BAAL News

Issue 100
Spring 2012
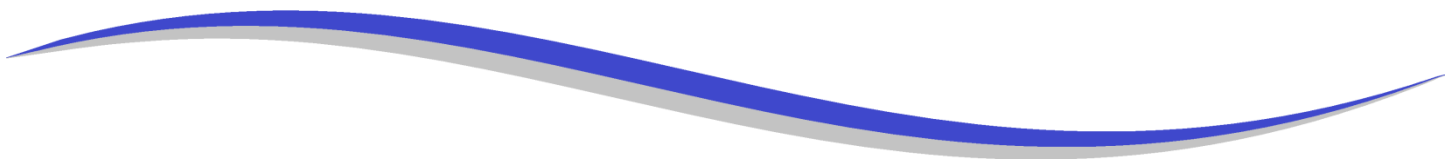
Obituary: Richard Pemberton (1957 - 2012)

It is with great sadness that we mourn the loss of our colleague and friend, Richard Pemberton, who died peacefully in his sleep on 19th January 2012, following his battle with an aggressive form of prostate cancer. Our sincere condolences are sent to his wife, Norma, and children, Natalie, Leon and Louis, as well as to his mother, sisters and wider family.

True to form, he was modest about his background; the son of a clergyman, he won a scholarship for Eton and read Classics at Cambridge. He also did an MA at Leeds and gained his PhD from Swansea. His desire to become a teacher started, however, at the age of 17, when he took his gap year in Lesotho and worked in a school there – an experience which he found richly rewarding and which stayed with him throughout his life.

Until his death, Richard was an Associate Professor in TESOL at the University of Nottingham in the School of Education, teaching on Masters programmes, supervising PhD students and undertaking research. He took up this post in January 2006, after nearly 15 years at Hong Kong University of Science and Technology, where he was responsible for setting up and coordinating the Self-Access Centre , and was Principal Investigator of two major projects: Through Other Eyes, a CD-ROM program aimed at developing interview skills in English for Hong Kong students, and Virtual English Language Adviser (VELA), a global online resource that provides user-specific advice for learners and teachers of English. Before that, he taught ESL for 8 years at secondary level in the UK and Zimbabwe and at tertiary level in Papua New Guinea (University of Technology).

Richard's research interests and publications related broadly to autonomy in language learning, and more particularly to self-access learning and the use of compu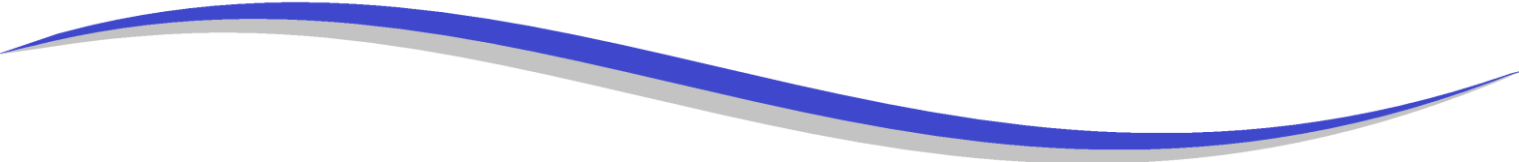ters, video and mobile technology for learning. He was an active and loyal member of BAAL, a frequent presenter at BAAL and other international conferences, and a member of the association's executive committee from 2008 until he resigned through illness in early 2011.

Richard's reputation in the field of autonomy in language learning was well established when he joined the School of Education at Nottingham University, and he immediately set about winning friends with his open and collaborative approach to work, his energising entrepreneurial spirit and his engaging sense of humour. His intellectual strengths and attention to detail were impressive. He also impressed with his commitment to work, and there are many awe-inspiring stories of his ability to work into the wee, small hours - sometimes, it is rumoured, even camping overnight in the office! He was interested in anything hi-tech and set up a number of innovative projects. He could never say no to anything that sparked his interest…and a lot did.

He was also interested in people. He gave his masters and PhD students time and attention beyond the call of duty, and they adored him. In fact, he continued working with his PhD students by Skype and e-mail almost to the end.

Of course, work was not his only interest in life; he was a stalwart of the lunchtime salsa dancing club. He was an accomplished salsa dancer of the Cuban style and taught his colleagues many fancy moves. He led some legendary lunch time classes. Richard was also a star player in the School of Education's Five-A-Side Football team, and even dabbled in lunch time Scottish dancing at one time, though perhaps the less said about that, the better.

On a more personal note, Richard was the sort of person one is always glad to have in the room. He brought ideas, warmth and a wicked sense of

humour. He was a masterful story-teller, and his - often self-deprecating- tales caused much hilarity.

On learning of his 'condition', as he called his illness, he set up a blog to share his findings, his experiences, his thoughts, and philosophy about life. This blog became a remarkable and moving testament to the spirit and courage of the man while on his cancer journey, and an inspiration to all those who read it.

Perhaps the most remarkable thing about Richard was his ability to remain stoical and, even, cheerful in the face of his illness. He joined a course called 'The Healing Journey' in London for fellow cancer sufferers, which he recommended highly, and attended weekly meetings there.

One week he announced he was giving it a miss. When asked why, he said, 'This week it's all about dealing with resentment, and I can't relate to that. I don't have any resentment. I've had a lovely life.'

Richard will be sorely missed, not only by his family, but by all the people whose lives he has touched.

Barbara Sinclair
(Adapted from her eulogy given at Richard's funeral service on 31st January 2012.)

BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

N E W S L E T T E R

No. 1 March 1976

EDITORIAL

One of the most useful services which BAAL could perform for its members
is that of providing a fairly rapid and unpretentious channel for the exchange
of information, ideas and opinions on all aspects of Applied Linguistics. Many
workers in this field find that they are attempting to straddle a large number
of disciplines and that they are increasingly dependent on other workers with
expertise in these disciplines for simple information about what to read in a
limited amount of time. This first issue of the newsletter contains two
surveys of recent literature, one on clinical linguistics, and one on discourse
analysis. Similar surveys are in preparation for later issues, and offers
from BAAL members interested in contributing to this service will be received
most gratefully by the editor. It is envisaged that this sort of article
will be the main feature of subsequent newsletters, but offers and suggestions
of other contributions will be welcome. Short reviews and notices of recent
new books of general interest, detailed accounts of textbooks and teaching
materials which are being used, reports of research in progress, requests for
information - all these will be equally welcome.

Clearly, this is the sort of activity which can only develop with the
active support of BAAL membership. We have no doubt that members will find
the contents of this issue useful, and we are most grateful to those who
responded so rapidly to early invitations and requests for contributions. The
usefulness of subsequent issues will be entirely dependent on the number of
offers of contributions - of all kinds - made over the next few months.

Editorial

Dear BAAL members,

Thirty-six years after the publication of the first ever BAAL newsletter, the current issue is the 100th. We have used this anniversary edition to give the newsletter - which has come a long way from its typewriter-produced first to the current electronic copy - a bit of a make-over. Following a consultation with the membership, both online and during the last conference at UWE in Bristol, one of the key aims was to improve layout and readability - especially now that you are reading it on-screen.

On the previous page, we have reproduced the very first Editorial. The purpose of the newsletter has not changed: it exists to provide you with useful information about what is happening within the Association, and within the Executive Committee. Yet, today it competes with our active *baalmail* and the SIG-related email lists to some extent: with three issues a year, it cannot distribute information as quickly as the lists. What it can offer, however, is more detail and more depth. Our survey has shown that by and large, you are happy with what the newsletter provides, and we have received some very complimentary and encouraging feedback.

Two themes that emerged were a wish for an increase in book reviews, and an increase in academic articles. This is very much in line with the original purpose of the newsletter, but also poses a problem for the Exec and me as the newsletter editor: we are fully aware that in the run-up to the REF, publishing priorities for many of us lie elsewhere. But the newsletter can only ever be as good as the quality and quantity of its contributions. We can only publish book reviews if members are happy to write them, and we can only publish reports from BAAL or SIG events if members send them to us.

This editorial, then, is also a call for contributions: if you have recently attended a BAAL event (or are planning to do so) and would like to write a report on it, or if you would like to review one of the many available books (see end of our book review section), then please do so. Information on how to submit items can be found at the end of this newsletter.

The current issue includes reports from the various Exec members, the BAAL/CUP seminar programme for 2012, and, most importantly, an update and final Call for Papers for this year's BAAL conference in Southampton. And, due to popular demand, we have included four reviews of recent publications, too.

With best wishes,

Sebastian Rasinger
Newsletter Editor

Chair's Report

RICHARD PEMBERTON
It is with great sadness that I record the news of Richard Pemberton's death in January this year. He was an active and very popular member of BAAL, and is badly missed. Our thanks to his colleague Barbara Sinclair for her tribute to him in this newsletter.

RESEARCH EXCELLENCE FRAMEWORK (REF)
In consultation with members of the EC and the BAAL REF expert panel, I wrote and submitted a reply to the REF consultation in October. This is available on-line at

http://www.hefce.ac.uk/research/ref/pubs/2011/03_11/consult/summary.asp?u=umcsexntlaleqfzp&r=675

The main thrust of the BAAL response was to criticise the under-representation of applied linguistics on the Education Panel (UOA 25) and the apparent retreat from cross-referral. If our complaints are heeded, the hope is that an additional applied linguist will be among the extra assessors to be appointed to UOA 25 later in the process, and that some provision will be made for the many applied linguists whose work does not easily fit into the disciplinary structure of the panels. (Applied linguists are most likely to be submitted to Education (UOA 25) in Main Panel C, Modern Languages and Linguistics (UOA 28) and English Language and Literature (UOA 29) in Main Panel D.) There is a fundamental contradiction in my view between the REF's lip-service to the importance of cross-disciplinary work and its own tight disciplinary structure, and between its elevation of impact outside the academy and its marginalisation of our applied discipline.

ACADEMY FOR THE SOCIAL SCIENCES (AcSS)
Greg Myers is now BAAL representative to the Academy, and will report back to the EC. The next round of nominations for new academicians is in June, and I would welcome suggestions from the membership of BAAL for members whose names might be put forward.

APPLIED LINGUISTICS JOURNAL
The journal's new reviews editor (nominated by AILA in accordance with the constitution of the journal) is Melissa Moyer, Associate Professor of English Linguistics at the Universitat Autònoma de Barcelona. We wish her success.

MEDIA OFFICER
We are still intending to appoint a media officer and are re-advertising. We are looking for a person with a broad and balanced overview of applied linguistics, familiarity with and enthusiasm for social networking, and general all-round energy. Informal enquiries to me are very welcome.

SCHOLARSHIPS AND AWARDS
Can I remind members that BAAL has a number of awards (including the Christopher Brumfit International Scholarship, other UK Conference Scholarships, and the Applying Linguistics Activity Fund). Details can be found on the BAAL website and elsewhere in this newsletter. Please do apply for these if you are eligible, or draw them to the attention of eligible candidates.

Guy Cook
Chair

Membership Secretary's Report

BAAL is the biggest association of linguists in the UK and there has been an increase in our membership since this time last year. Specifically as per below:

BAAL includes 764 individual members (compared to 688 in Jan 2011) 540 are full members and 224 at a reduced rate (176 full time students).
The BAAL direct payment became active in 2006 and is becoming increasingly popular amongst BAAL members (210 members are now paying by direct debit compared to 164 members last year, thank you!).

The association includes 11 associate and 22 institutional members, the three newest ones are:

Leeds Metropolitan University,
South West Wales Centre for Welsh Language,
University of Central Lancashire

Overall, a number of new members joined the association at/after our 2011 annual conference. A warm welcome to all the new members who have recently joined BAAL and all returning colleagues! Your membership also allows you to take advantage of the various discounts available to members. Do take a look at the web site at http://www.baal.org.uk for the most up to date information about BAAL events and benefits of membership

BAAL is keen to keep expanding its membership base and to further strengthen its voice. There is an application form on our website for a colleague or a student of yours who is not yet a member of BAAL!

Thank you for your continuous support and we hope you enjoy your membership

Jo Angouri
Membership Secretary

Postgraduate Development

The web activities have been maintained during the period after BAAL conference, which consists of posting relevant conference and workshop news on the BAAL PG mailing list aiming to encourage more postgraduates to participate in conferences and connect to BAAL. Leaving and joining of members to the above list was observed and general queries regarding travel funding for the conferences were replied to. In an attempt to increase participation, I invited interested people to join, e.g. a previous professor of mine who has many PG contacts through a regional applied linguistics forum named TELLSI. I expect signing up to the mailing list rises in the coming weeks in response to my call.

Majid Fatahipour
Postgraduate Liaison and Development Officer

Secretary's Report

Since the September elections I have ensured changeover of committee membership and the amendment of the constitution as agreed at the AGM. I have also ensured that the BAAL archive was moved to Warwick and have dealt with the usual range of secretarial tasks and queries.

Caroline Coffin
Secretary

BAAL/Cambridge University Press Seminar Programme 2012

The successful seminars this year will be held at the University of Leicester, University of Birmingham, and University of Leeds. Details are as follows.

UNIVERSITY OF LEICESTER

Language and social media: new challenges for research and teaching linguistics
26th-27th April 2012
Dr Ruth Page

UNIVERSITY OF BIRMINGHAM

Discourse and Technology: tools, methods and applications
17th-18th May 2012
Dr Nick Groom

UNIVERSITY OF LEEDS

Adult ESOL in Multilingual Britain
13th July 2012
Dr James Simpson

Two other seminars – to be held at the Open University and the University of Reading – have been offered a £500 float. Details of these seminars are below.

OPEN UNIVERSITY

English as a subject of study: or, what point is there in studying the English language?
June 2012
Dr Ann Hewings

UNIVERSITY OF READING

Vocabulary Knowledge in Academic Performance
19th – 20th April 2012
Dr Michael Daller, Dr Jim Milton, and Prof Jeanine Treffers-Daller

Caroline Tagg
BAAL/CUP Seminar Coordinator

Conference News

BAAL 2012 University of Southampton (1st – 3rd September 2011)

BAAL 2012 will be held at the University of Southampton. The conference theme is 'Multilingual Theory and Practice in Applied Linguistics' and plenary speakers include Kingsley Bolton (City University of Hong Kong), Aneta Pavlenko (Temple University, Philadelphia, USA) and Rosemarie Tracy (University of Mannheim, Germany). The conference is being organised by Professor Rosamond Mitchell and Dr Alasdair Archibald and other staff from the Centre for Applied Language Research and Modern Languages, at the University of Southampton.

BAAL 2012 will take place at Highfield Campus, the main University Campus, which is located in the northern inner suburbs of Southampton (2 miles from city centre). The campus is easily accessible by car via M3 and M27. Southampton also has very good rail services to Southampton Central (from the southwest) and to Southampton Airport Parkway (from London and the north) and the Unilink bus service provides direct buses to the campus from the city centre and from Parkway. Southampton airport has a good range of regional services and is located next to Parkway station.

Banks, Waterstones bookshop and a post office are located en route between Glen Eyre (the delegate accommodation for BAAL 2012) and the Highfield campus. The Jubilee Sports Centre on campus offers a 25 metre swimming pool and gym facilities (admissions payable separately). The campus is adjacent to Southampton Common, a 300 acre natural park excellent for walking/ jogging.

Abstracts are welcome in any area of Applied Linguistics, should be interesting and innovative in some way, and should be of scholarly and academically good quality and indicate clearly objectives, method(s), and results where appropriate. Abstracts which address the conference theme will be particularly welcome.

DEADLINE FOR RECEIPT OF ABSTRACTS:
31 March April 2012

Please go to the BAAL conferences webpage for a more detailed call for papers and to submit your abstract: http://www.baal.org.uk/baal_conf.html

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Future Conferences:
- **2013**: 5-7 September, Edinburgh, Scotland (Heriot-Watt University)
- **2014**: 4-6 September, Warwick University

Dawn Knight
Meetings Secretary

Funding Opportunities

BAAL offers a variety of funding for scholars to attend the annual conference. For information about the Christopher Brumfit International Scholarship, open to all international scholars attending the conference, please see the following page.

BAAL also offers 10 UK conference scholarships, which will be awarded to the 10 highest scoring scholarship applicants (in terms of reviewer rating). Please see http://www.baal.org.uk/funding.html for details.

The Christopher Brumfit International Scholarship

Following the death of Professor Christopher Brumfit in 2006, many BAAL members expressed a wish to set up a funded scholarship to commemorate his outstanding contribution to the association and to the discipline of applied linguistics as a whole. Accordingly, The Christopher Brumfit International Scholarship was established with the aim of providing an award for an applied linguist from outside Britain who would not otherwise have funds to do so to attend the BAAL Annual Meeting. Applications are particularly welcome from applied linguists working in Africa, where Professor Brumfit worked during his early career, and where he sought to promote educational opportunities throughout his life.

Candidates wishing to apply for the scholarship should submit an abstract in the usual way, indicating clearly on their submission that they wish to be considered for the Christopher Brumfit Scholarship, and providing a statement about their financial need for the award. (This does not preclude concurrent application for other BAAL awards, which should also be mentioned on the abstract, although only one award can be made to any individual.)

Thanks to the continuing generosity of its supporters, the fund has been able to make an award every year since 2007. However, it would welcome further donations, large or small. If you wish to support the Christopher Brumfit International Scholarship, please send a cheque for any amount to:

Jeanie Taylor
The Christopher Brumfit International Scholarship
BAAL Membership Administration
PO Box 6688
London SE15 3WB

Cheques and money orders should be made payable to 'BAAL'. If you wish to pay by credit card, complete the credit card payment form below and send/fax it to Jeanie Taylor at the above address. The website is not secure so we would prefer that it was not used to make donations. A number of donors have also committed to making annual donations through standing order, and further details of how to do this can also be obtained from Jeanie Taylor at the address above.

If you are a UK tax payer we can reclaim the tax on your donation. Please consider allowing us to claim Gift Aid tax relief on this. Just complete the Gift Aid form from on the website and return to our administrators.

Thank you!

Special Interest Groups

VIRTUAL MEETING

Getting all ten SIG Convenors together to discuss issues of interest to all SIGs has always been a problem. A meeting of a good number of SIG Convenors was achieved in 2010 but has not been possible since. As a face to face meeting seemed impossible again this year, we tried to meet by video conference using WebEx hosted at the University of Warwick. This took place on Thursday 5th January 2012. Four of the ten SIG Convenors were able to join the meeting and we discussed various issues for about three quarters of an hour. A recording of the meeting and an e-mail summary of the discussions were sent to all Convenors. At the meeting it was agreed that the wiki should be opened to other members of SIG committees.

NEW SIGS

There were no proposals received for new SIGs in 2011. An enquiry about a 'Language and Region' SIG was made but not pursued.

E-SEMINARS

In September 2011 I interviewed Tom Van Hout (Membership Secretary of LEF) by Skype about how he runs e-seminars for LEF. LEF run successful e-seminars every three or four months. The interview will be disseminated to the SIGs.

RECENT EVENTS

The following SIGs have had events recently:

GENDER AND LANGUAGE (GAL)
Gender and Language in the Public Space
Date: 20th September 2011
Venue: Centre for Interdisciplinary Research into Language & Diversity, Aston University, Birmingham, UK

TESTING, EVALUATION AND ASSESSMENT (TEA)
Innovative approaches to language testing research
Date: 18th November 2011,
Venue: The University of Warwick, Westwood Campus

CORPUS LINGUISTICS
Introduction to Dexter Free tools for the coding and analysis of language data.
Date: 9th December 2011
Venue: George Eliot Building, Coventry University

FUTURE EVENTS

INTERCULTURAL COMMUNICATION SIG (IC SIG)
Intercultural Communication in International contexts – training and development, practice and research
Date: 17th and 18th May 2012
Venue: Michael Young Building, Faculty of Business and Law, The Open University

LANGUAGE LEARNING AND TEACHING (LLT)
Beyond The Beginner: Sustaining Second Language Learning
Date: 4th and 5th July 2012
Venue: University of Oxford, Department of Education

Tilly Harrison
SIG Coordinator

Web Editor's Report

The BAAL website is one of the relatively recent events in BAAL history, although it already has a long pedigree. The original web presence was a simple declaration of our existence, with supporting information about the association. It was not until the first Web Editor (Paul Thompson) was elected to the committee in 2001 that the website came to be seen as a increasingly vital part of the way BAAL works. We owe a lot of the current vision for the website to Paul's design work from those early days. Over the years, the website has seen many innovations. Some of them have not been completely successful, but others have become markers of the role that BAAL has in the broader linguistics community. The conference listing page, for instance, was introduced by Paul Thompson, and has remained a feature of the site ever since. Other innovations that have worked include the associates pages (2005) and the employment page (2006).

The interweb has changed the way that learned societies can "do business", and many of the traditional migraines of organisation have disappeared – or, at least, been reduced to mere headaches. BAAL is ahead of many other organisations in the publication of its conference proceedings in electronic form. The last paper publication was for the 2006 conference; we published on CD Rom for the 2008-2010 conferences; and the 2011 conference was the first online-only publication. All of these published proceedings are available on the conference proceedings page of the website. We are also hoping to encourage SIGs and seminars to consider electronic publication of proceedings, and I would be happy to discuss this with anyone who would like this to happen.

The original BAAL website design was overhauled in 2005 to take advantage of the new features of what

has come to be known as web 2.0. The simpler screens were replaced by a corporate blue-and-grey colour scheme and the structure of the website was revised to make it easier to navigate. A second redesign took place in 2010, when the blue-and-grey design was replaced by a web 3.0 yellow design, with interactive menus and a members-only area.

The BAAL committee is currently reviewing the design of the website once more – it is vital in the current interweb environment to maintain a fresh and consistent image, and the redesign of BAAL News means that the website should reflect the new ideas and approaches. The decisions made when parts of the website became members-only are being reviewed, and we may be moving more of our information services (such as the employment pages and the conference listing) back into the public domain. The membership list and the member discounts offered by publishers will remain password protected, but some of the more general services will be offered to a wider audience.

The website will continue to develop over the coming years: technology and fashions will change, and it is important that we remain a valuable and relevant resource for BAAL members. We hope, also, that it will continue to play an important role as the public face of BAAL.

Web Editors with dates:
2001-2004 – Paul Thompson
2004-2007 – Martin Edwardes
2007-2010 – Valerie Hobbs
2010-date – Martin Edwardes

Martin Edwardes
Web Editor

CLIE Report

This report covers CLIE activities from September 2011 – January 2012. The November meeting covered:

1) CLIE plans to commission a paper from Sue Ellis (UKLA) on the teaching of phonics to raise awareness of other options for teaching reading.

2) The UKLO has 260 schools registered. Following Round 1, Round 2 (advanced) will be at York University this year.

3) ALL TALK: materials to support 'A' level and GCSE 'Study of Spoken English' are now available. Some interest has been shown in developing a Scottish version. Members are invited to view it:

http://www.btplc.com/Responsiblebusiness/Supportingourcommunities/Learningandskills/Freeresources/AllTalk/default.aspx?s_cid=con_FURL_alltalk

4) The plans for the 100th meeting remain in two parts. The first will officially mark the 100th meeting in February and focus on 'stock-taking' and planning for the future. Of the former CLIE Chairs and Secretaries approached, Tom Bloor and Ewa Jaworska have so far accepted. The second part of the celebration: a forum for the British Academy is still in planning. An alternative event at the British Library with the theme of 'Linguistic Landscapes / languages in the UK' is also being explored. This might be a conference that draws on existing BL resources and leads to a longer lasting piece for the new CLIE website (http://clie.org.uk/). This might be something along the lines of a 100 tile grid of talking heads to reflect the diversity of the UK linguistic landscape and the importance of that diversity for education. A London based CLIEBL working group has been set up for this project.

The term of the current CLIE Chair (Graeme Trousdale, LAGB) will finish after the May 2012 meeting. According to the constitution, Chairs alternate between LAGB and BAAL. The BAAL Exec is therefore discussing a suitable candidate for this role.
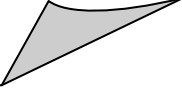
Esther Daborn
CLIE Secretary

Funding Opportunity: BAAL Applying Linguistics Fund

A new BAAL fund, Applying Linguistics, has been launched to support activities which link research and application. The fund will be available for a single activity or a series of connected activities that bring BAAL members (including students) together with research users (e.g. policy makers, teachers, companies, lawyers, police, community groups, health workers). Activities might include engagement events with research end users, collaborative preparation of dissemination materials, training, workshops, etc., and can take place in the UK or overseas.

Applications are invited from full and student members of BAAL to support activities taking place between June 2012 and May 2013. You may apply for the full amount of £10, 000 or for smaller amounts depending on the scale of your activity. The deadline for this round of funding is 31 March 2012. For more information see http://www.baal.org.uk/funding.html or contact Dr Tess Fitzpatrick (t.fitzpatrick@swansea.ac.uk).

BAAL 2012

1st - 3rd September 2012

University of Southampton

DEADLINE FOR RECEIPT OF ABSTRACTS:
31 March April 2012

Please go to the BAAL conferences webpage for a more detailed call for papers and to submit your abstract: http://www.baal.org.uk/baal_conf.html

For scholarships available, including the Christopher Brumfit International Scholarship, see page 8/9 in this newsletter and our website: http://www.baal.org.uk/funding.html

Reviews

Duchene, A. & Heller, M. (2008). *Discourses of Endangerment: Ideology and Interest in the Defence of Languages.* London: Continuum, ISBN: 978-1- 84706-32-9, 290 pages. £24.99

This edited volume comprises 13 chapters that consider discourses of endangerment. The editors' introduction, chapter 1, sets the scene providing an overview of the book's scope and purposes. In particular, the editors seek to "take some critical distance from this explosion of discursive material" (p. 2) on language endangerment. They go on to question the figure of 6,000 languages, around the world, and the idea of a language actually dying or disappearing. The editors are not alone in their scepticism. The Summer Institute of Linguistics (SIL), perhaps perceivable as one of the more deterministic faces of language endangerment studies, acknowledges: "The *Ethnologue* approach to listing and counting languages does not preclude a more dynamic understanding of the linguistic makeup of the countries and regions we report on" (http://www.ethnologue.com/ethno_docs/introduction.asp#language_id) and expands on this, e.g.: "Language endangerment is a matter of degree."

Muehlmann's chapter 2 examines "how environmental and linguistic discourses in the promotional materials of certain conservation programmes have converged through the keyword: 'diversity'" (p. 15). However, the term diversity is not actually discussed or defined in such a way that readers can see how it is being used in this chapter, and in the rest of the book. Or, are we to assume that there is a single meaning about we can or should all agree? The same can be said for essentialism.
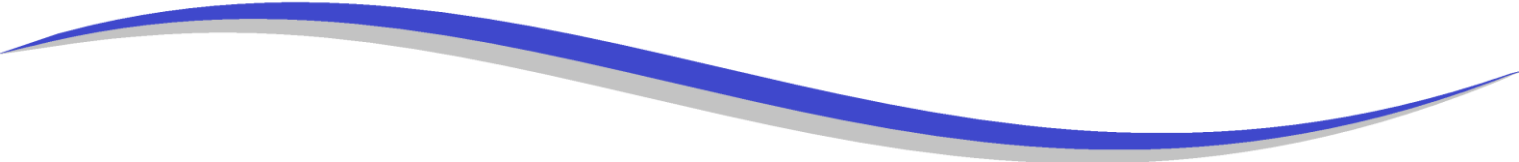
Patrick's chapter 3 attempts "to spell out how language rights, and the discourses surrounding them, have acted as just such a 'mobilizing force' in the struggle of Indigenous groups for greater autonomy" (p. 36). Only this chapter considers languages beyond Europe, but Canada is still a politically democratic, industrialised nation. The book does not deal with, what can often be, more complex highly multilingual regional or national contexts, especially postcolonial ones, in which language rights are often more acute particularly for politically marginalized groups.

Jaffe's chapter 4 "takes a critical look at discourses of endangerment in a particular ethnographic context (Corsica)." Its focus is on both the causes and consequences of essentializing discourses about language endangerment" and addresses "implications of essentializing discourses in the public and academic sphere" (p. 57). In mild defence of expounding a language as bounded, the opposite position can leave a group's language in danger of being subsumed, if this is not already the case. In Brunei, for example, languages accepted as officially indigenous are seen as dialects of Malay, despite being mutually incomprehensible with Malay, having separate properties and having being identified as belonging to linguistic sub-groups not related to varieties of Malay. This official position, of course, boosts the number of Malay speakers, while also denying recognition of the distinctiveness of others groups and their languages (Sercombe in press). (Jaffe does, however, point out this matter of boundedness and how it has also led to recognition of Corsican as a "language").

The aim of Maître and Matthey's chapter 5 is to relate "ideological frameworks" (p. 77) of the authors' disciplinary backgrounds to interviews undertaken about "the place of Patois within the linguistic repertoire of the local population" (p. 76).

Boudreau and Dubois' chapter 6 has the purpose of shedding "some light on how linguistic debates …

and … language survival … become ideologized and politicized" (p. 99) and show how these debates are seen by the authors as distinctively social. Interestingly, an articulate discussion resides in Edwards (2006), in which allusions are made to academic tourism, by which linguists might tub-thump on behalf of languages or language groups, without these groups ever really benefitting from this (something increasingly recognized by grant-giving bodies ,which may demand local involvement in applications for support in language documentation and revitalization).

Pujolar's chapter 7 undertakes "a critical analysis of a recent public debate on the future of Catalan language on the basis of a corpus of newspaper articles" (p. 121). The arguments, referred to in this section, appear to be as much about "struggles for power and resources", with reference to social groupings that are defined in narrow and unnecessarily exclusive terms.

Crowley's chapter 8 examines "the political roles of language on the island of Ireland" (p. 149). This binary positioning (rather than seeing matters in terms of a continuum or flow) is a way of incorporating languages into larger political debates.

Milani's chapter 9 argues "that the Swedish debate is not about language per se, but is a prime example of a complex *ideological* contention about conceptualizations of language practices" (p. 169), and links to categorizations such as "nation"," state" and "community". This is perhaps an issue of increasing concern, i.e. that of a national language whose domains of use are declining in the face of the increasing number of domains in which English is used. This can be seen elsewhere in, for example, Singapore with the ongoing decline in use of Malay, an officially national language.

Chapters 10 to 12 share themes in that they deal with the increasing linguistic complexity within particular nations, as well as citizens' concerns at the expanding number of languages they hear spoken around them - a sort of Babel-like position.
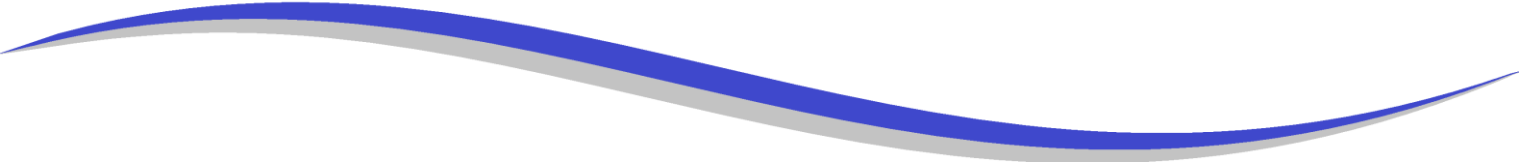
Schmidt's chapter 10 uses critical discourse analysis "to understand the origins and impacts of the political movement to defend English in an English-dominant world" (p. 197). This deals with a reverse situation in which a majority imagines others' use of the non-majority language as a threat to the majority and its language.

Similarly, Moïse's chapter 11 considers "how French is construed as an endangered language" (p. 216) in France, a country not famed for multilingual or multicultural policies. The author suggests how wider acceptance of France's varied ethnolinguistic make-up, concurrent with its minorities' desire for greater recognition, could lead to Frances being seen in more plural terms and, consequently, benefitting intergroup relations within the nation.

Valle's chapter 12 examines "a particular kind of discourse … in response to concerns about the possible fragmentation of Spanish, espouses not the elimination but the enthusiastic embrace of intralingual diversity" (p. 243), a novel means of protecting the position of the Spanish language in ex-colonial contexts.

Finally, Cameron's chapter 13 considers how "language endangerment has been able to move to the mainstream" (p. 268) in mass media news coverage. It provides useful insights into how the discourse of endangerment makes moral arguments to elicit sympathies about the death of languages on the basis of "facts" that may be dubious (in ways that the SIL, referred to above, also acknowledges, it should be noted) and by linking language and biological endangerment. I disagree that language death is necessarily unconnected to environmental

changes (in ways comparable to certain bird species likely becoming extinct because their habitat is disappearing – see p. 272). The Penan of Borneo, for example, are gradually losing the language associated with sago processing. Sago is disappearing from surrounding rainforest as logging removes tropical hardwoods (and a lot else). The Penan could still (if they wish) talk of sago processing in retrospectively sentimental and/or historical terms, but many do not (Sercombe 2010). This link may be one step further removed from that of bird extinction, but is no less real. The consequences, however, of the demise of an animal species versus that of a language are separate matters.

It is exciting to see such a book appear if it opens, reopens and foregrounds the debate on language endangerment, especially in these harsh economic times, when funding for the study and documentation of "small" languages may further diminish. However, it is not clear for or to whom the arguments, here, are being addressed. Examples of discourses of endangerment are examined and criticised, along with analogies about language endangerment's (purported) links to threats to biodiversity. However, it is not really made clear how language endangerment is conceived of in this book which, one would have thought, would be one of the bases on which the chapters are set. It seems a pity, too, that there is not greater reference to or consideration of language situations in some of the world's more linguistically complex areas, tropical regions in particular. There are also errors in referencing, which more careful proofreading might have prevented.

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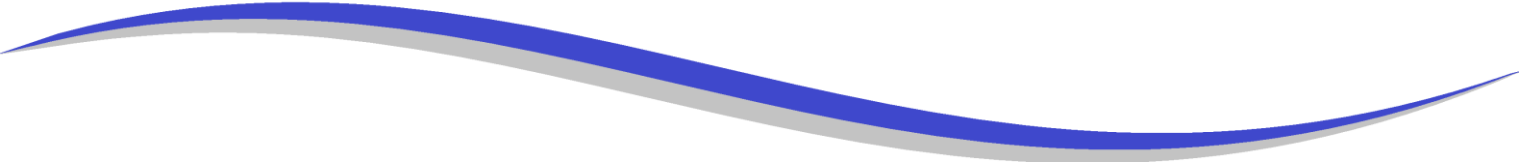
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Jewitt, C. (Ed.). (2009). *The Routledge handbook of multimodal analysis*. London: Routledge. ISBN: 978-0-415-43437-9. £85.00.

Multimodal and *multimodality* are retronyms, that is, words created to name possibilities that were previously hidden in existing objects or concepts. Common examples of retronyms are *acoustic guitar* and *analogue watch*, names that had to be invented to distinguish the older versions from newer *electric guitars* and *digital watches*. Multimodal and its derivatives reflect a new reality, one in which the study of communication no longer is conterminous with the study of language.

Instead, language is only one of the possibilities for communication, and, in many cases, not the most important. Technology has helped make the varieties of means of communication visible. While the study of language has long recognised that writing is not inscribed speech, it has taken tools such as easily accessible video recording equipment

and computers that enable the seamless inclusion of images, while forcing a choice of typeface, rather than simply acceptance of the typewriter's default, that has made the multiplicity of communication means apparent. These communication means, or *modes*, are used in social interactions and include writing, speaking, gesture, dress, furniture design, architecture, and more. Once language is placed among other modes, the category opens and becomes hard to limit.
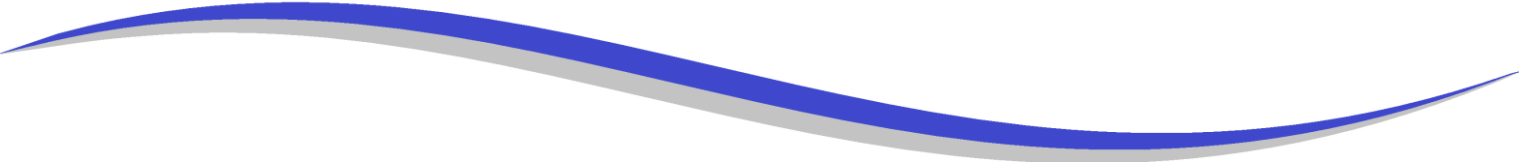
Carey Jewitt's excellent new collected volume, *The Routledge handbook of multimodal analysis*, provides a map and a toolkit for considering how we communicate. The volume is divided into four sections covering "Theoretical and methodological tools for multimodal analysis," "Key factors for multimodality," "Multimodality across different theoretical perspectives," and "Multimodal case studies." Each of these sections has five or six chapters that introduce methods for multimodal analysis, thoughtfully consider differing perspectives, and apply the analytic tools to illustrate the writers' methods. Each section concludes with suggestions for further reading and the book contains a glossary to help with unfamiliar terms. There is substantial cross-referencing, both within the book and to other publications so that readers can investigate the analytic schemes and develop their own applications.

Jewitt opens the book with two chapters that suggest the new parameters for the study of communication in the expanded field. In these chapters, she sets out assumptions that unify the contributors: that all communication is multimodal; that each mode does different work; that people draw on the possibilities of different modes to create meaning, and that both possibilities and meanings are social and context-bound. She also defines core concepts, such as *mode*, though these definitions are revisited throughout the book, as in

Gunther Kress's discussion, "What is mode?" (Chapter 4).

In the second chapter, Jewitt distinguishes among three theoretical stances to multimodality that the contributors take. One approach is related to systemic functional grammar. This takes the analytic approach to language of Halliday's grammar (e.g., Halliday, 1985) and adapts his categories to develop an approach to other types of communication, to show how meaning is systematically built up from lower level choices to higher, using the resources of the mode. A second approach is also related to systemic functional grammar, but adapts it in a looser form, emphasising social semiotic relationships. This stance places less emphasis on system networks, in which choices are laid out in diagrams, and more emphasis on the social context in which choices occur, and the motivation of users in making their choices. The traces of the mode (pictures, gestures, sounds, etc.) provide evidence of the sign-makers' interests. The focus of the analysis shifts from the system of the mode to the mode user or sign-maker and their interests. The third approach that is represented in the book is that of interaction analysis. This stance looks at the co-construction of meaning through multimodal interaction, seeking to trace the flow of meaning among participants in a context. The focus of multimodal interaction analysis is on "trying to rescue the 'said' of such discourse from its perishing occasions and fix it in perusable terms" (Geertz, 1973, p. 20), with "discourse" expanded to take in the full range of the "said."

Two themes emerge from many of the chapters. One is a recurring questioning of the suitability of a linguistic framework for the analysis of other modes. David Machin addresses this question directly and thoughtfully in "Multimodality and theories of the visual," chapter 13, but other authors address it tangentially. The logic of

grammar shapes many of the analyses, or, as in the case of van Leeuwen's discussion of singing as a mode ("Materiality and voice quality," chapter 5), the author highlights the differences between his analysis and grammatical analysis. Machin warns of a potential for "linguistic imperialism," the application of inappropriate categories from language to other modes of communication. He urges multimodal analysts coming from linguistics to look at the large body of studies, in fields such as art and semiotics, that have looked intensively at other forms of communication. Philip Rawson (1987), for example, approached drawing from an emic stance, "from the point of view of the maker of drawings," and sought to develop a descriptive language in which terms "designate things that can actually be found in drawings by looking, and … can be explained clearly and consistently" (p. vi).

The other theme that emerges is the embodied nature of communicative modes. Ron and Suzie Wong Scollon emphasise this aspect in their chapter on "Multimodality and language" (Chapter 12). They argue not only that modes are material and that all communication is multimodal, but also that modes are grounded in our physical, time-bounded experience. The Scollons point out that each sign, from spoken word to architectural monument, exists in a human framework of time ranging from a heartbeat to the solar year. Van Leeuwen similarly brings out the ways that the expressive qualities of the voice reflect the nature of the human body. This framework, built on the human body and its clock, may prove to be stronger than grammar, as Scollon and Scollon suggest.

If language is no longer the paradigm, the possibilities for understanding communication seem boundless. Perhaps because of the openness of the project of multimodality, promising tools that already exist, such as actant-network theory (Brandt & Clinton, 2002) and activity theory that might illuminate concepts such as Norris's *frozen actions* are only alluded to. In a similar fashion, in discussing "Multimodality and New Literacy Studies," Street, Pahl and Rowsell suggest the possibilities for ethnographic approaches to multimodal studies, but lack the space to illustrate these approaches. However, this book provides an invaluable guide to the unfolding possibilities of multimodality.

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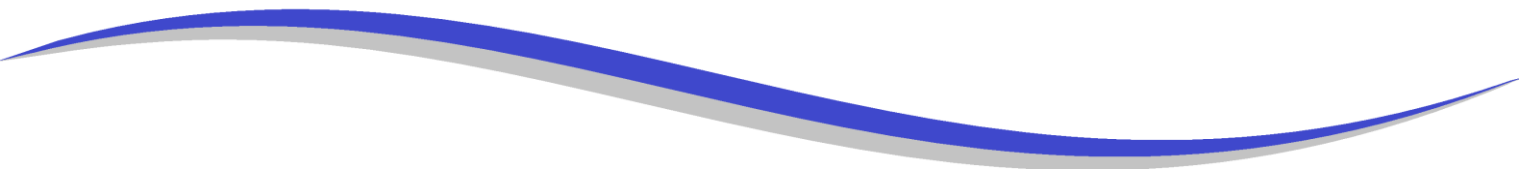Rawson, P. (1987). *Drawing* (2nd ed.). Philadelphia, PA: University of Pennsylvania Press.

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Gardner-Chloros, P. (2009) Code-switching. Cambridge: Cambridge University Press. ISBN: 978-0-521-68113-1, 242 pages, £19.99

The book opens with John Godfrey Saxe's (1816-1887) poetic version of a famous Indian legend, in which six blind "men of Indostan" each try to get the measure of an elephant, and in so doing arrive at quite different analogies of what it is: wall! spear! snake! tree! etc. This poem is of course itself an analogy for how code-switching has been interpreted within various sub-disciplines of linguistics. The more salient point is, however, that between them, these "men of Indostan" would have produced a more accurate interpretation of

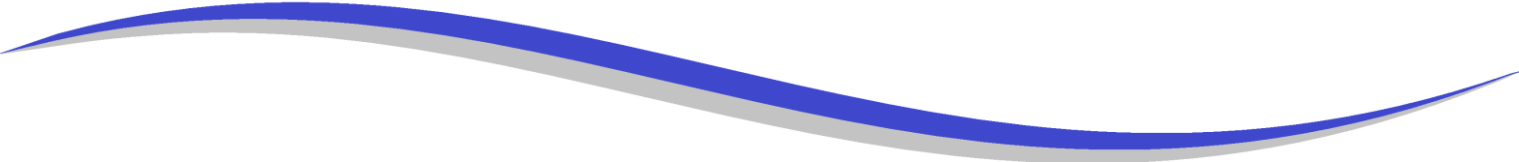the elephant than any single one of them in isolation.

This nicely-made point sets the tone of this book which takes a "common sense" (p. 7) approach to code-switching (CS). Instead of using data to advance one theoretical position, the author ranges over a variety of approaches to this phenomenon: from its relationship with language contact, to the social, conversation-based, psycholinguistic and grammatical approaches, and finally to CS acquisition. In doing so, she covers a huge breadth of literature on the topic. Such an approach also encourages, and indeed demonstrates, cross-fertilization of research. Myers-Scotton is well known for her Markedness and Matrix Language Frame Models, but these are rarely considered alongside, for example, Green's psycholinguistic "Control, activation and resource model", as they are here (Chapter 6). This same cross-fertilization is also evident in broader research questions, for example, how work on gender and CS intersects with politeness strategies (Chapter 4).

One inevitable result of this approach is that this book raises more questions than it can answer. Yet this is no fault as its *raison d'être* is not to settle debate, but rather to indicate how future advances in the field might be made. To this end, potential avenues of research are often flagged up, including: the code-switching strategies of L2 learners; the relationship between code-switching, convergence and language change; and, perhaps most prominently, the need for comparative studies in which language pairs are combined in different sociolinguistic settings, and different pairs in similar settings. Experienced researchers who may not be aware of relevant research from other perspectives will undoubtedly find these pointers useful, but for graduates students and junior researchers, they will act as an invaluable map of the field, signposting which corners of it are yet to be explored. For this latter group, there is also the salutary warning that

the mere collection of data-sets for their own sake "will no longer constitute the most productive application of research efforts" (p. 14).

This book is also likely to be of interest to researchers working in areas of linguistics other than CS, language contact or bilingualism. Although the chapters are analyses of the various methodological approaches to CS phenomena, the unifying theme of the book is of more universal interest: namely how CS research challenges the received structuralist wisdom of the inalienable discreteness of linguistic systems. In this respect, the author sets herself against the introspective methodologies and assumptions derived from the generative approach and applied to CS. She argues convincingly that strong proponents of, for example, categorical grammatical constraints in CS, or the necessity of a CS matrix language (Chapter 5), are either not taking into account the complete range of available bilingual data, or are speciously isolating CS research from other forms of bilingual contact, such as convergence, and even phenomena typically associated with monolingual discourse, such as style-shifting. Instead of an approach which views language in essentialistic terms, the author is clearly in the Le Page camp, seeking to understand "how individuals' underlying linguistic competence is *actually* organized, as opposed to how the "languages" which they officially "speak" might, in theory, mesh together" (p. 133; original italics).

This enquiring approach gives the book a lively quality. And this is complemented by an engaging use of multi-modal sources. Along with the typical conversational CS data one might expect, come analyses of: 20th century French Reggae lyrics (by "Raggasonic", apparently); script-switching in Japanese make-up advertisements or English-Hebrew religious newsletters; missives to the 15th century English King Henry IV; Spanish-language magazines from the USA; and examples from the letters of Cicero.

This liveliness is sustained throughout almost the whole book. The only chapter which is rather more hard-going – though no less-well researched – is Chapter 6, "Psycholinguistic approaches". The fortunes of any book which surveys a range of approaches to a topic inevitably rise and fall with the subject matter at hand. It is clear then that where great strides have been made in the analysis of CS from, for example, social and grammatical perspectives, less progress has been made in psycholinguistics. This the author acknowledges, pointing first to the unfortunate assumption, derived from generative linguistics, that each language in CS must be discrete, an instance, as she wryly cautions, of "different sub-branches of the discipline... building on one another's sand" (p. 114). Second, there is the methodological problem that naturally-occurring CS data is rarely studied by psycholinguists who still do most of their work from the confines of a laboratory. Certain measures, such as the analysis of voice onset time (VOT), do however demonstrate ways in which the psycholinguistic approach might converge with the methods used in socio-phonetics.

This book convincingly argues that the study of CS will be best served by collaboration amongst researchers from the various sub-disciplines of linguistics. To this end, there is an appendix on how to code and analyse multilingual data using protocols associated with the LIDES (Language Interaction Data Exchange System) project: a database accessible to contributing researchers – and evidence of the author practising what she preaches. One is left not just agreeing that each of the men of Indostan "was partly in the right / And all were in the wrong!", but that only by their collective efforts might the elephantine task of understanding CS be achieved.
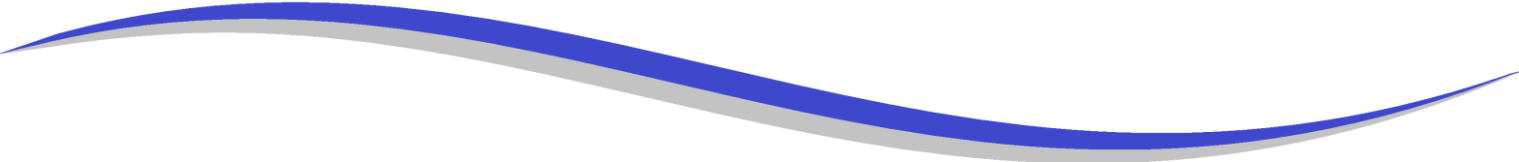
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Hunston, S. & Oakey, D. (eds) (2010) *Introducing Applied Linguistics*, **London: Routledge.**

The main book on the pre-reading list for my MA programme in 1990 was H H Stern's venerable tome *Fundamental Concepts of Language Teaching*, and as I ploughed through its 500+ pages I remember developing a sense of foreboding about my chosen course. In the twenty years since then, there haven't been many obvious candidates for 'essential pre-reading' – there are the well-known introductory language teaching manuals, some equally respected compendiums of SLA, and various handbooks and anthologies have appeared, but no single title that cash-strapped students could be morally required to buy before they embarked on their MA in Applied Linguistics/ ELT/ TESOL. Now there is.

Hunston and Oakey's 250-page primer is, in my view, just what the profession needed, and at under £20 is not much more than what my copy of Stern cost 20 years ago. The editors end their introduction with the promise to prospective readers that "when you start your course, you will know something about many of the issues that you are asked to study and you will be skilled in reading the discourse of Applied Linguistics" (pxiii-xiv). Their promise is justified because the book not only presents introductions to many different areas of the field, specially commissioned from some well-known and some lesser-known authorities, it also offers its own introduction to the chapters, focussing readers' attention on both key ideas and the way they've been written. So for example the chapter on 'stereotypes in intercultural communication' by Adrian Holliday is prefaced by a two-page introduction by the editors explaining the background to Holliday's discussion (e.g. the research tradition which investigates differences between 'individualist' and 'collectivist' cultures), a brief summary of Holliday's own arguments, and a note on the use of capitalized 'Other' as a noun or

verb, as commonly found in critical applied linguistics.

In fact if anything the editors' promise is too modest, because readers are also given the opportunity to develop skills in *researching* and *writing* the discourse of Applied Linguistics. In the book's second section, four chapters deal with different forms of research: questionnaires, transcribing spoken interaction, case-study interviews, and using corpora. These are not intended to be comprehensive guides but either raise issues that students need to consider in doing such research, or offer examples of actual small-scale research projects which use these techniques, with suggestions for further reading (except, curiously, in the case of questionnaires where only one other work is cited). A final section of the book provides training in aspects of academic writing which prove particularly challenging for Masters level students (both native and non-native speakers of English), such as noun phrases, choosing the appropriate verb to report others writers' words, referencing and editing skills. An answer key is provided for all the exercises, on the probably correct assumption that readers will be working with the book alone.

The main body of the book, though, are the 12 chapters in Section 1 on 'Key Concepts in Applied Linguistics', divided equally into three parts. Dave Willis opens the 'Describing English' part with a stimulating piece addressing what is likely to be one of the central concerns that students bring with them to MA courses: Why has it been so difficult to teach students to use English correctly? Or why, after 10 years of study in school and university, am I still unable to use English correctly? The answer, he suggests, lies in the complexity and extent of English grammar, which make it impossible to teach comprehensively, as well as in the fact that most learners of language naturally give more attention to conveying meaning than to accuracy of form. The

chapter therefore provides a theoretical grounding for later chapters on teaching methodology. The remaining chapters in this section focus on English vocabulary, grammatical metaphor, and conversation analysis. Again, to emphasize how apt the choice of specific focus is in many of these chapters, I would cite David Oakey's piece on English vocabulary and collocation; he raises the pertinent question of whether in the era of EIL, native speakers should continue to have the right to determine the acceptability of collocations. This is bound to be a subject of interest to international Masters students who find assignment markers questioning their perfectly comprehensible yet slightly odd collocations (e.g. "X presents an insight about…").

The chapters in the 'Teaching and Learning a Language' part focus on communicative language teaching, task-based language teaching, motivation, and learning English in a global context. The Willis' chapter and the Dörnyei chapter are not surprisingly forcefully argued treatises in favour of their respective 'takes' on the field; this is where the editors' introductions prove so useful, setting the chapters in an historical context to show how these respected authors' views have evolved and gained such prominence. Chris Kennedy discusses some of the implications of globalization on the spread of English (and vice versa), while Juup Stelma attempts to answer the frequent Masters student question "what *is* communicative language teaching?" His response – that it is whatever the teacher interprets it as – may not entirely satisfy those student questioners.

The third part of the book is titled 'Applied Linguistics in a Wider Context' and takes readers beyond the field of education, giving them a sampler of study and research in four areas: critical discourse analysis, forensic linguistics, translation and intercultural communication. Once again, the specific foci within the chapters are likely to appeal

to the target readership. Johnson and Woolls' piece on forensic linguistics, for instance, deals mainly with the identification of plagiarism in academic work, and apart from giving pause for thought to any potential plagiarizers, gives the editors an opportunity to provide some more direct advice to readers on this thorny topic.

In including these four chapters the editors have presumably made a conscious choice to present a wider sample of work in the field of Applied Linguistics. The downside is that there is arguably an imbalance within the book, with an over-emphasis on language description and analysis, and an *under*-representation of work in the area that may most concern prospective Masters students, viz., language education. An American reader might be astonished by the lack of any chapter on Second Language Acquisition research, and areas such as the four skills, learning materials and assessment, which will surely feature prominently in most Masters courses, are almost entirely absent. It is also all about English; other languages barely get a mention. However, publishers Routledge offer institutions the chance to produce their own customized editions. So adapted, the book may ease the passage of new participants into both the broad applied linguistic community of practice, and also into their specific academic community of choice.

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University of Leeds

Publications Reveived

The following books have been received for review. If you would like to review one of these books, or any other books of your interest, please contact Dr Guoxing Yu, the Reviews Editor, Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA. Your review should be submitted as an email attachment in MS Word to mailto:Guoxing.Yu@bristol.ac.uk within two months of receiving the book.

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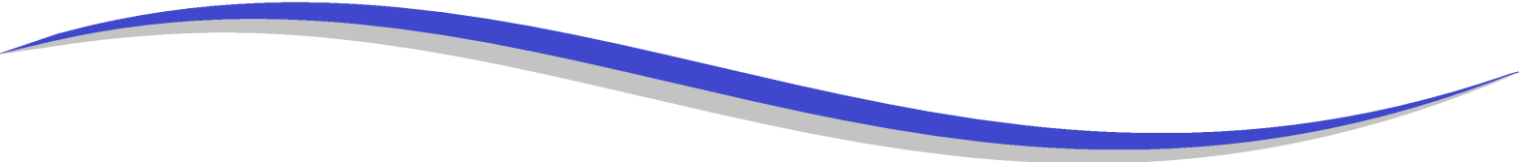Christie, F. & Martin, J. R. (eds) (2007) Language, Knowledge and Pedagogy. London: Continuum.

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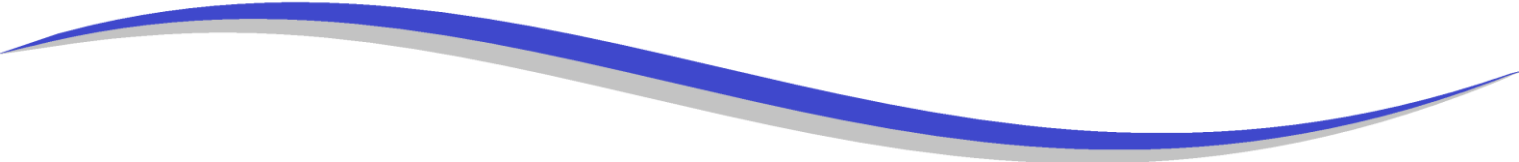Rogerson-Revell, P. (2011) English phonology and pronunciation teaching. London: Continuum.

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The aims of the Association are to promote the study of language in use, to foster interdisciplinary collaboration, and to provide a common forum for those engaged in the theoretical study of language and for those whose interest is the practical application of such work. The Association has over 750 members, and awards an annual Book Prize. Individual Membership is open to anyone qualified or active in applied linguistics. Applied linguists who are not normally resident in Great Britain or Northern Ireland are welcome to join, although they will normally be expected to join their local AILA affiliate in addition to BAAL. Associate Membership is available to publishing houses and to other appropriate bodies at the discretion of the Executive Committee. Institution membership entitles up to four people to be full members of BAAL.

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