal interaction, yet also integrates variationist analysis, demonstrating how the long-standing gap between quantitative and qualitative approaches in sociolinguistics may be bridged. It maintains the classic focus of the field on code-switching and style-shifting, but also considers the interactional appropriation of media and popular culture. It offers methodological reflection on concepts such as activity, genre, performance, and ritual, as well as on more practical issues of analysis such as how to distinguish stylized from non-stylized utterances (cf. Ch. 7). In conclusion, the potential of this book to set directions for interactional sociolinguistics would fully justify its nomination for the BAAL Book Prize 2007.

Rampton, Ben (2006) *Language in Late Modernity*. Cambridge University Press - second review

This book is a study of what interaction in the contemporary classroom can tell us about late-modern society – and how such interaction can be made to yield this kind of information. The author's large-scale empirical investigation is broadly sociolinguistic, involving sociology, anthropology, cultural and educational studies as well as linguistics. Against the background of a critical analysis of recent developments in British educational policies, an impressively wide range of cross-disciplinary theories of interaction in general, and interaction in an educational setting, in particular, is brought to bear on the deconstruction of established ideas about young people and identity, their learning experience at school and their relationship to authority, social class and popular media culture. The empirical data, collected in an inner-city high school, is original as well as extensive and varied, the investigative methods including qualitative, and (to a limited extent) quantitative, analysis of aspects of classroom talk, ethnographic interviews with teachers and pupils, and field notes.

After the initial presentation (Part I) of scope, empirical design and general structure of the study, including a discussion of central issues (late modernity in educational, linguistic and interactional theory) and analytical concepts such as "genre", "performance" and "stylisation", Part II deals with power relations manifested in urban classroom discourse and the influence of popular culture (pupils' humming and singing) in the classroom. Claims that contemporary media culture has undermined traditional authority relations are problematised, the data suggesting a "classroom settlement" where some pupils' commitment to school knowledge is balanced with a disregard for teacher-managed procedural decorum. Part III deals with the phenomenon of pupils improvising German in their Maths, English and Humanities lessons, interpreted as a symbolic reaction to the ritual intensity of their German lessons, i.e. as another manifestation of the tension between traditional pedagogy and classroom relations more agreeable to the pupils. Part IV, on the stylisation of social class, is about pupils using exaggerated posh and Cockney accents in particular situations, reflecting an awareness of class issues at work, thus contradicting claims that social class is no longer culturally salient in young people's lives. This result is supported by a quantitative analysis showing the degree of "posh" ("standard") to vary with the formality of pupils' routine interaction, though posh-Cockney stylization to mark fantasies and the grotesque require aspects of cultural studies for their (interaction-independent) interpretation.

In assessing the significance of the analysis, it could be objected that the title of the book is misleading: humming and singing, informal use of rudiments of a foreign language, and occasional posh/Cockney accent stylization, are fairly marginal aspects of "Language", and to most of the world outside Britain, the most pervasive feature of "Language in Late Modernity" is code switching to *English* as the (foreign) language of globalization. However, the real subject of the book is what sociolinguistic theory, on the basis of such findings, can tell us about (British) society and educational system in Late

Modernity. In dealing with this the author draws on his extensive knowledge of a vast cross-disciplinary literature. The analysis is careful, exploratory, well- (occasionally over-) documented and sensitive, therefore convincing. By way of conclusion, Part V (on methodological reflections) constitutes a perceptive and wide-ranging meta-discussion of the underpinnings of the study, confirming the impression that as a methodology-focused case study the book constitutes a major contribution to the *Sociolinguistics* of Late Modernity.

Benwell, Bethan & Elizabeth Stokoe (2006) *Discourse and Identity*. Edinburgh University Press - first review

This is a highly original and timely volume, which will be extremely valuable to scholars and postgraduate students working in the area of discourse and identity. The book is comprehensive and scholarly in its overview of how different disciplines and methodologies approach discourse and identity, and it has a very welcoming focus on practical applications to real data throughout.

The book is organised into seven chapters in two parts. Part I, entitled 'Approaches', focuses on describing and debating methodology, in particular how different methodological approaches (conversation analysis, membership categorisation analysis, critical discourse analysis, (critical) discursive psychology, narrative analyses) view and deal with issues of identity. Chapter 1 does an extremely good job in theorising the development of discourse and identity, as well as introducing discussions of key dualisms, particularly that of micro and macro analysis issues. The following three chapters in this part explore conversational identities (in ordinary talk), institutional identities (in institutional interaction) and narrative identities. In Part II, the authors specifically address identity construction in three areas (which they describe as 'Contexts'): the commodification of identities, as seen in 'texts of consumption' such as advertisements (Commodified Identities); identities located in space and place (Spatial Identities); and in virtual interactional environments (Virtual Identities).

The book's particular strengths can be summarised as follows: it covers complex territory in an accessible, coherent and illuminating manner; it does not shy away from 'big' questions surrounding the micro and macro level of analysis, the interplay of identity and discursive context, and the debates that have shaped and are shaping different methodological approaches; it provides excellent exemplification in each chapter of the discursive construction of identity in a range of spoken and written texts; it successfully engages with the subject area from a variety of positions, while avoiding merely scratching the surface of each approach; and it includes new and less obvious foci in discourse and identity work (particularly in Part II).

At times, we see in the book a balanced consideration of theoretical and methodological approaches (as in chapter 3). At other times, a particular emphasis on the analytical tools and merits of conversational analysis comes through; even then, however, the argument is backed rigorously by engaging with the key debates and by presenting convincing examples of interaction data.

One way of expanding the scope of this impressive volume would be to add a discussion of recent developments in the area of Feminist Post-Structuralist Discourse Analysis, which would further illuminate the conflicts and tensions in the discursive construction of *gender* identity in particular. An additional suggestion, perhaps for a future edition, would be to think about the way the book is structured: the rationale behind the presentation of the book in two parts is not entirely evident, and the overlaps between the areas and key arguments covered in each of the two parts would make it appropriate to maintain the chapters outline, but not necessarily the Part I and II division.

Overall, this book makes a well-argued, insightful and original contribution to the fields of discourse studies and identity. The authors have filled a gap admirably, by bringing together different positions and approaches in this area, in a critical way. This book will

be an invaluable supplementary text for postgraduate students in many disciplines (psychology, language and linguistics, media and cultural studies, gender studies) and a much-needed resource for scholars.

Benwell, Bethan & Elizabeth Stokoe (2006) *Discourse and Identity*. Edinburgh University Press -- second review

Discourse and Identity is an extraordinarily ambitious and confident book, in that the coverage is both interdisciplinary and vast, but the two authors do manage to pull this off. I was impressed! It not only theorises and discusses the notions of *discourse* and of *identity*, but also looks at different ways of investigating these (CA, CDA, discursive psychology, critical discursive psychology, ethnomethodology, positioning theory), and also then locates all these, with appropriate interweaving, in different contexts. *Gender* is a frequent, and appropriate, focus almost throughout – though the book goes way beyond gender. *Discourse* as such is addressed in far less depth than *identity*. However, this I feel is appropriate, given the huge amount of recent work which focuses on discourse, and that fact that 'identity' is too often taken as something which does not need to be explored. *Identity* is then dealt with substantially and in detail, the authors looking usefully in Chapter 1 at historical understandings and understandings of *identity* within different disciplines. The authors have their own methodological preferences, we can infer, but the book is not over-polemical (the authors concede it is polemical at times!). There is a good balance between theory and well-chosen illustrative empirical data – most of it the authors' own.

All this means that that most researchers who read this book will find it in part an extremely useful source of revision (for them) of a range of theoretical concepts (including *performance* and *narratives*), and approaches/methodologies, and in part a mine of new ideas, insights, findings and indeed key topics. As such, it is particularly useful for linguists and discourse analysts who wish to wider their scope.

The different contexts (Commodified, Spatial and Virtual Identities) in Part 2 are in particular likely to be more or less familiar to different readers, a diversity which makes for a rewarding read. 'Spatial identities' for example was new to me, so this was particularly appreciated, and indeed this concern is very much in tune with current social and cultural studies more widely. I am unsure why 'Institutional identities' (Part 1) – a very interesting and though-provoking chapter - was not included in this list of Contexts. This selection of these particular different contexts means that the book is as up-to-date in terms of keeping up with the real world (as well as with current research concerns) as a book can be.

The cover of the book itself would get a tutor and her (postgraduate) class through a whole seminar, and (including the spine and back cover) is entirely relevant to the contents of the book. The book itself is (with very few exceptions) extremely well, clearly and indeed *carefully* written, with useful glosses, summaries, and 'looks forward' to next chapters. As such, it would make an excellent coursebook for a postgraduate module on Identity with a clear discourse/linguistic focus.

I have two (relatively small but non-minor) reservations about this book. One is that it lacks a conclusion: it stops abruptly after 'Virtual identities'. If even a book needed a Conclusion, it's this one! There are many threads (contexts, approaches) that could usefully have been brought together, if not 'tied up' – if only in a summary. I was also disappointed not to see a reference to gender in 'Virtual identities', for the simple reason that gender is very much an issue of cyberspace research, not just in terms of skill, dominance and access, but also in terms of whether identities performed on (inter alia) discussion spaces can be 'disembodied' and, relatedly, whether the internet is, or is not, a liberating space for women.

Holmes, Janet (2006) *Gendered Talk at Work*. Blackwell - first review

Gendered Talk at Work by Janet Holmes is applied linguistics at its very best. I firmly recommend that this publication is placed on the BAAL book prize shortlist this year.

Drawing upon the large-scale database collected as part of the *Language in the Workplace* project in New Zealand, this book brings together for the first time the key language and gender findings within this unique corpus. One of the most remarkable aspects of this book is the author's ability to engage with and appeal to such a wide range of audiences. It is an essential read for those interested in language and gender research, but it is also an extremely valuable resource for researchers who investigate gender in the workplace in a range of diverse disciplines, as well as being of general interest to all in the fields of sociolinguistics, pragmatics and discourse analysis. Furthermore, and perhaps most importantly for applied linguistics, this book provides an invaluable resource to workplace practitioners themselves. Holmes' accessible and engaging written style is fundamental in enabling such a diverse set of audiences to be successfully reached, a very difficult balance for any applied linguist to achieve.

The book commences with an outline of the overall importance of investigating gender and communication in the workplace, giving very clear summaries of the innovative manner in which the term 'gendered talk' is being defined and applied throughout the volume. Theoretical and methodological background detail are also concisely detailed. This initial chapter is then followed by five analytical chapters which present the reader with an extremely rich and varied amount of empirical evidence. Holmes manages to integrate both quantitative and qualitative analysis successfully, enabling a range of original arguments and convincing practical suggestions for resolving issues of workplace inequality to be made.

The focus of these individual analytical chapters falls upon workplace leadership, relational practice, humour, confrontational discourse and the role of narrative in workplace communication. The final chapter brings together the practical implications of all of these findings, and Holmes explicitly states her political commitment to changing the manner in which women are discriminated against in workplaces. She goes on to outline exactly how the findings in each of her chapters can be used as practical devices to help overcome the persistent problems of workplace gender inequality.

In terms of shortcomings, one rather minor down side is the publisher's decision to use endnotes for all references. This makes the reading process rather disjointed on occasions. Also, some of the analytical frameworks that are presented in the book have appeared in earlier publications, albeit in slightly different forms. Nevertheless, as mentioned at the beginning of the review, this is the first time that all of these innovative frameworks, ideas and practical suggestions for bringing about social change are brought together.

This book is the defining publication for the burgeoning study of language and gender in the workplace, and it is at the cutting edge of current applied linguistics research. I firmly believe that it will have a significant influence in a range of different fields for several years to come.

Holmes, Janet (2006) *Gendered Talk at Work*. Blackwell - second review

On first impression, this book appears not to make an original contribution to the field of gender and language, because it contains a number of chapters on gendered talk at work by Holmes and her colleagues that have already appeared over the last five years as articles and conference papers, and are thus well known to feminist linguists. The themes covered by this volume – relational practice, leadership talk at work, humour, storytelling and practices of contest, challenge and complaint in the workplace – have been circulated in a range of formats, as the References in the book attest. Certainly, the Wellington Language in the Workplace Project, which has financed the work of this

research team, has established a centre of expertise in the field, and inspired a prolific publishing output on this theme over the last few years.

Having said this, the advantage of this volume is that it synthesises many themes and strands in the work of Holmes and her colleagues, and produces these in an accessible, coherent and engaging format which should reach out beyond the realm of feminist linguists to applied linguists, discourse analysts and social scientists more generally. Holmes' work is clearly inspired by the work of Joyce Fletcher (1999) who coined the phrase 'relational practice' to apply to her study of gender in organisations in the US. But whereas Fletcher's work uses only observational and interview data in her study, and focuses on the behaviour of women in a single engineering company, Holmes' work is taken from an extensive database of authentic recorded data collected over seven years by members of her Project team. Her approach is to adopt a detailed micro-analysis of this speech data (comprising around 2500 interactions and involving over 500 people from diverse backgrounds) using an interactional sociolinguistic perspective. No other book in this small but growing field of gender and language in organisations can match the scope and depth of the investigation Holmes has conducted.

A strong merit of the book is that Holmes is prepared to be outspoken about her role as a feminist linguist. Based on her view that gender is a 'pervasive social category', she shows how gender works at all levels in the workplace to shape, reward and sanction the discursive behaviours of women and men. In the last chapter, 'Giving Women the Last Word', she adopts a more 'explicitly political position' in making the case that 'social transformation is a legitimate goal for a feminist linguist.' Here, she suggests that the value of her detailed micro-analysis of numerous workplace transcripts lies in her quest to demonstrate the 'diversity, complexity and richness of workplace discourse' and to reveal the ways in which women in particular are able to contest and erode negative stereotypes. In this post-feminist age, few feminists, indeed few theorists, are prepared to raise their heads above the parapet, and Holmes is to be praised for her understated yet determined bid to do so.

There are features in the book with which one could quibble. For example, beneath the delicate and nuanced theorisations Holmes offers, there is the enduring subtext that the author considers men and women to be essentially different, however adept leaders are at selecting 'masculine' or 'feminine' discursive strategies to suit their purposes. She appears to have exchanged the terminology of essentialism, apparent in her 1990s work, with the terminology of social constructionism, arguably the dominant ideology of mainstream gender and language research. For example, Holmes writes of Clara, a female manager, '[she] successfully creates a satisfactory space for herself as an effective leader in a masculine workspace, a way of doing leadership that does not involve negating her feminine gender identity.' In my view, this statement confuses Clara's biological sex with the *construction* of feminine identity through speech or behaviour, in that it assumes that if Clara is biologically female, her default position will be to adopt a feminine gender identity. This assumption is made repeatedly through the text, and the thinking behind it is never deconstructed. Additionally, Holmes has tended to dichotomise gender as 'male' and 'female', rather than perceiving it as a multiple, plural and potentially ambiguous range of subject positions, and in my view, this modernist, binary perspective undermines the critical challenge her work presents.

Despite these reservations, I consider that Holmes has once again produced a pioneering work which will influence and energise the work of other scholars in the field, and stimulate discussion and debate, such as my own above. In sum, this is a gentle, sophisticated and scholarly book which advances knowledge in the field, and graciously finds space for the significant contribution of other feminist linguists to her view of the world.

Rubdy, Rani and Saraceni, Mario (eds) (2006) *English in the World: global rules, global roles*. Continuum - first review

English in the World: Global rules, global roles, edited Rani Rubdy and Mario Saraceni and published by Continuum (2006), is a timely and valuable contribution to the literature of English Language Teaching (ELT). The book examines the impact that developing approaches to English around the world have on classroom practice. It focuses on the debate between standard English/native speaker models, world Englishes/localized models, and English as a Lingua Franca models. The editors have organized contributions from major researchers into a work that brings readers into the argument and leads them into the literature on the subject.

The book is divided into two halves, each with an introduction by the editors. The volume opens and closes with interviews. Tom McArthur, a highly published and perhaps under-recognized academic, is the subject of the opening interview, while Suresh Canagarajah, a major contributor to the field during the past ten years, is featured as the closing interview. The first part of the book is entitled *Conceptualizing EIL*, and treats theoretical approaches to English as an International Language (EIL). The second part of the book examines the pedagogical implications of EIL. This division is not only a convenient way of organizing the papers presented; it also reflects the interests and need of the market (those who are interested in applying theories of and approaches to EIL to the act teaching English).

The book provides excellent coverage of the field, integrating major approaches to EIL with related research on applied linguistics and English Language Teaching (ELT). The major focus of attention is on the contrast between a British or American standard/native speaker model versus world Englishes/localized model versus the English as a Lingua Franca model. However, post-colonial discursive approaches (as exemplified by Canagarajah on the one hand, and Pennycook on the other) receive some attention, as does Wierzbicka's cultural semantic/pragmatic approach, and Cummins' cognitive approach.

The interview with Tom McArthur introduces a broad overview of themes, balancing linguistic freedom and creativity against rules and the problem of intelligibility. Jennifer Jenkins, an important proponent of English as a Lingua Franca (ELF), gives a very clear explanation of her position. Barbara Seidlhofer addresses misconceptions about the ELF approach, arguing that ELF is tolerant of variation in English, and calling for awareness of global roles of English. The argument is good but could perhaps be better grounded with respect to specific comments made within the relevant literature. Luke Prodromou presents data on successful bilingual speakers of English, arguing that a grammatical standard is accessible to learners and therefore should not be subject to excessive simplification in ELF. Andy Kirkpatrick examines native-speaker, nativized, and lingua franca models of English, identifying strengths and weaknesses in each, and in the process giving a valuable map of the field. Peter K.W. Tan, Vincent B.Y. Ooi, and Andy K.L. Chiang argue against ELF, on the grounds that its implementation would involve the unnecessary multiplication of norms. Anthea Gupta favours McArthur's concentric model of English, and uses data from the Internet to illustrate patterns of grammatical and orthographical variation within and across standards.

Sandra Lee McKay begins the second part of the book with a discussion of EIL curriculum development. She questions the goal of native speaker competence, and the use of native speaker culture to inform instructional materials. Brian Tomlinson presents a thorough consideration of the problems encountered in teaching EIL, with comprehensive citations to the literature on this topic. He calls for the continued description of lingua franca uses of English, arguing that this will weigh more heavily in the balance against native-speaker and features-dominated testing favored by many ELT publishers. Nicos Sifakis introduces and analyzes norm-bound versus culture-bound approaches to language teaching. Norm-bound approaches are institutionalized, but culture-bound approaches offer tremendous potential for teachers and students to deal with questions

of identity and multiple paths to mutual comprehensibility. T.R.F. Tupas examines Philippino teachers' dilemma in balancing the power of a Standard English model vs. the flexibility of localizing English. The discussion is terminologically dense, but brings in the more ideological and political end of the spectrum of commentary. Joseph and Ramini apply the CALP/BICS opposition to the problem of the academic hegemony of English, arguing that a cognitive role can and must be given to indigenous languages within the ELT classroom. Finally, the interview with Canagarajah calls for a paradigm shift in ELT, which would complete a re-orientation from process to product that has been taking place in the literature on the subject for the past twenty years.

This publication achieves a balance between the theoretical approaches to English as an International Language, and the implications for teaching English. It is also comprehensive, and gives a good sense of the extent of the field, from native speaker models and Standard English, to world Englishes, to English as a Lingua Franca. There is no comparable book on the market today which combines theoretical sophistication, breadth of coverage, and direct relevance to English language teaching. It therefore rates highly compared to other important and valuable texts in EIL/world Englishes, including Jenkins (2003), McArthur (1998), and Kachru (1992). In my next session of World Englishes I intend to use this together with Y. Kachru and C. Nelson (2006).

The extent of the literature review is on the whole excellent, with experts in various sub-areas presenting their own work and those of recognized figures. Some of the contributions (Seidlhofer, Tan et al., and Gupta) do not place so great an emphasis on integrating their arguments with those in the existing literature, but this is offset by the quality and clarity of their arguments, particularly in Gupta's case, where the arguments are supported by the engaging and compelling primary data.

This volume is written in a clear and accessible style, and would be eminently suitable for teaching applied linguistics courses to undergraduate and graduate students. I intend to use this as a required graduate text and strongly recommended undergraduate text during my next course on World Englishes (taught to students in an English as a Second Language Endorsement Certificate programme). The text is very well produced, with a clear, unobtrusive, and legible typeface, good name and subject indexes, clear subdivision with bold sub-headings, and easily legible lists of references at the end of each chapter. The book will make a useful and teachable text, as it is easy to find citations to valuable articles and authors.

The book's originality lies in the way that it bridges between research on English as an International Language and the implications this has for classroom teaching. I strongly recommend it for the BAAL Book Prize 2007 shortlist.

Rubdy, Rani and Saraceni, Mario (eds) (2006) *English in the World: global rules, global roles*. Continuum - second review

The potential weakness of many edited volumes, i.e. to offer so much variety that they become an indiscriminating hotchpotch of thematically and stylistically rather diverse articles, is here turned into a major strength. The overarching theme of *English in the World* is in itself already "characterised ... by tensions between opposites" (p.17) as the editors observe in their introduction to the first part of the two-part volume, "Conceptualising EIL (English as an International Language)".

These tensions and the "diversity of views on the subject" (p.15) can be felt throughout the first six articles, in which major scholars in the field chart their positions towards English as a global language, and thus convincingly represent major theoretical approaches in the scholarly field. Jenkins, and Seidlhofer advocate English as a Lingua Franca, either concerning themselves with problems of mutual intelligibility in view of the international use of English (Jenkins) or attempting to do away with misconceptions on EFL ("ELF in the Expanding Circle: What it isn't"; Seidlhofer). The other papers in this section, by contrast, follow somewhat more traditional routes (with either successful

bilingual speakers, nativized varieties of English, or Standard English as their points of departure) and appear critical of Jenkins and, in Prodromou's case, especially of Seidlhofer's views of ELF. It does the editors credit that they are not shy of providing space to a critique of one contributor by another, and, incidentally, also of the book's own rationale (cf. Seidlhofer's comment that "in certain respects, it [the book proposal] misrepresented our research", p.40).

The theoretical territory is thus competently mapped out by the six articles and the introductory interview with McArthur. The second part is also sufficiently coherent, while the range of positions towards the "pedagogical implications of EIL" could have been larger. As it is now, the pedagogical deliberations offered concentrate on countries with post-colonial backgrounds. There is hardly a thought spent on how the desiderata formulated for e.g. Japan (by McKay), the Phillipines (Tupas), and South Africa (Joseph and Ramani) could be transferred into teaching situations in regions which lack this particular (historical) background, e.g. to Europe. Despite this drawback of a limited geographical range, the array of theoretical concepts the authors in this section base their articles on (ranging from models like norm-bound vs. communication-bound perspective, Bourdieu's cultural capital, the access paradox to three types of cultural information as framework, and also including literature from neighbouring scholarly fields like interlanguage pragmatics, code-switching, and postcolonial studies) is impressive.

Section 2 could have been followed by an answer or several answers to the repeated call for more data on the nature of ELF/EIL (made e.g. by Gupta). Sadly, more detailed empirical studies apparently have not been part of the book proposal's scope and are thus not to be found in this volume. There are merely on-off presentations of real-life data in e.g. Tupas's or Tan et al.'s articles.

As for the relation of this volume to other literature in the field, it is highly contextualised. Influential works by eminent scholars within the fields of ELF, EIL, World Englishes etc. are quoted in all essays (Brutt-Griffler 2002, Canagarajah 1999, Crystal 1997, Pennycook 1994 and 1998, Phillipson 1992 and 2003, Tollefson 1991, to name just a few monographs in alphabetical order) so that the almost total absence of three edited volumes on similar topics, i.e. Gnutzmann 1999; Knapp 2002 and Meierkord 2002; Mair 2003, is all the more conspicuous. It can only be speculated about why these volumes, which also contain contributions by some authors represented in *English in the World*, are not relied on more often. They would have provided a good backdrop for the present volume, with their focus on didactic issues of global English (Gnutzmann 1999), on lingua franca communication in general (Knapp and Meierkord 2002), and the politics of World English (Mair 2003) respectively.

One aspect in which this book definitely falls short of expectations and shortlist requirements, however, and which made me very reluctant to recommend *English in the World* to be shortlisted is its sloppy technical execution, especially with regard to spelling and referencing. It is outright tedious to encounter the names of important researchers and scholars in the field consistently mis-spelt (and not just in one paper but in several), as it happened with Seidlhofer (Seildlhofer or Seidlehofer), and Alpte(r)kin, Bamg(a)bose and Prod(r)omou share this fate. In times of automatic indexing, this then results in the curious fact that Seidlhofer – despite exhaustive mention -- receives only one entry in the index (and this is spelt wrongly as well). Literature references are sometimes missing from the individual articles, something more careful proofreading could have easily avoided (cf. p.89 and p.93 respectively). In another case incidentally, also related to a work by Seidlhofer, a spelling mistake results in an unintended pun on the concept of Basic or BASIC English (by Ogden 1935), which Seidlhofer dealt with in her previous essay in Knapp and Meierkord 2002. While she spelled it with a small letter at the beginning of "basic" there, the present volume entertains us with "Some *Basic* questions" (see p. 49, emphasis added), which is perhaps to be preferred but still a spelling mistake. Overall, this sloppiness obfuscates the otherwise appealing visual appearance of the book with its pleasing and thought-provoking cover (featuring a globe in quotation marks).

The technical reservations notwithstanding, the book does succeed in beautifully capturing all the major conceptual fault lines of the area (unity/diversity, monocentric/pluricentric models of EIL for the future, the role of Standard English vis-à-vis English as a Lingua Franca etc.), and constitutes a fairly original contribution to the field. In this respect of originality, the genre mix this volume presents -- articles, and the interviews conducted with McArthur and Canagarajah, which frame the entire volume and mirror each other's views interestingly -- deserves also to be mentioned as a *forte*.

References

Gnutzmann, Claus, ed. (1999): *Teaching and Learning English as a Global Language. Native and Non-Native Perspectives*. Tübingen: Stauffenburg.

Knapp, Karlfried, and Christiane Meierkord, eds. (2002): *Lingua Franca Communication*. Frankfurt: Lang.

Mair, Christian, ed. (2003): *The Politics of English as a World Language. New Horizons in Postcolonial Cultural Studies*. Amsterdam, etc.: Rodopi.

BAAL Book Prize 2007 List of Books Received

Author(s)	Title	Publisher
Laurie Bauer, Janet Holmes and Paul Warren	Language Matters	Palgrave
Bethan Benwell and Elizabeth Stokoe	Discourse and Identity	Edinburgh University Press
David Block	Multilingual Identities in a Global City: London stories	Palgrave
Louis-Jean Calvet	Towards an Ecology of World Languages	Polity
Ronald Carter and Michael McCarthy	Cambridge Grammar of English	Cambridge University Press
Siobhan Chapman	Thinking About Language	Palgrave
Gibson Ferguson	Language Planning and Education	Edinburgh University Press
Glenn Fulcher and Fred Davison	Language Testing and Assessment	Routledge
Caroline Ho, Peter Teo and Tay May Yin (eds)	Teaching the General Paper: strategies that work	Pearson Longman
Janet Holmes	Gendered Talk at Work	Blackwell
Rebecca Hughes	Spoken English, TESOL and Applied Linguistics	Palgrave
Ulrike Jessner	Linguistic Awareness in Multilinguals	Edinburgh University Press
John E Joseph	Language and Politics	Edinburgh University Press
Lia Litosseliti	Gender and Language	Hodder Arnold
Janet Maybin and Joan Swann	The Art of English: everyday creativity	Palgrave
Miriam Meyerhoff	Introducing Sociolinguistics	Routledge
Alison Phipps	Learning the Arts of Linguistic Survival: languaging, tourism, life	Multilingual Matters
Chiew Kin Quah	Translation and Technology	Palgrave
Ben Rampton	Language in Late Modernity	Cambridge University Press
Beatrice Szczepek Reed	Prosodic Orientation in English Conversation	Palgrave
Rani Rubdy and Mario Saraceni (eds)	English in the World: global rules, global roles	Continuum
Jan Svartvik and Geoffrey Leech	English – One Tongue, Many Voices	Palgrave
Scott Thornbury and Diana Slade	Conversation: from description to pedagogy	Cambridge University Press
Kris van den Branden	Task-Based Language Education	Cambridge University Press
Eddie Williams	Bridges and Barriers: language in African education and development	St. Jerome
Nicola Woods	Describing Discourse	Hodder Arnold
Alison Wray and Aileen Bloomer	Projects in Linguistics	Hodder Arnold