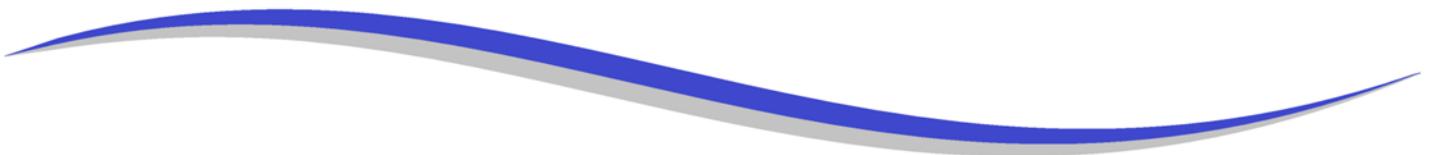




# **BAAL News**

**Issue 103**

**Summer 2013**

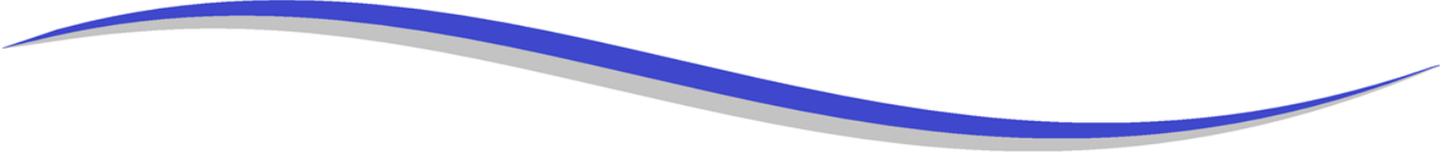


***British Association for Applied Linguistics***

**Promoting understanding of language in use.**

<http://www.baal.org.uk>

Registered charity no. 264800



## Editorial

Dear BAAL members,

Welcome to the 103rd issue of the newsletter. In its January 2013 meeting, the Executive Committee decided to reduce the newsletter from three to two issues a year: one published in the summer, and one in the winter. This will hopefully allow us to publish newsletter that a a bit more substantial. As before, you are most welcome to contribute by submitting items—be it book reviews, reports from BAAL and SIG events, or work in progress you would like to share with other BAAL members.

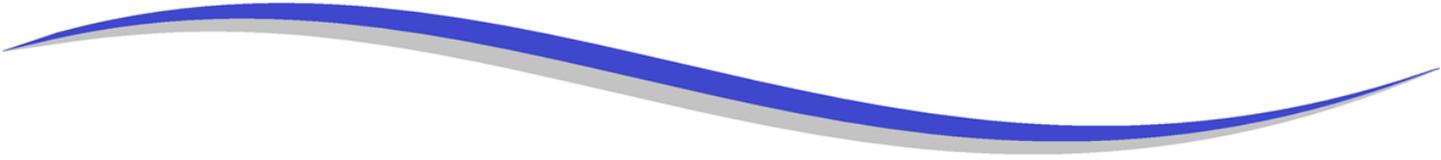
After more than seven years in the role, Guoxing Yu has decided to step down as our Reviews Editor. I would like to take this opportunity to thank him on behalf of the EC. Guoxing Yu's departure means that we are looking for a new Reviews Editor, please see page 4 for details. Those interested are most welcome to contact me.

If you have not already done so, please register for this year's BAAL conference at Heriot Watt University in Edinburgh.

With best wishes,

***Sebastian Rasinger***

Newsletter Editor



# **46TH ANNUAL MEETING OF THE BRITISH ASSOCIATION FOR APPLIED LINGUISTICS**

**\*\*Registration open\*\***

**‘Opening New Lines of Communication in Applied Linguistics’**

**Dates: 5-7 September 2013**

**Venue: Heriot-Watt University, Edinburgh**

BAAL 2013 will take place in Edinburgh, Scotland's inspiring and dynamic capital. This year's conference is organised by the Department of Languages and Intercultural Studies at Heriot-Watt University. Set in secluded parkland seven miles west of Edinburgh, the venue is ideally located within ten minutes from Edinburgh Airport and central to Scotland's motorway network with easy access to Glasgow and the north. The campus is easily accessible by car and there is a regular bus service to the city centre. We promise a memorable social programme which include our gala dinner and céilidh in the Scottish Cafe and Restaurant at the Scottish National Galleries.

## **PLENARY SPEAKERS**

**Kathryn Woolard, University of California, San Diego**

**Jannis Androutopoulos, Universität Hamburg**

**Svenja Adolphs, University of Nottingham**

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## BAALnews Reviews Editor

A key aspect of the BAAL newsletter is the dissemination of new research, scholarship and developments in the field, and book reviews play an integral part in this. The BAAL newsletter is published twice a year, one issue in the summer (June/July), one in the winter (December/January). We are now looking for a new Reviews Editor to take over from autumn 2013 (issue 104) onwards.

The Reviews Editor will:

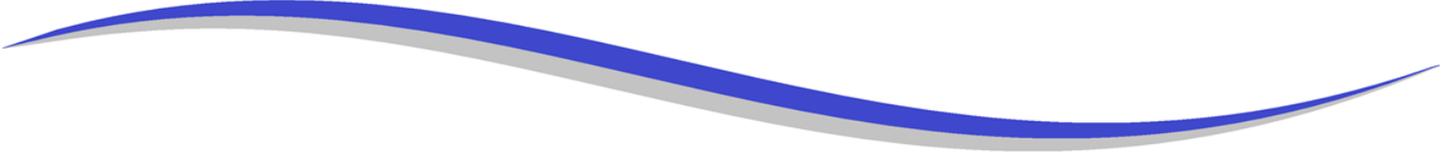
- Act as a point of contact for publishers/authors who would like their books to be reviewed

- Organise reviewing process in liaison with Newsletter Editor:

- Identify potential reviewers
- Send out books
- Collate reviews and conduct basic editing
- Send reviews to Newsletter Editor for inclusion in newsletter
- In liaison with Newsletter Editor, organise authors' responses to reviews
- Discuss deadlines for reviews with Newsletter Editor

This is a non-elected post.

Those interested, and for further information, please email the newsletter editor with a brief CV and expression of interest no later than 15 August 2013: [sebastian.rasinger@anglia.ac.uk](mailto:sebastian.rasinger@anglia.ac.uk).



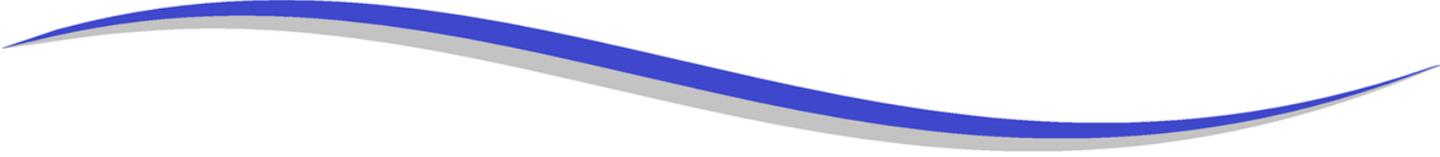
## *BAAL Corpus Linguistics SIG Event 2013*

### **Building and Mining Small Specialised Corpora**

The BAAL Corpus Linguistics SIG ran a one day event on 'Building and Mining Small Specialised Corpora' at the University of Edinburgh on February 22<sup>nd</sup> 2013, and attracted over forty delegates from around the UK and overseas. The aims of the event were a) to discuss and raise questions surrounding the building and mining of small specialised corpora, b) to consider the issues/challenges involved, c) to present and discuss empirical work using different tools, approaches and contexts and d) to address the limitations and questions surrounding how far we can go with small corpora. The programme included a total of nine papers from Mike Handford (Tokyo), Dawn Knight (Newcastle), Bróna Murphy (Edinburgh), Wendy Anderson (Glasgow), Joan Cutting (Edinburgh), Ken Fordyce (Edinburgh), Karen Corrigan (Newcastle), Marion Winters (Edinburgh) and Andrew Hardie (Lancaster). The papers addressed a range of issues including:

- the exploitation of professional spoken corpora to understand professional contexts, cultures and practices (Handford)
- novel and unobtrusive insights into capturing context in the construction of multimodal corpora (Knight)
- understanding and interpreting issues which arise when corpus linguistics and sociolinguistics collide (Murphy)
- the construction of corpora of language varieties such as the SCOTS corpus (Anderson)
- classification and coding issues which arise in investigations of vague language in corpora such as the SCOTS corpus (Cutting)
- the usefulness of small targeted learner corpora in an SLA context (Fordyce)
- the exploitation of archival resources and the digitisation of small specialised corpora (Corrigan)
- the impact of corpus linguistics in translation studies (Winters)
- the impact of using the web to compile corpora which means that 'specialised' corpora do not necessarily need to be small corpora (Hardie).

For details of the programme and abstracts, as well as a selection of the PowerPoint presentations, please go to the BAAL Corpus Linguistics SIG website <https://sites.google.com/site/baalcorpussig/meetings-information/building-and-mining-small-specialised-corpora>



## Book Reviews

**Kubanyiova, M. (2012). *Teacher Development in Action: Understanding Language Teachers' Conceptual Change*. Palgrave Macmillan. ISBN 978-0-230-23258-7. 220 pages. RRP £50.00.**

Teacher development is a common term used by researchers interested in conceptual change and also by teacher educators for whom it may be axiomatic that some sort of input will lead to improved teaching practice. Measuring if such change occurs and deciding whether that change is worthwhile is a difficult process and there have been few such studies in the EFL field. This excellent new book fills this gap in the teacher change literature with its study of the failure of a group of teachers to develop and goes a step further by providing a new theoretical framework with which to examine this process.

The book's ten chapters divide into two main parts. The first half has a theoretical emphasis which summarizes conceptual change theories and puts forward a new framework for examining the process of 'Language Teacher Conceptual Change', or the 'LTCC' model. The second half is a description of a year long project to plot the process of conceptual change in 8 Slovakian English teachers. The analysis of the data from this project provides the basis for the LTCC model.

After the introduction in chapter one, chapter two synthesizes conceptual change research with a focus on teacher cognition. Kubanyiova presents her research rationale with the claim that existing theories do not draw on the experiences of teachers outside Western Europe and the US, nor is there much focus on teachers in state schools that follow a prescribed curriculum and have heavy teaching loads. The decision to undertake research in Slovakia is therefore taken with those criteria in mind.

Chapter three then examines psychological theories of learning and change honing in on 'possible selves' theory (Markus and Nurius, 1986) and 'self discrepancy' theory (Higgins, 1987) as the best fit for the study to follow. Kubanyiova integrates these theories into her own conceptual framework which is the LTCC model described in chapter four. It is presented as a flow diagram of the processes underlying why language teachers change their practice; or more poignantly in this case as to why they do not change. Using the flow diagram one can follow various routes that teachers may take in their reaction to educational input, not all of which lead to worthwhile change in their practice. This is a novel approach to conceptual change and is a very useful heuristic device with which to examine teacher development.

The second half of the book focuses on the Slovakian teacher project which took place in 2004 and 2005. Chapter five sets the scene for data collection and analysis. As with the theoretical background, Kubanyiova is not content with existing methods and puts forward her own approach termed 'grounded theory ethnography'. She uses an impressively wide array of research techniques, and in addition, Kubanyiova herself provides the teacher education input as the change stimulus for her participant teachers; this is a 20-hour course using recent theoretical and practical approaches on how the eight participants can influence student motivation. The teachers study these approaches, reflect on their current practice and try out new ideas in subsequent classes. Kubanyiova then follows up to see what changes take place.

Following different routes through the LTCC model, chapters six to eight describe different metaphors for the 'anatomy of the failure' of the eight participants.



This is a fascinating read and I was left wanting more of the insightful episodes that emerged in these chapters. The first metaphor of failure to change is that the ideas presented in the teacher education course were 'nice but not for me'. Kubanyiova explains that teachers who fit this pattern found it hard to change their motivational practices because they were focused on two areas which take precedence over student motivation: their expertise in English and maintaining a positive self image. Similarly, the second metaphor of failure was the 'couldn't agree more' route in which teachers apparently agreed so much already with the teacher education input that they felt that there was no need to change. The third route, and the easiest to instinctively understand, is the 'nice but too scary' explanation. Teachers attempt changes but are then fearful when they do not appear to work and go back to their old routines. These explanations make a lot of theoretical and practical sense as to why teachers do not change, and it is important that the often neglected emotional aspect of teaching is acknowledged. Perhaps unintentionally Kubanyiova foregrounds this emotional charge when quoting the participants on how they were frustrated by the teacher education course and did not always really know what they should do.

This book breaks new ground by describing the teacher change process using a new theoretical model. There is a refreshing honesty emerging from the participants about the realities of teaching in Slovakia. Kubanyiova, too, is an engaging and honest author. The one area where I would have liked more personal reflection was about the course that she taught and how this fitted with her participants' views of student motivation. This project was carried out in response to the lack of research in peripheral EFL contexts; but I felt that although Kubanyiova herself is from Slovakia she appeared to be promoting views of EFL teacher education from outside the country that may not always have been seen as relevant by the participants. Some insights from the author on the appropriateness of her teaching methodology and role, especially the emotional effect she may have had on the teachers,

would have been welcome.

This criticism aside, this is a thoroughly researched impressive book which adds greatly to both conceptual change theory and to the case study literature on language teacher development. I look forward to the author's promised next installment on strategies for creating conceptual change.

### References

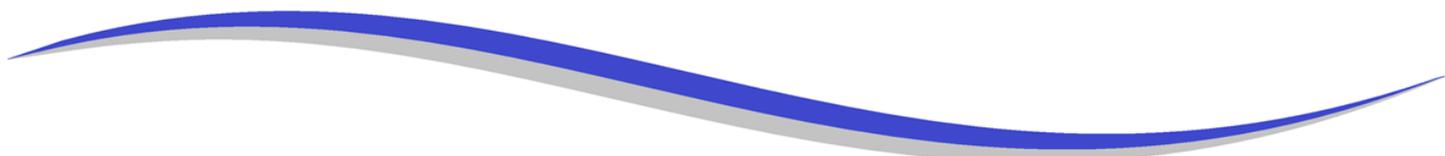
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- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41 (9), 954-69.

### Neil Cowie

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**María Moreno Jaén, Fernando Serrano Valverde & María Calzada Pérez (Eds.), 2010. *Exploring New Paths in Language Pedagogy: Lexis and Corpus-Based Language Teaching*. London: Equinox. 321 pages. ISBN-13 (Paperback) 9781845536961. £16.99/\$26.95**

This volume presents a collection of articles on vocabulary research, learning, and teaching. There are 18 chapters, which are grouped into three sections. A major theme across the chapters is how language corpora can be used in second language vocabulary learning. That said, there are several chapters which are not concerned with corpora. Section 1 is given the general title of "Second language vocabulary teaching"; in Section 2, the focus is on using corpora in "language pedagogy"; and in Section 3, the chapters present



research of the ADELEX group from the University of Grenada, ADELEX standing for 'Assessing and Developing Lexical Competence.'

The title for Section 1, "Second language vocabulary teaching," is a little too general to accurately describe the chapters. Two themes emerge in this section. One theme is multi-word units, which are presented as either phrases or formulaic sequences. In Chapter 2, Steven Kirk and Ronald Carter discuss the importance of formulaic sequences for spoken fluency. This theme is continued in Chapter 3, where June Eyckmans presents the problem that language learners have with phrase-noticing, and she reassesses how to teach phrases with findings from cognitive linguistics. The other theme in Section 1 is assessing materials. In the first chapter, Paul Nation looks at how to assess vocabulary-teaching activities using the involvement load hypothesis, focusing on eight features including motivation, language retrieval, and new language learning. Four other chapters in Section 1 are also concerned with assessing teaching materials. Using corpus analysis, the different authors show the inconsistency of vocabulary choice in BBC Spanish course books (Chapter 5), the use of connectors in authentic learner texts in comparison to textbooks (Chapter 6), and lexical collocations in EFL textbooks (Chapter 7). There is also an investigation of learner dictionaries on CD-ROM (Chapter 8), and while the CD ROM is becoming outdated technology, the discussion can apply equally well to web-based dictionaries. Chapter 4 is a surprising addition to this collection. Christopher Butler presents a complex analysis of Spanish N<sub>i</sub>PN<sub>i</sub> phrases in comparison to equivalent phrases in English. The research might be more relevant to traditional linguistic study than to language teaching or language acquisition.

The focus in Section 2 is on using corpora in language teaching. Chapter 9 is one of the most interesting chapters in the volume. In it Alex Boulton presents a meta study of data-driven learning (DDL) research. In the

general methodology of these studies, students do activities directly with corpora and concordances, with the object of improving their language. The results of 27 DDL studies are reviewed in the chapter, though as Boulton notes a total meta study was impossible due to the variation in design across the studies. Boulton comments that this lack of consistent methodology across the 27 studies prevents him from being able to present any conclusive findings. Nevertheless, the chapter addresses a key question of whether the direct use of a corpus through a concordance is beneficial in the language classroom. In Chapter 10, Angela Chambers presents research which is similar to the DDL studies above. She used corpora to inform the teaching of academic writing in a French language classroom. This is a nice illustration of how much attention needs to be given to a few key words for teaching with a concordance. In Chapter 11, Pascual Pérez-Paredes uses methodologies for analysing corpora to show that not only non-native speakers, but also native speakers are using adverbs in spoken speech less than native speakers of 25 years ago. In this way, we are shown the need to question assumptions about native and non-native language use. Chapters 12 and 13 look at the value of moving away from the mega-corpora like the British National Corpus. Anthony Baldry presents the world-wide web as a corpus, and María Calzada Pérez presents the OBAHIL micro-corpus of political speeches from Barack Obama and Hilary Clinton in 2008. Neither presents teaching methodology, but each presents the type of analysis one can do with their different corpora. This type of analysis could be useful at a very advanced language level, as in a translation class. Indeed, Baldry talks about the benefits for native-speaker undergraduate students, not language learners.

The final section comprises chapters from the ADELEX research group. The introduction to the section invites the reader to visit their website, which houses the online teaching materials discussed in Chapters 15, 16, and 17 and greatly enriches the reading of these chapters.



María Moreno Jaén (Chapter 15) presents a very comprehensive module for teaching collocations through concordances. In Chapters 16 and 17, popular movies are presented as corpora of authentic language and that can be effectively used for teaching purposes in the classroom. In Chapter 14, Judith Carini Martinez presents a contrastive analysis of 'muy' and 'very'. The methodology used here is more traditional to corpus analysis and is similar to the fine-grained analysis of individual words that we saw in Chapter 10. Finally, in Chapter 18, Teresa Molina presents the development of a computer adaptive test of vocabulary using the ADELEX corpus-based word list. Computer adaptive tests have the benefit of excluding items that are considered to be well above or well below the test taker's level. This is achieved by an algorithm that selects items in real time based on whether the test taker's previous response was correct or incorrect.

The title of the collection, 'Lexis and corpus-based language teaching', suggests a focus on pedagogic applications of corpora. While this is true of many of the articles, the full variety of topics expands well beyond this. For this reason the collection will interest more readers than those who are researching lexical acquisition through corpora. Just as there are chapters focused on the use of corpora in the classroom, the collection expands to the applications of corpora in contrastive linguistics, materials evaluation, and fluency in speaking. The language teacher, graduate student and language researcher should all find an article of interest in this volume to welcome them into larger field on corpora and lexis.

**Mark Maby**

Cardiff University

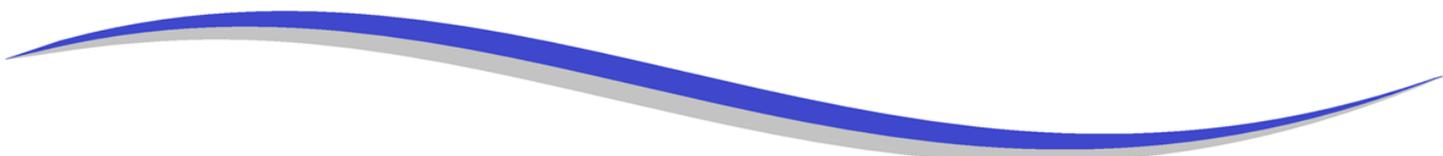
**Bousfield, D. & Locher, M. (Eds.) (2008) Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice. Mouton de Gruyter, pp.346. Hardcover £ 98; Paperback £ 34.95**

Politeness as an area of research has grown exponentially following the introduction of Brown and Levinson's politeness model ([1978] 1987). However, dissatisfaction amongst researchers due to the failure of existing politeness theories, Brown and Levinson's amongst others, has led to the publication of the current collection.

The introduction chapter is a must-read as it provides a brief yet comprehensive and useful overview of the field. It locates (im)politeness within contemporary research, outlines the current tensions in the discipline, and gives a preview of the different theoretical allegiances of the writers in the volume. The authors in the collection engage vigorously with unresolved tensions that continue to be beleaguer those interested in (im) politeness research such as the very definition of (im) politeness; the role that intentionality, social norms and context play in determining whether an act is impolite or not; and different methodological implications of the researcher's conceptualisation of (im)politeness.

The eleven articles in the collection are thematically organized into five parts. A variety of contexts – political interviews and debates, 'reality' television documentaries involving army recruits and police officers, historical courtroom proceedings, workplace interactions, bilingual language settings and online discussions - has been astutely chosen to illuminate instances where impoliteness interfaces with power.

Part 1 includes two theoretical chapters. Jonathan Culpeper's 'Reflections on impoliteness, relational work and power' critically engages with Brown and Levinson's politeness model and builds on Locher and Watts's relational work (2005). Culpeper takes the theorizing forward by accounting for speaker intention and hearer perception. Marina Terkourafi, in the next chapter - 'Toward a unified theory of politeness, impoliteness and



rudeness,' untangles the interrelations between politeness, impoliteness and rudeness by teasing out the notion of face. She proposes a five-part 'face inspired' model - marked and unmarked politeness, marked and unmarked rudeness, and impoliteness. Terkourafi's sophisticated discussion of face and the distinction between impoliteness and rudeness can be very illuminating for those who already have a good grasp of the key concepts of (im)politeness but the novice can be easily bogged down by terminology.

Part 2 includes two chapters on political interaction. Miriam Locher and Richard Watts look at an internet discussion forum and a political interview to further their earlier framework on relational work. In this chapter - 'Relational work and impoliteness: Negotiating norms of linguistic behaviour', the authors propose a comprehensive model for analysing the discursive construction of power and (im)politeness. They argue for the importance of building into the analysis the prevailing social norms and the interactants' evaluation of them. This chapter is quite accessible even for those just getting their feet wet in (im) politeness research. The authors' 'dirty fork' example (p. 81), illustrates very effectively their claim that norms and judgments of relational work is highly negotiable. The use of still shots taken from the political debate further adds to the interpretative merits of this chapter highlighting the importance of visual clues in analysing social interaction. In the next chapter, the complex interplay between power and politeness in US political debates occupies center stage in Maria Dolores Garcia-Pastor's 'Political campaign debates as zero-sum games: Impoliteness and power in candidates' exchanges'. The writer's notion of 'negativity cycles' (chains of positive and negative face-aggravating moves) is useful in illuminating the discursive sites where impoliteness and power are most visible.

Part 3 consists of three chapters on interactions with legally constituted authorities. Derek Bousfield, in 'Impoliteness in the struggle for power' used data from

television documentary series showing the lives of British army recruits and new police officers. Bousfield's proposed two-tactic model of impoliteness which refers to *on-record* and *off-record* impoliteness strategies, has the potential to create fertile grounds for further research. His model is not dependent on a single notion of face, thus argued to be able to accommodate other face-based approaches. Holger Limberg, in 'Threats in conflict talk: Impoliteness and manipulation' examines instances of conflict between police officers and citizens. Limberg argues that verbal threats are not necessarily impolite but appropriate and institutionally sanctioned when used by police officers to limit the action environment of the target. The author can be commended for scrutinising the authenticity of his own data. Because of the made-for-TV nature of the programme, it is indeed impossible to tell what relevant details might have ended up on the cutting room floor. In 'Verbal aggression and impoliteness: Related or synonymous', Dawn Archer explores treason trials in a historical courtroom setting. She introduces a model that treats impoliteness as a sub-category of verbal aggression, using Goffman's (1967) face-damaging categories. This chapter might present some difficulty for newcomers to (im) politeness research who do not have a good background on Goffman and recent theoretical developments on impoliteness. It is worth the effort though as Archer's engagement with related literature upon which she builds her theoretical framework is inspiring.

Part 4 features two chapters on workplace interaction. Stephanie Schnurr, Meredith Marra and Janet Holmes, in 'Impoliteness as a means of contesting power relations in the workplace,' examine impolite discursive behaviour in New Zealand workplaces. They use an integrated model of relational work, which was based on the relational model developed by Locher and Watts (2005) to demonstrate the fuzzy boundaries between impolite and overly polite behaviours. The authors find that impoliteness, when exercised by the superiors towards



the subordinates, is perceived as direct but not necessarily impolite. On the other hand, impolite strategies deployed by subordinates are perceived to subvert power relations. Data excerpts come to life because the authors provide the readers with rich, contextual description of the workplace community of practice, the ongoing relationships between social actors and the activities taking place before and after a particular excerpt. Louise Mullany, in “‘Stop hassling me!’: Impoliteness, power and gender identity in the professional workplace,” looks at data taken from a UK manufacturing company. She shows the interplay between impoliteness, power and gender identity and concludes that the women in her data who acted assertively and used impoliteness strategies as a response to impoliteness drew sexist comments and negative evaluations. Mullany very adeptly integrates insights from a community of practice perspective with postmodern conceptualisations of (im)politeness. This chapter makes an important contribution methodologically in that it demonstrates how impoliteness can be identified by the analyst by paying close attention to interactants’ reactions across stretches of discourse.

Section 5 includes two chapters. Holly Cashman’s “‘You’re screwed either way’: An exploration of code-switching, impoliteness and power,” examines how bilingual speakers use code-switching both as resource for *doing* and interpreting (im)politeness. Cashman’s use of an eclectic data set – exploratory interviews, audio-recorded role-plays and spontaneous interactions is justified and brings another dimension of insights into (im)politeness research. Sage Lambert Graham, in ‘A manual for (im)politeness?: The impact of the FAQ in an electronic community of practice,’ investigates perceptions of appropriateness and politeness in an email discussion group. Lambert Graham’s analysis is compelling and convincing, and skillfully takes into account both the particularities of the electronic environment as well as the accepted social practices

within the particular group.

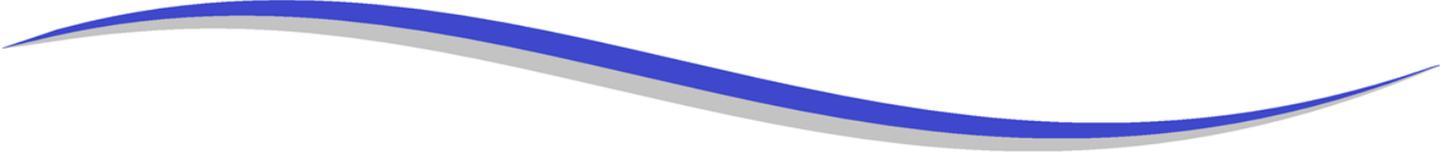
Overall, the volume advances (im)politeness research in several ways. Theoretically, it takes the field forward by exploring various conceptualizations of (im)politeness - its discursive interface with power, its context dependency, and its assessment as always subject to the norms of specific communities of practice. The way in which the authors sustain an ongoing scholarly ‘dialogue’ by critiquing, extending, and integrating each other’s theoretical underpinnings in their writings is illuminating and fascinating. They have obviously reflected on each other’s work and thus, build on each other’s theoretical insights. Indeed, the cross-referencing amongst the writers in the collection reflects the enormous lack of previous work on impoliteness. Methodologically, the volume succeeds in giving the readers an array of methodological and analytical resources: corpus-based, postmodern discourse theories, ethnography, Goffman and his unique insights into social interaction, discourse analysis, relabeling/adapting previous models, and the communities of practice approach. Heuristically, the volume inspires by recommending areas for further explorations with suggestions for innovative data collection methods. Its leading-edge explorations into (im)politeness has opened the door wide open for testing out hypotheses and ‘trailing’ proposed frameworks.

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**Mabelle Victoria**

Mahidol University, Thailand



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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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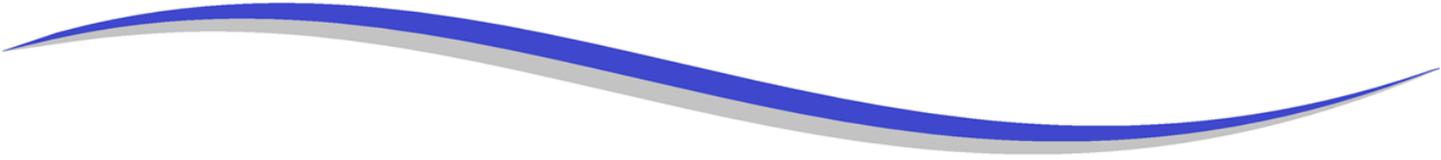
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