BAAL News

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Editorial

Dear BAAL members,

Welcome to number 109 of the BAAL newsletter. This has been a very busy year for BAAL and especially for the Special Interest Groups, evident in the abundance of SIG reports in this edition. This edition of the BAAL newsletter also contains an obituary to Alan Davies, a loss which deeply affected many colleagues. I would like to thank Tim McNamara for contributing this very thoughtful and moving obituary.

Another highlight of this newsletter is Robert Phillipson's review of Thomas Ricento's recent publication. Given the critical points raised in this review we gave Thomas Ricento the opportunity to respond which led to a very interesting discussion. You can read the full exchange in the review section.

A new feature of BAAL news are our 'PhD research reports'. Given that a substantial number of BAAL members are research students, it is about time that they are given a place in our newsletter. The first two PhD research reports were written by recent winners of postgraduate prizes at BAAL conferences.

On that note, I would like to remind you that registration is now open for the next BAAL annual meeting, to be held in Cambridge from 01 to 03 September 2016. Please register soon as Early Bird Registration closes on 15 July 2016.

And finally, a reminder that the Twitter handle for BAAL has recently changed. The new BAAL Twitter handle is @__BAAL. Happy tweeting.

With best wishes,

Bettina Beinhoff
Newsletter Editor

49th Annual Meeting of the
British Association for Applied Linguistics

BAAL 2016

Taking stock of Applied Linguistics

Where are we now?

Registration now open

BAAL 2016 will be held at Anglia Ruskin University in Cambridge.

Registration is now open for BAAL 2016. Please visit

https://baal2016aru.wordpress.com/registration-and-prices/

to register and for information on fees, prizes and scholarships. **Early bird registration closes on 15. July 2016.**

The programme will be available in early August 2016 and will be accessible through our website:

https://baal2016aru.wordpress.com

The Gala Dinner will be held in Jesus College. Situated within the historical city centre of Cambridge, the college is a short walk from the conference venue. The college was established around 1500 and the dinner will take place in the college's ancient dining hall. We very much hope you will be able to join the gala dinner in this very special location.

Obituary:

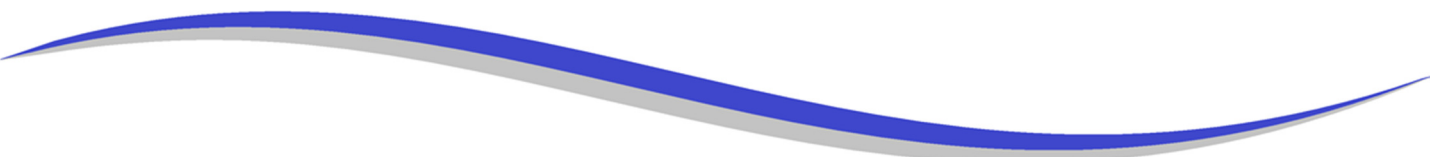# Alan Davies, 17th February 1931 – 26th September 2015

by Tim McNamara

Alan Davies, Emeritus Professor of Applied Linguistics at the University of Edinburgh, was born in South Wales to Welsh and English speaking parents, and graduated in English from Oxford in 1953. Following 3 years teaching English in schools in England he went to teach at a Quaker school Kenya, where he spent four years. He returned from Africa to begin an MA on African writing in English, but a British Council funded research post involving the development of an English language proficiency test for international students wishing to study at British universities presented a change in direction. The research became the basis for his PhD, completed at the University of Birmingham in 1965. The resulting test, the English Proficiency Test Battery (EPTB), more commonly known as the Davies test, was the predecessor to ELTS, and its successor IELTS. In the year he completed his PhD Alan was appointed to the staff of the recently established – and what was to become the hugely influential – program in applied linguistics at the University of Edinburgh, where he remained, with one or two breaks, until his retirement as Professor in 1995. He was Head of Department from 1985 to 1990 and again from 1993 to 1994. He held professorial positions at universities in Kathmandu, Melbourne, Vienna, Antwerp, Auckland, Hong Kong and Malaysia during and subsequent to his time in Edinburgh. Arguably his most significant time away from Edinburgh was at Melbourne, where in 1990 he was appointed the inaugural Director of the Language Testing Unit, a research centre of the National Languages Institute of Australia; the Unit was subsequently renamed the Language Testing Research Centre, and has recently celebrated its 25th anniversary. Alan was Director of the Centre for a total of 5 years, in two periods in the early 1990s.

Alan was the defining figure in language testing of his generation. The experience of creating the 'Davies test' and researching its development for his PhD established the basis for his career in language testing. His discussion of issues in language testing was always distinctive, informed by his immersion in literature, history, philosophy and social thought. He showed how language tests could be contexts for critical reflection on language, assessment
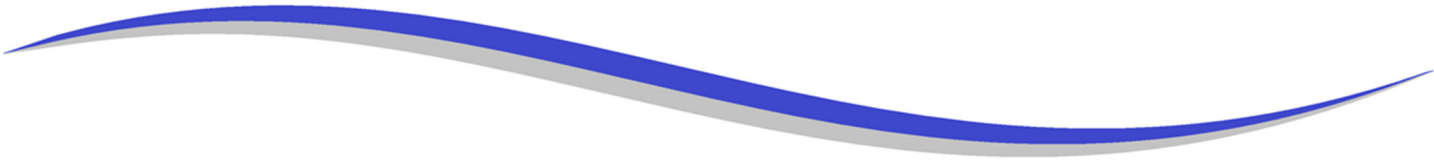
generally, language policy, the sociolinguistics of English as a global language and ethics. He was a humanist and a realist, always bored or impatient with fashions, ideology, shallowness or technical narrowness. Chris Brumfit wrote of Alan's 'particular style … grounded on empirical and technical work, closely allied to the world role of English, but humane and contextualized within a broadly classical tradition' (2001, p.2) and his 'civilizing influence … by commenting from a standpoint where values came primarily from outside the work environment' (p.4). His early co-edited volume on *Testing and Experimental Methods*, part of the *Edinburgh Course in Applied Linguistics* (Allen & Davies, 1977), stood as a landmark text, as did his two survey articles on language testing for the journal *Language Teaching and Linguistics Abstracts* (Davies 1978a, 1978b). As ELTS and subsequently IELTS, reflective of the communicative movement in the testing of language for specific and academic purposes, replaced the Davies test, he remained an intelligent critic of aspects of the communicative movement and aware of the limitations of the possibilities of specific purpose language testing. Alan's skeptical and philosophical temperament, and his humanism, meant that his contributions were always challenging, enlivening and focused on the deeper significance of whatever was at issue. His writing had a literary quality, his observations often condensed and metaphoric.

Alan's time in Melbourne was a remarkably creative period. The creation of the centre, staffed by a group of young and enthusiastic researchers recruited from the MA in Applied Linguistics at Melbourne who then undertook PhDs in language testing as they worked at the Centre, provided unmatched opportunities for research across a range of areas in language assessment. Alan's democratic ethos and his preparedness to trust his young colleagues with responsibility for major projects created a collaborative and family-business like atmosphere in the LTRC, which has survived until this day. Alan initiated two joint projects which acted as major professional development opportunities for his young colleagues: the *Dictionary of Language Testing* (Davies et al. 1999) and a set of teaching videos entitled *Mark My Words: Assessing Second and Foreign Language Skills* (Davies et al. 1996). He wrote and spoke, as ever clearly and cogently, about the ethics of the profession of language testing, and drew up the Code of Ethics for the International Language Testing Association.

Language testing was always part of something larger. His interests in applied linguistics were very broad, focusing particularly on sociolinguistics, and the character of applied linguistics as a field. He was responsible for papers and edited volumes on language in education in Africa, language and ethnicity, silence in Quaker meetings, language policy, language attrition, and especially on language norms and the place of the native speaker: he produced no fewer than three monographs on the native speaker, the last, the fruits of a Leverhulme Fellowship, published only two years before his death. Increasingly as well his publications addressed the character of applied linguistics more generally. These included two monographs, and, with Cathie Elder, the edited *Handbook of Applied Linguistics* for Blackwell.

His service to the profession of applied linguistics was notable: he was a committee member and Chair of BAAL; president of the International Language Testing Association (ILTA); Secretary-General of AILA; and co-editor of *Applied Linguistics*, from 1984 to 1989, and of *Language Testing* from 1992 to 1996. He was the first recipient of the Lifetime Achievement Award of the International Language Testing Association. The Alan Davies lecture, given at the Language Testing Research Colloquium, the annual research conference of the Association, and sponsored by the British Council, is a fitting tribute to his stature in the field.

Alan supervised as many as 60 PhDs in his career, and was known for his loyalty to and encouragement of his

students as they developed their careers. He was unmistakably British but a strong internationalist, with a particular feeling for the problems of the developing world. He was always alive to the absurdity of situations and individual idiosyncracies, though never cynical. He was very widely liked and universally admired; his death is a severe blow for the field of language testing, and for British applied linguistics.

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Research report:

Death before birth: Understanding, informing and supporting the choices made by people who have experienced miscarriage, termination, and stillbirth
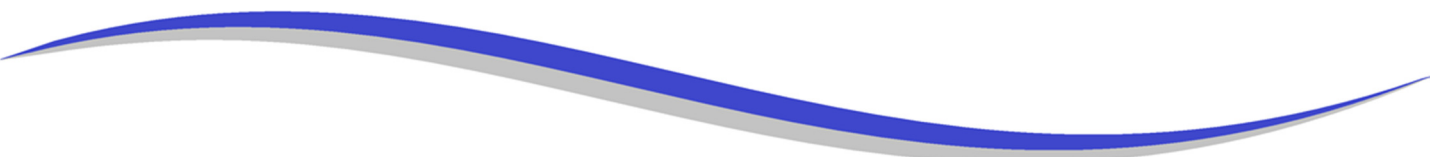
by Jeannette Littlemore

New ESRC-funded Project (September 2016-September 2018)

Overall aims: To examine the law surrounding the disposal of the remains of pregnancy and the ways in which it is interpreted, and to examine the narratives of women and those who support them, focusing on metaphor as a commonly-used resource for expressing the inexpressible.

Dr Danielle Fuller (University of Birmingham), Professor Jeannette Littlemore (University of Birmingham), and Dr Sheelagh McGuinness (University of Bristol) have received ESRC funding which will allow them to conduct a socio-legal, linguistic study of how people in England who have experienced miscarriage, termination, and stillbirth, reach decisions concerning the disposal of the remains of pregnancy, how their perceptions of the law impact on their decision-making, and how they communicate their experiences and choices to those who are there to support them. It is estimated that approximately 1 in 5 known pregnancies end in miscarriage, approximately 1 in every 300 births is a stillbirth, and approximately 2000 terminations for reasons of foetal anomaly are performed in the UK each year.[1] Because the remains of pregnancy occupy a liminal category somewhere between person and human tissue, those affected often lack knowledge of the legal options for the disposal of the remains available to them. The problem is exacerbated by the fact that pregnancy loss is not widely discussed in British society and is not a situation that is usually planned for. Moreover, this form of bereavement engenders complex emotions that are difficult to articulate, and the bereaved often struggle to communicate how they feel to those who are there to support them. They often resort to metaphor in order to come to terms with, and express their feelings. However, because the death of a foetus is not an openly-discussed experience, the metaphors people in this situation reach for can be unconventional, and thus unfamiliar. For example, one woman talks about 'planting' her baby when the ground thaws.[2] Identifying the metaphors that the bereaved use will help our partner organisations to understand, support, and communicate with them. The work of support agencies (e.g. the Miscarriage Association (MA), the Stillbirth and Neonatal Death Charity (SANDS), and the Antenatal Results and Choices charity (ARC) – all partners in this project) goes a long way towards mitigating ambiguities in both law and language, but they all recognize that much more needs to be done. Our research will explore how people experience pregnancy loss, how they make sense of the legal options available, and how they reach decisions about the disposal of remains. The findings from this part of the study, combined with those from our investigation into the interpretation of the new guidance on the disposal of foetal remains, will help the agencies to improve their care pathways.

The disposal of remains of pregnancy has been the subject of increased levels of media controversy and public scrutiny in the last year. Scandals regarding the return of ashes from crematoria (as seen in The Mortonhall Investigation, which was commissioned by the City of Edinburgh Council's Chief Executive in January 2013 after

concerns were raised about practices at the crematorium), the incineration of remains of pregnancy in hospitals (as seen in the BBC programme, *Dispatches*, 24/03/14), and a call for a change in the legislative definition of miscarriage (House of Commons debate, 14th January 2014) have exposed to examination areas that are generally subject to societal taboos. In the wake of these scandals, and in recognition of the need for national guidance in this area, the Human Tissue Authority (HTA), our fourth partner, were tasked by the Chief Medical Officer to draft Guidance on the disposal of the remains of pregnancy (published on 25th March 2015). It is important to assess how this Guidance is being interpreted by professionals. It is equally important to assess whether the Guidance takes sufficient account of the views, experiences and needs of the bereaved.

Drawing on our combined expertise in qualitative interviewing and cultural practices (Fuller), socio-legal analysis (McGuinness) and metaphor analysis (Littlemore), we will gather and interrogate a series of texts and datasets: hospital protocols and support organisation guidance; interviews with midwives and funeral directors exploring their understanding and implementation of the HTA Guidance; interviews with members of our partner support agencies, exploring the choices they offer; interviews with the bereaved women and their partners, families and friends, exploring their experiences of pregnancy loss and the choices they have made; focus groups with bereaved women exploring their understanding of the law. Our methodology for analysing these data will employ both socio-legal content analysis and metaphor analysis, and will be the first study to exploit these interdisciplinary synergies.

Research Questions

RQ1: How is the HTA Guidance on the disposal of remains being interpreted by different professionals?
RQ2: How do the bereaved reach decisions about what to do with the remains of pregnancy and how are these decisions shaped by their perceptions of law?
RQ3: Mirroring RQ2, how do the professionals who help the bereaved reach decisions about what to do with the remains of pregnancy and how are these decisions shaped by their perceptions of law?
RQ4: What metaphors do the bereaved parents and members of the support agencies use when discussing bereavement and decisions made regarding the disposal of the remains of pregnancy, and to what extent do these metaphors match up?
RQ5: What changes should be made to the HTA Guidance and to professional practice in order to appropriately meet the needs of the bereaved?

Sources
[1] www.nhs.uk/conditions/Miscarriage/Pages/Introduction.aspx
[2] http://community.babycenter.com/post/a21467597/what_did_you_do_with_your_miscarried_baby?cpg=3

PhD research report:

Exploring ways of being a mother in Mumsnet Talk
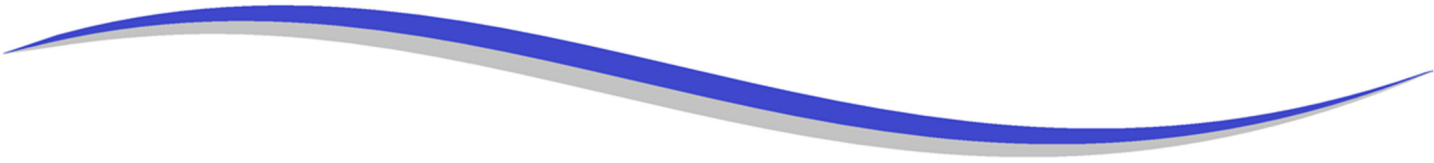
by Jai Mackenzie

About three years ago I reached a turning point in my life. I'd recently had my second child and as a relatively new mother, I had never felt so much like my sense of identity, my beliefs, values and everyday decisions were public property. At the same time I was coming to realise that my career of eight years as a school teacher wasn't for me after all. It seemed like the right time to make a big change, so I decided to go back to university. Over the Easter holidays of 2013, I wrote a PhD proposal that brought together my growing fascination with what it means to be a mother in contemporary British society with my interest in the explosion of social media that was really gathering momentum at the time, and of course, language. The project I came up with, and am now in the process of writing up, explores the discursive construction of motherhood in the discussion forum of a popular British parenting website called Mumsnet Talk.

If you haven't heard of it before, Mumsnet is a British website for parents. It has many sections, but Talk is the part I'm interested in and it's basically a discussion forum. Mumsnet Talk has lots of quirks that make it a really fascinating research site. Its contributors tend to employ a distinctive set of linguistic and digital resources, including a number of acronyms and abbreviations that are rarely found elsewhere, such as 'DH' (darling husband), 'PFB' (precious first born) and 'AIBU' (am I being unreasonable). Mumsnet users also make creative use of keyboard functions, spellings, punctuation and grammar. One of the ways Mumsnet users achieve a degree of privacy in this public space is by adopting pseudonymous usernames, which are often witty, and include cultural, topical or literary references, but almost never the user's given name. Some personal favourites from my study include SheWhoDaresGins, cakesonatrain and BertieBotts (the name of sweet manufacturer from the Harry Potter series, I have recently been informed). All of this gives interaction within the forum a characteristic flavour, as well as sometimes making posts difficult for the uninitiated to interpret.

Mumsnet Talk is a space where motherhood is played out *through* digital interaction. It offers a window into 'motherhood' and the ways in which mothers interact with each other in a contemporary British digital context.

My study of Mumsnet Talk aims to explore the ways of being that are available to, and negotiated by, its users. This exploration is particularly concerned with what difference, if any, gender makes to the way Mumsnet users position themselves in their interactions with one another and whether the digital context allows them to position themselves in ways that subvert or challenge normative gender roles. The relevance of gender within my research site is immediately apparent from the name, Mumsnet, which employs the gendered category 'mum', and its logo, which depicts three women in 'battle' poses, armed with children or feeding equipment. Both work to specifically target users who identify themselves as *female* parents; as *mothers*. However, I also aim to problematise gender and gendered language, including the very category 'mother' itself.

Conducting my research in an ethical way has been one of my biggest and most interesting challenges. When I first started my research, I did not think ethics would be much of a concern. After all, I thought, Mumsnet is a 'public' site

– posts to Talk are available to anyone with an internet connection, and this fact is clearly stated on the forum itself. I therefore thought I would not have to contend with matters such as informed consent and confidentiality. But as it turns out, it was far more difficult to negotiate ethical issues than I had first imagined.

I really started to engage with the ethical issues about a year in to my study. This is when I realised that Mumsnet Talk might not be quite as 'public' as I'd first thought, and indeed, I started to question the very notion of 'public' spaces, especially as an antonym to 'private'. As I engaged with the forum through an ethnographic and self-reflexive approach, I came to understand it better from the perspective of a participant. I realised that many contributors often seemed to address quite a specific audience that I felt did not include me (as a researcher) and most would not expect a researcher to take an interest in their contributions to a busy forum. I began to recognise the potential for my research to cause harm through violation of norms of participation and information sharing on the site. One of the most significant changes I made as a result of such considerations was to contact all of the Mumsnet users whose words I wished to quote and/or analyse in detail and ask for their informed consent. By seeking consent, I gave potential participants the power to decide whether or not they were happy for their posts to be used for research purposes. I also gave participants the option to have their usernames anonymised. Many of my participants took up this option, showing that the issue of anonymity in an online forum where contributors do not use their 'real' names is also far more complex than I had first imagined. Mumsnet users may not be recognisable by their usernames outside of the site, but many have a strong sense of identity, reputation and dignity *within* the Mumsnet community that is tied to their username and is worthy of protection.

I am now in the final stages of writing my thesis and am looking forward to sharing my work with a wider audience. My first academic paper, which will be appearing in a special issue of *Applied Linguistics Review* later this year, offers a more detailed exploration of the ethics of internet research, using the Mumsnet study as a case. This paper is titled *Identifying informational norms in Mumsnet Talk: A reflexive-linguistic approach to internet research ethics.*

PhD research report:

Negotiating rates of exchange: Arab academic sojourners' sociolinguistic trajectories in the UK
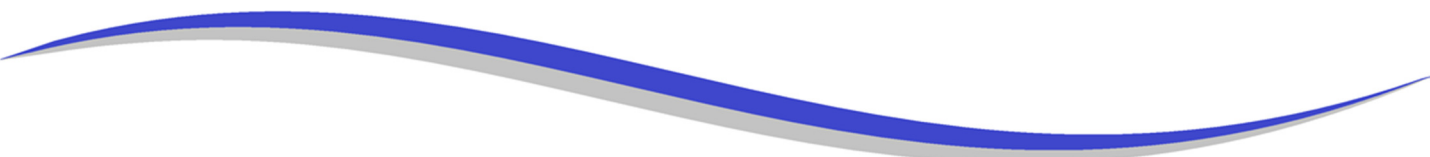
by Khawla Badwan

At the last BAAL annual conference in 2015, I won the Richard Pemberton Prize awarded to the best postgraduate paper. My presentation was entitled 'More theories, less certainty: (Un)thinking the sociolinguistics of mobility in light of Arab academic sojourners' trajectories in the UK HE'. The presentation featured one of the key themes of my doctoral research which was completed in December 2015.

The title of my doctoral project is 'Negotiating rates of exchange: Arab academic sojourners' sociolinguistic trajectories in the UK'. This study springs from the need to document the unheard stories of Arab academic sojourners in the UK to explore the impact of mobility and sociocultural heterogeneity on sojourners' conceptualisations of English, perceptions of themselves as speakers of English, and on their social encounters in the UK. The study also embraces the view that study abroad researchers need to see sojourners as 'whole people with whole lives' (Coleman, 2013) instead of fragmenting their 'minds, bodies, and social behaviours into separate domains of inquiry' (Kramsch, 2009, p. 2). As a result, the study taps into 'interdisciplinarism' in applied linguistics research by addressing a web of closely intertwined themes including learner motivation, study abroad, intercultural communication, international student experience, sociolinguistics of mobility, and teaching foreign languages in the era of globalisation.

This qualitative, longitudinal inquiry involved 8 Arab academic sojourners in a UK Higher Education institution and has been conducted through in-depth interviews over a period of eight months. Research data came from initial pair interviews conducted within one month of the participants' arrival in the UK as well as five rounds of individual interviews, resulting in a total of 44 interviews. The study is an example of researching multilingually considering that the interviews were conducted in Arabic with various translanguaging practices involving a range of spoken multilingual repertoires such as English, Standard Arabic, local colloquial Arabic, and pan-Arabic varieties. Overall, the participants used the language(s) that best reflected who they were trying to be. The research interview, as a social act, was planned to be a safe space for the participants to deploy their agency and choose what made them feel comfortable. The decision to allow the participants to freely deploy their linguistic repertoires during the interviews went in line with Lewandowska-Tomaszczyk's (2015) findings which indicate that emotions are expressed differently in different languages and across different cultures. That said, allowing the participants to choose the language(s) of the interview had pros and cons in this research, as it constitutes both an opportunity and a challenge. Whereas the participants were able to elaborate their responses without worrying about translating their ideas and emotions, this flexibility has posed a challenge which I grappled with during the transcription stage and later during the translation and analysis stages. Furthermore, the decisions taken during these stages influenced consequent decisions during the final writing-up stage.

Thematic analysis of the dataset featured striking commonalities in the group. The study found that participants'

perceptions of their investment in English were profoundly affected by their mobility. While they valued their investment in English as a tool to access Higher Education in the UK, their unexpected experiences of shifts in their language value made them aware of the limitations of their linguistic and social capital, thereby affecting their perceptions of their English and contributing to new conceptualisations of English. Not only did these realisations destabilise participants' perceptions of themselves as speakers of English, but further affected their social encounters, which ultimately led to some sort of ghettoisation that significantly limited their social networks in the UK.

This study represents a three-fold contribution: theoretical, political, and methodological. To start with, the theoretical contributions of the study spring from its holistic approach that departs from traditional approaches in study abroad literature. Instead of focusing on language gain and adaptation, integration or acculturation models, the study responds to Coleman's (2013) 'whole people, whole lives' approach in that its participants were invited to talk about, engage with and reflect on personal, academic, and social aspects of their sojourn in the UK. Whereas language remains at the heart of all of this, attempts were made not to reduce these individuals to language learners. Participants' interviews highlighted the extent to which they exhibited agentive, reflective and reflexive characteristics which indicated that they were not passive sufferers. Rather, they were active and critical agents who attempted to decipher and interpret the situations they encountered during life-altering experiences such as the ones they undertook during their sojourn in the UK. In addition, whereas the overarching economic metaphor of 'negotiating rates of exchange' responds to the commodification of language in the contemporary neoliberal order, it also problematises current scalar approaches to the sociolinguistics of globalisation. Having done that, the study endeavours to add both complexity and mobility into the mix in order to understand the impact of mobility and heterogeneity on individuals' conceptualisations of their languages, themselves, and others. By foregrounding the complex subjectivities and trajectories of the mobile individuals featured in this study, it departs from essentialist approaches to language, sociolinguistics of mobility, and intercultural communication.
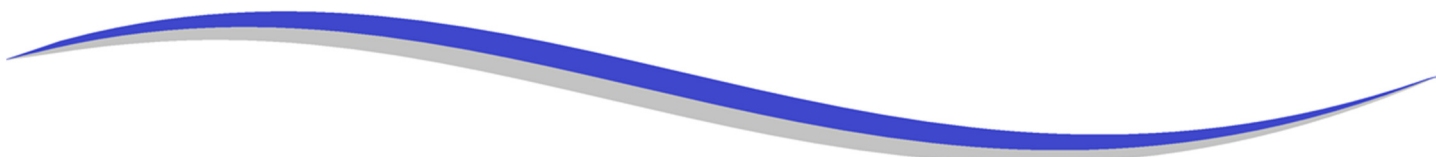
Politically, the study attempts to deconstruct the institutional discourses surrounding study abroad by creating and (co)constructing new discourses. In so doing, the study uncovers the tensions and paradoxes that lie within and emerge from internationalisation in UK HE. Unfortunately, participants' experiences did not fully resonate with those happy, 'integrated' students photographed on university websites and their expectations of life in the UK clashed with the manifestations of an inhospitable system that labelled them as 'international' yet expected them to 'integrate' and 'celebrate' their difference on campus.

Methodologically, the study addresses the complexity of researching where more than one language/variety is involved and contributes to current attempts of documenting the possibilities and complexities of researching multilingually (Holmes, Fay, Andrews and Attia, 2013).

Finally, if you have any questions about this doctoral project or if you are interested in research collaborations, please contact me at K.badwan@mmu.ac.uk

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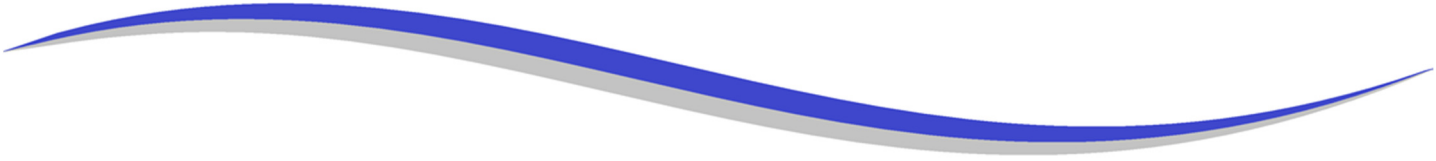
BAAL Applying Linguistics Fund

Charting the East Midlands: Engaging students and the community in linguistics projects

by Natalie Braber

This project aimed to bring BAAL members (both students and academics) together with students and community groups to examine best methods of practice to engage individuals and community groups in linguistic research to create impactful case studies within the East Midlands.

According to UNESCO, language plays a vital role as a vehicle for our cultural heritage and identity. The language people use contains within it key information about features important to a culture's songs, sayings and legends which can help bind communities together. The language of the East Midlands holds the key to a rich source of dialect and popular cultural tradition, yet it remains unexplored, shied away from due to uncertainty over its boundaries. Very little linguistic research has been carried out in the East Midlands since the Survey of English Dialects in the 1950s which is now out-of-date in relation to contemporary language usage. People and community groups may be working in isolation on certain aspects of culture and heritage in the East Midlands. However, a project such as this one can encourage people to work together to create something new and to encourage practical applications of language and heritage studies. It will encourage learning, engagement and participation among those involved. By comparing and contrasting language and cultural traditions from the region, for the first time, we will be able to do the East Midlands' local identity justice demonstrating how it is distinctive from other areas.

This project started with a one-day workshop to teach students and community groups more about effective data collection and availability of data. It included sessions on using archives, working with the community, oral history and analysing data as well as advice on using social media and the internet to disseminate research. Using experts in these areas ensured the highest quality sessions to engage individual and groups. Around 30 individuals, including students (from Linguistics, History and Heritage) and community groups attended the event and provided very positive feedback, stating that this day had helped them consider the importance of language heritage and how they could go about setting up their own projects. Many community groups have had limited experience of working with social media and found this very helpful. Students also commented that the day had helped them consider their own

studies and how they could use language variation within their studies.

At the outset of the project it had been planned to hold a celebration evening with a poster exhibition where groups and individuals can present what they have been working on. However, students commented that with heavy workloads this was not something that they would be able to complete in the time provided. Instead it was commented that they had enjoyed the day workshop considering a new field of research and it was decided to follow this up with a second event.

For this event, it was decided to examine the interface between Sociolinguistics and Forensic Linguistics to examine the field of language and the law. For this event, experts from Linguistics, Law and Forensic Sciences gave practical, hands-on sessions to around 50 students, both under-graduate and post-graduate from Nottingham Trent University and the University of Nottingham from Linguistics and the Law School to discover what it would be like to be a forensic linguist. Sessions included the examination of authorship attribution which included thinking about what forensic science is and how linguistics fits within this field. Two linguists held practical sessions, one using spoken, the other using written data which allowed students to try out test cases of speaker profiling where linguists may be consulted by police or asked to testify in court. The final session included the examination of how lawyers and courts question witnesses, particularly vulnerable witnesses, and what care needs to be taken to ensure good practice.

Again, students commented on how valuable this workshop had been to them and highlighted the importance of their studies and how many of the skills they were acquiring in their degree were transferable to the 'real' world and could be used outside the university environment. Both days included great discussion between participants and presenters – as sessions were interactive and there was plenty of time during lunch breaks (with a nice hot lunch!) to discuss with each other and the speakers what had been discussed. Both events were a great success and students and community groups were able to engage with and contribute to fascinating fields of research.
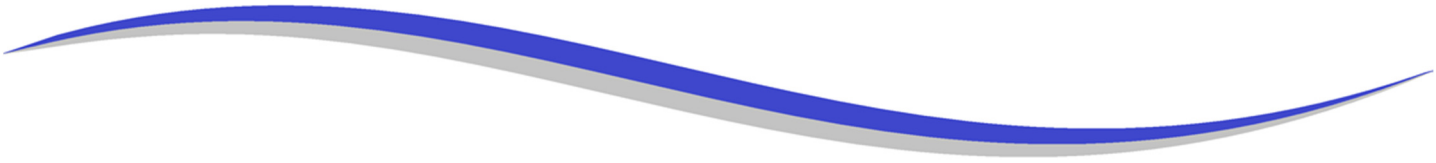
BAAL/Cambridge University Press Seminar:

The language of money and debt: the view from the ground (University of Roehampton, 07-08 September 2015)

On 7th and 8th September 2015, the University of Roehampton hosted a BAAL/Cambridge University Press Seminar on the Language of Money and Debt. The seminar brought together researchers from a wide range of perspectives in terms of their objects of study and modes of investigation.

Our keynote speaker, Dr Liz Morrish (Nottingham Trent University) opened the seminar. She explored the view from the academic ground, in that she presented her work on the influence of neoliberal economic discourse on institutions of Higher Education. While many of us are now familiar with idea that students are customers, Dr Morrish's keynote reminded us of the influence that such discourses have on the organisation of Universities and the work that academics are required to undertake. Among the increasing presences in HE are discourses of accountability, performance and auditing. And while these discourses may be easy for language experts to deconstruct, their effects once they become institutionalised are apparently immovable. The effects on individuals are no less pronounced. They are psychological, physical and overwhelmingly negative. Academics have become the new precariat. The situation for students is no less pressing. Dr Morrish urged us to do more to discuss these issues with our students, particularly as they affect their financial, professional and personal futures. The amount of debt that students are now compelled to accumulate is literally unimaginable and thus extremely difficult to manage.

The seminar then moved to a slightly different ground. Dr Liz Moor (Goldsmiths University) considered data from the Mass Observation Archive. In particular, she examined responses from the MOA panel from 1982 to questions about pocket money. These data provide a detailed and varied account of individual history and memory in relation to the receiving and spending of money. Significantly, the responses also prompted individuals to recall and examine their relationships and feelings, not only in relation to money but also in relation to their family and personal life. Dr Moor drew out these relational themes, arguing that money is clearly connected to power and solidarity. She also drew attention to silences. As much as what people do recall may be significant, what is not mentioned also provides fertile material for understanding money, memory and relationships. The *way* individuals 'give an account' of themselves tells us at least as much as the account itself.

Moving further back in history, Dr Sifaki and Dr Mooney (University of Roehampton) examined historical synonyms for 'mean' and 'generous'. With data collected from The Historical Thesaurus of English, they examined the definitions and etymologies of these terms in order to draw out the conceptual baggage of these items. The data show that meanness is related to small, measurable things, closed or clenched bodies, an unattractive appearance and poor moral character. The associations with 'generous' are the reverse. They suggest that data reveal a connection between meanness, poverty and badness while generosity is related to wealth and goodness. They argued that these ideological chains need to be unpacked and critiqued. For example, a concept of 'relative generosity' to parallel that of 'relative poverty' may more appropriately situate current calls for philanthropy. Moreover, they suggested refocusing on positive conceptual baggage of terms of 'mean' to promote financial caution.

The next two papers dealt with the contentious issues of benefits and social welfare payments. Dr Laura Patterson (Lancaster University) presented work on Benefits Street and its audience reception. The research data was generated from focus groups of individuals from different socio-economic groups. Dr Patterson provided a masterful account of 'poverty porn', its increasing presence in mainstream media location and its effects on public debate and policy. Connecting it to work on class, its representation, history and discourse, she explored the status of poverty porn as both entertainment and social commentary. Operationalising sociolinguistic theories of stance, Critical Discourse Analysis and corpus linguistics, Dr Patterson showed through detailed analysis of focus group responses that audience reception of the material is generally negative while disagreement is managed to construct a group consensus on issues raised. While respondents were asked to comment on the clips shown to them, they brought to the discussion a range of personal narratives, social stereotypes and hegemonic preconceptions about class, benefits and employment in order to raise topics and behaviours not present in the prompt material.

Chris Roberts (Roehampton University) began with an analysis of 2008 infomercial 'Benefit Thieves, We're Closing in' that urged members of the public to report on neighbours taking advantage of the benefit system. A scene by scene analysis focussed attention on the markers of class, gender and social status used to position the 'thief' as other and the reporter as worthy citizen. He connected these mediated messages about benefits to broader discussion about the current economic situation, and the myths and narratives that continue to circulate and receive assent despite extensive counter-argument and evidence. He traced the internalisation of these myths in popular discourse and culture showing, and yet contesting, their taken for granted status.

The first day also included the screening of a teaser for a documentary, Money Puzzles, currently being created by Professor Michael Chanan (University of Roehampton) and Dr Lee Salter (Sussex University). This powerful screening was followed by a group discussion of the issues, leading to much talk about economic theory, the contrast between myth and reality and the fictions under which citizens have been persuaded to operate.

During day one, an exhibition 'The Roles We Play' from ATD Fourth world was staged. This project comprises portraits of and narratives from people in poverty highlighting their personal stories and their contributions to society. Far from the stereotypes of poverty, related to idleness and disengagement, the work shows the important contributions people make. We were fortunate to have in attendance two of the individuals featured in the project.

As a close to the first day, we held an event to reflect on issues raised by Dr Liz Morrish in her keynote address. Delegates with invited to bring a book to the seminar that they would like to share with either students or colleagues, one that spoke to the current situation in HE. Dr Morrish spoke about a particular case of a Professor at a London University subjected to severe performance management. The Professor took his own life. The books were used to build a cairn and the titles shared among delegates to promote debate, discussion and consolation.

The second day opened with two papers about children's books. Socialisation into the world of money begins almost invisibly and tracing the concepts and structures of economics, money and poverty in children's books provides a fascinating insight into this process. Tanweer Ali (Empire State College, Statue University of New York) and Eva Lebdušková (J.E. Purkyně University, Usti nad Labem, Czech Republic) examined the Harry Potter series. Taking the series as a corpus, they uncovered the objects and practices that index wealth as well as the attitudes about and situations of the poor. A detailed analysis of the banking system in Harry Potter showed it to be extremely conservative. While J.K Rowling is known for her progressive personal politics, the financial and economic structures,

motives and behaviours in the Potter series are at odds with this.

Astrid Van den Bossche from the University of Oxford takes as her data children's picture books from the US and the UK. These show a clear association between money and coins and coins and counting. She argues that counting and being good at maths is connected with being clever and having the necessary talents to accumulate wealth. Patience, too, is clearly shown as a virtue in these texts. The tangibility of money, in the form of coins, is striking especially in contemporary life where money is so often virtual. She paid attention to the audience of these books too, noting that their cost means they are aimed at a particular socio-economic class. Nevertheless, the books also raise questions about what is valuable and what 'value' means.

Finally, Dr Kate Harrington of the University of Essex posed the question 'What is money?' Considering legal language and recent cases about money, she shows that 'money' is not a viable concept in the law. Rather, debt is more prominent. Getting to this point, however, because of the opacity of legal language, is not straightforward. Dr Harrington concluded that money is nothing more than a speech act of promise, in line with the inscription that appears on a British bank note ('I promise to pay the bearer…').

Discussions over the two days were illuminating and challenging. The question of what money is surfaced repeatedly as did related queries around debt, micro- and macro-economics, policy and individual behaviour. What became clear is that money is connected to and indexical of a range of social and cultural discourses, values, narratives and relationships. The line between fact and fiction is not easy to draw as the former are only ever contingent and ideological and the latter are more personal, visceral and situated than the term 'money' immediately suggests.

It was also abundantly clear that to begin to understand money and debt an interdisciplinary perspective is crucial. The frame that Applied Linguistics provides, however, is hospitable to these perspectives and to the range of work presented and discussed at the seminar dealing as it does with the meeting of language and the world. Thus, another point of recurrence was the connection between discourse and practice. Money is itself a discourse in that it relies on a range of contingent conventions, relationships, symbols and trust. Thus at the root of all our discussions is a system of meaning and action which we all acquire as members of social community but which we rarely interrogate. The notes in our wallets are indexes not only of a broader economic system with its own discourses and practices but also indexical of personal values, relationships and activities. We plan an edited volume of the papers presented at the seminar and look forward to more discussion, interventions and activities to address both emerging and long standing questions in this broad field.

We were pleased to have Dr Jo Angouri from University of Warwick representing the BAAL executive provide an overview of the work of BAAL and its diverse interests and activities. The emphasis she placed on the inclusive nature of BAAL and its willingness to extend creatively the 'boundaries' of applied linguistics was extremely pertinent and well received. We would like to thank BAAL and Cambridge University Press for sponsoring this event. In addition, our thanks go to all our delegates and speakers for their robust work, their willingness to engage with each other and the questions raised and their inestimable contribution to the positive and critical spirit of the event.

BAAL/Cambridge University Press Seminar:

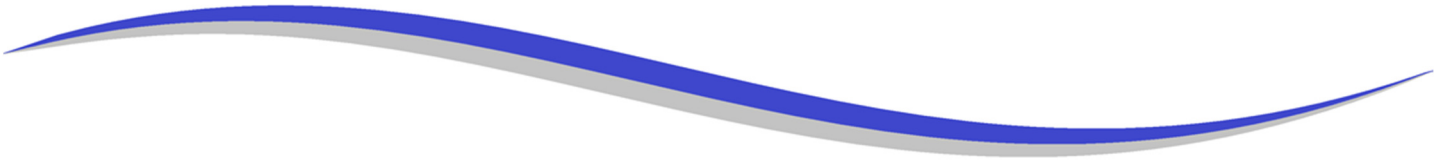## Eyetracking as a research method in online language education (Open University, Milton Keynes, 12-13 June 2015)

With online language learning and teaching gaining in popularity around the globe, teachers as well as researchers need to investigate what is actually happening during online learning and what makes online teaching more effective. For this purpose, sophisticated equipment and innovative research methods are required. One of the most promising methods in this context is eyetracking: the recording of the gaze focus of users engaged in on-screen or online tasks (Duchowski, 2003; Rayner, 1998).

Since the establishment of the eyetracking technique more than 100 years ago, this research method has first been used in psychology and reading research, and then, following the advance in technology and the availability of computer-based eyetrackers, also in Human-computer interaction research. Rather more recently, researchers interested in computer-assisted language learning have started to employ eyetracking to investigate the process of text-based and multimodal interactions of synchronous computer-mediated communication (SCMC) (O'Rourke, 2012; Smith, 2010, 2012; Stickler & Shi, 2015). The challenges of SCMC eyetracking are considerable and researchers investigating this area are currently only few and far between. However, the potentials and the relevance of this research method cannot be underestimated, particularly for the fast developing field of online language teaching and learning. Therefore, a proposal was put forward to organise a BAAL/CUP seminar around the topic of "Eyetracking as a research method in online language education".

On 12 and 13 June 2015 a group of interested researchers was brought together at The Open University, Milton Keynes, to discuss eyetracking as a research method in online language education. The seminar was supported by the British Association for Applied Linguistics and Cambridge University Press as part of their Applied Linguistics Seminar Programme for 2014-2015 (BAAL-CUP seminars).

In the Open University (OU), eyetracking has been deployed for usability tests in the Institute of Educational Technology (IET), mainly testing course websites and online materials for distance learners. The two seminar organisers, Ursula Stickler and Lijing Shi advanced this method to the area of online language teaching, experimenting with eyetracking in synchronous tutorial settings. After successfully securing a small research grant from the British Academy in 2012, we first conducted an eyetracking study with ten distance learners of Chinese in conjunction with stimulated recall interviews (Stickler & Shi, 2015). This was followed by another research project (supported by an OU scholarship fund) tracking the eye movement of language teachers while they were teaching online via an audio-visual conferencing platform ('OU Live'). Their eye movement data were played back to the participants for stimulated recall interviews to scrutinise the reasons behind their individual teaching patterns and elicit their teaching beliefs. The design of this project was supported substantially by discussions with two experienced eyetracking researchers, Bryan Smith and Breffni O'Rourke. Based on this experience, we decided that a seminar on eyetracking should follow a similarly collaborative and collegial format, focusing on the exchange of experience and the open discussion of technology, method and challenges.

The response to our invitation seems to have confirmed our conviction that eyetracking research in online language
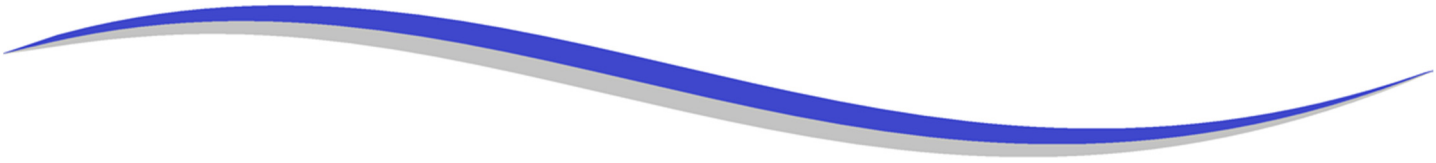
teaching and learning is a timely and highly relevant topic. The seminar drew a total of 25 international participants from five countries and 17 universities. Participants came with different levels of expertise and experience in eyetracking, and the first part of the seminar was devoted to introducing the technology and providing a hands-on opportunity to try out eyetracking and other equipment. These opportunities could be offered by the IET in their Jennie-Lee research laboratories. Seminar participants were guided through the labs by Graham Healing from IET.

Following this more practical introduction, a total of eight presentations and numerous exchanges took place over one and a half days; thus the timetable left ample opportunities in-between for each participant to establish links for future scholarly activities. In the first keynote Breffni O'Rourke (O'Rourke, 2008), Trinity College Dublin, presented "Eye-tracking as evidence of individual and discourse processes in online communication". His investigation of telecollaborative exchanges via synchronous textchat showed that online interactions are at the same time more complex and more sophisticated than previously assumed. The strategic behaviours and discursive processes of language learners revealed by his eyetracking study could not have been evidenced by traditional methods alone, e.g. text analysis, as Breffni convincingly argued.

Six short presentations about the current state of play in eyetracking were delivered by the following participants: Emrah Çinkara (Gaziantep University, Turkey) talked about "The Use of Eye Tracking Methodology and Data in a Pronoun Resolution Study" (Çinkara & Cabaroğlu, 2015) and how eyetracking has been used in his institution. Sharon Black's (Queen's University, Belfast) paper entitled "Through a child's eyes: a pilot study of children's reception of a subtitled television programme" demonstrated how eyetracking was applied to investigate the impact of subtitles on children's language development. Nicola Latimer (University of Bedfordshire) delivered a presentation entitled "Eye tracking technology – Getting inside the mind of the writer?" Mixing eyetracking with other research methods, this study investigated students' cognitive process during reading-into-writing English tests.

Then, Marije Michel (University of Lancaster) delivered a short talk entitled "Eye movements during L2 written computer chat interaction", and Therese Örnberg Berglund (University of Linsköping, Sweden) presented her study on "Corrective feedback and language awareness in text-based SCMC". These two researchers focused on the use of eyetracking in SCMC interactions. Stephen Bax (CRELLA, University of Bedfordshire) talked about "Researching academic reading through eyetracking", describing a study in which eyetracking data revealed distinctive strategies applied by good and by poor readers.

The second day of the seminar started with discussions and culminated in the second keynote: Bryan Smith's (2012) presentation on "Tracking learner interaction in CMC"; a stimulating overview of where eyetracking research fits into applied linguistics research in general, and how it can inform Second Language Acquisition research presently and in the future. As mentioned above, a key objective of this seminar was to enable each participant to network with others, be they experienced in eyetracking research or relative novices. This was facilitated through frequent discussions, group work and even a 'walk-and-talk' around beautiful Walton Lake which was enjoyed by many despite the inclement weather. The breadth of topics and research approaches proved very informative for participants with less or no prior experience in eyetracking, whereas more experienced researchers could benefit from conversations about the latest advances with colleagues and from sharing the feeling of collaboration and joint goals. The seminar format, as it was built around collaboration and exchange, provided multiple opportunities for learning from each other and has led to immediate results: Marije Michel from the University of Lancaster

volunteered to compose a mailing list for all the seminar participants, and proposed to hold a follow up seminar in her university next year. Other researchers are keen to build formal collaboration networks, one researcher planned to apply for funding to establish an eyetracker at his institution, and colleagues whose institutions already possess eyetracking labs have extended invitations to others for research visits and joint explorations.

The "buzz" present at the two-day seminar shows that this is an exciting and fast developing field of study. Beyond the sheer "novelty factor", however, lie the serious long-term promises of a method that is becoming more central in applied linguistics: as Bryan Smith put it, eyetracking can support exploratory research, confirm other measures by offering triangulation, test assumptions in CMC and test notions from SLA in computer-assisted language learning. On another level, eyetracking also promises pedagogic advances with its immediate benefit for materials design, feedback from users, and encouragement of reflection in language learners and teachers.

Many of the themes presented and discussed were tweeted under the seminar's hashtag #SCMCeyetracking. At the end of the seminar, participants were asked to fill in an online survey, collecting evaluation of the event and gauging interest in future collaboration. All respondents, even those who had never used eyetracking before, agreed that they would consider the use of this method in the future, either as a confirmed intention or a tentative option. The survey also corroborated the need for continued collaboration and exchange in the format of email lists and websites to share information.

One participant commented on the seminar in her email how much she appreciated "the chance to really engage in interesting discussion with all of you at numerous points between presentations. I came with a desire simply to learn and be enlightened, and I did not leave disappointed." To keep this interest going, a website designated 'eyetracking SCMC' has already been set up to share presentations and audio recordings of the seminar with a wider audience. This website will also document the growth of this expanding research community within the field of applied linguistics: a special interest group in exploring the use of eyetracking in different aspects and contexts of online language learning and teaching.
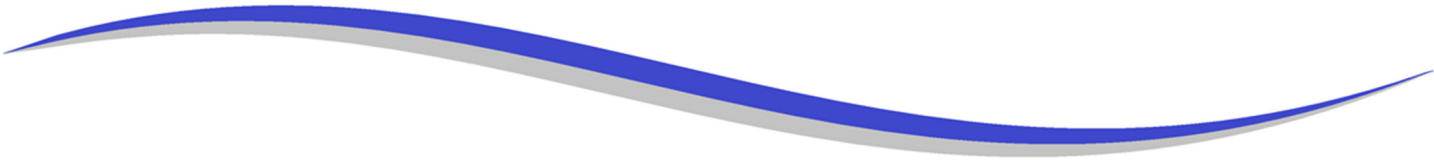
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Language in Africa SIG:

Panel presentation at the SOILLSE Conference, "Small language planning: communities in crisis."

(Glasgow, 06-08 June 2016)

The team of 5 LiASIG members presented papers under the theme: 'Crossing Continents: Multilingual Education in African Contexts' with a comparative perspective across countries of sub-Saharan Africa and, through audience discussion, with communities in other contexts. The focus was on the challenge to languages in sub-Saharan Africa – to all indigenous languages that are not the ex-colonial or African official languages, and in particular to the many small indigenous languages which are threatened by the few developed African languages of wider communication. Although the ex-colonial official language is commonly the language of instruction (LoI) throughout the education system, a large proportion of the population are not familiar with it. Each paper explored how efforts to introduce the child's familiar language as LoI and hence literacy, at least in lower primary education, runs up against many challenges – one of which is the lack of development of smaller languages. National solutions range from introduction of a triglossic system in Ghana (Elvis Yevudey, Aston) to a 'back to English only' move in Malawi (Colin Reilly, Glasgow), a matter which led the LIASIG to initiate a petition to the Malawian government in 2014. In Uganda (Judith Nakayiza), the basically sound policy of use of local languages as LoIs in Lower Primary is creating difficulties for children of minority languages, and is a further threat to them. However, under this competition, small languages and 'dialects' are being developed. The presentation on Guinea Bissau and Gambia (Jill Karlik, Leeds) focussed on the fundamental challenge of agreement on orthographies as a starting point for unrepresented languages. More hearteningly, in the Gambia, teachers from a small language community have taken the initiative themselves with NGO assistance. This theme was also presented in a separate paper on the successful revitalisation of Tonga in Zimbabwe (Chikasha, Johannesburg). Frequently, parental attitudes are blamed for lack of interest in indigenous languages in education: a further conference paper on Maa, language of the Maasai, (Hicks & Maina, Africa Educational Trust) revealed negative attitudes to small indigenous language in education may come more from educational institutions than the parents, once the latter are sensitized to its benefits.

Annette Islei, Convenor

Language in Africa SIG:

Technology & Media: Emerging trends in Africa and the diaspora
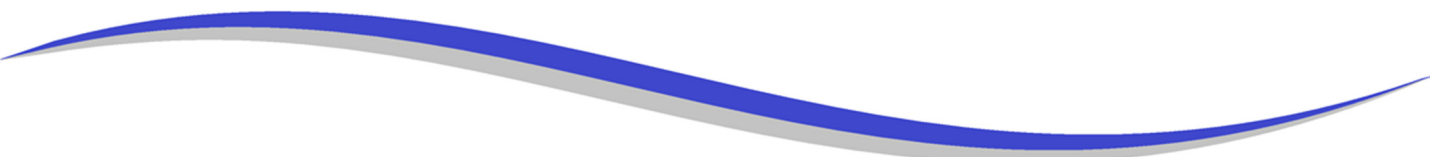
(University of East London, 06 May 2016)

The LIASIG conference this year was very productive both in terms of the breadth of presentations, which covered many aspects of technology of interest to Africa and Africans in the diaspora, and the chance for users of technology to interact with software designers and learn more about their resources. Several themes emerged over the day. One was concerned with the use of social media for representing African languages and culture. *Elvis Yevudey & Nathaniel Dorgbetor* described how Facebook was providing opportunities for communication in Ewe, a Ghanaian language, among a large population of Ewe speakers.

Two talks and a poster focused on social media as a form of political activism. In his poster, *Size Echitchi* presented identity work in the speeches of southern Cameroonian secessionists which are available on websites. The two talks described contrasting online groups of Eritrean refugees in the diaspora. *Sarah Ogbay & Goodith White* analysed the linguistic practices of an Eritrean Women's Network on Facebook, and how these were used to achieve consensus, empower women and network on a global scale. *Chefena Hailemariam* presented political discussion from a group on Viber, mainly young Eritrean men for whom the network platform provided a democratic space in which they could express themselves freely and contest other views. Members of the audience noted interesting parallels with social media activism in the Middle East. In all these talks, including Elvis and Nathaniel's, use of the participants' indigenous languages and their scripts raised discussion.

Another theme concerned how technology could be used to preserve and disseminate underrepresented or threatened African languages. *Kirsty Rowan* described how speakers of Nubian languages are being assisted in revitalizing their language and culture through a project from the SOAS World Languages Institute for making video and audio recordings. *Richard Shapiro* of Oxford University Press described an ambitious project of making dictionary and language information for 100 languages globally accessible online over the next ten years. The project is focusing on digitally underrepresented languages, with contributions from local language communities. It will feature Kiswahili, isiZulu, Northern Sotho, Setswana, Hausa, Yoruba, Amharic, Shona, isiXhosa, and Igbo. The theme of local involvement occurred again in the presentation by *Manuela Noske* of Microsoft. After providing interesting data concerning different African languages available on Google, Microsoft and Facebook, she presented some of the challenges Microsoft has faced in trying to meet new markets through localisation of products. During the day there were also references to the increasing digital availability of fonts for African languages

A central theme for the day was that of encouraging literacy through the use of stories which could be digitally accessed or created. Technology is transforming the power relations in Africa in many ways, including the fact that it empowers educators to produce their own materials rather than rely on publishers. *Bonnie Norton*, our plenary speaker, described how the African Storybook Project was enabling children to learn to read in their mother tongue. Research has shown that children who first learn to read in their L1 do so more quickly and that L2 learning is also helped, yet very few reading resources exist in the L1. The African Storybook website at:

http://www.africanstorybook.org/ currently makes freely available 500 original stories, and over 2,500 translations in 60 African languages, as well as images, a translation app, teacher support and a blog. *Ian Cheffy* described another recent free resource from SIL International for creating and translating simple books. Full details are available at: http://bloomlibrary.org.

Last but not least, two talks focussed on technology as a medium of oral communication. *Rebecca Musa* reported on her research into the most effective way to teach English pronunciation in Nigerian secondary schools. Many teachers have received little training, accents can differ widely, and words are being pronounced in markedly different ways. Results showed that the combination of audio player with orthographic input proved more effective than traditional face to face teaching methods. *Abdulmalik Ofemile's* talk described his study of participants' reactions to interactions with synthesised and human voices giving instructions in English in a Nigerian context. He showed how such studies will become ever more important as human/computer interactions become increasingly sophisticated.

Goodith White

Language, Gender and Sexuality SIG:

Language, gender and sexuality research methodologies revisited

(Liverpool Hope University; April, 2016)

The 9th annual BAAL Language, Gender and Sexuality Special Interest Group event was held at Liverpool Hope University in April. The theme of the conference was 'Language, Gender and Sexuality Research Methodologies Revisited'. The aim was to draw on issues that were first explored during a seminar which took place at Birmingham University in 2005. The event was organised by Dr. Linda McLoughlin and student Sophie Woods. Twenty two participants joined from across the UK to consider where we are now in terms of the theoretical and methodological approaches that are widely adopted in Language, Gender and Sexuality studies.

The programme included plenary talks from Associate Professor Jo Angouri (Warwick University) who considered developments in interactional sociolinguistics, Dr. Veronika Koller (Lancaster University) who looked at Critical discourse studies of language and sexuality in the past ten years, Dr. Charlotte Taylor (Sussex University) who focused on the Corpus Linguistics' contribution and Dr. Lia Litosseliti (City University) who considered affordances and tensions in the diversity of approaches in Language and Gender studies. In bringing together researchers whose work draws on state of the art approaches we encouraged 'both debate and innovative, creative feminist practice' in the round table closing session. The connotations of key concepts such as 'warrants for gender and sexuality', 'post-feminism' and 'queer approaches' were explored. A number of themes were identified as current areas for research in the field: activism and the possibility of forming connections between academics and grass roots organisations; research applications vis a vis bringing together theoretical micro and macro approaches; the relationship between corpus based discourse studies and statistics. Questions were considered such as how linguistics can best address issues surrounding gender and sexuality. Participants also discussed difficulties such as the perceived disconnect between the mainstream and academia. The event provided a friendly and supportive space to reflect on developments in research methodologies during the last ten years.

Powerpoint presentations from the day can be accessed on the website:

http://www.lancaster.ac.uk/fass/organisations/galsig/events.htm

Linda McLoughlin

Testing, Evaluation and Assessment SIG:

Assessment for learning and assessment of learning: Incommensurate paradigms or complementary perspectives?
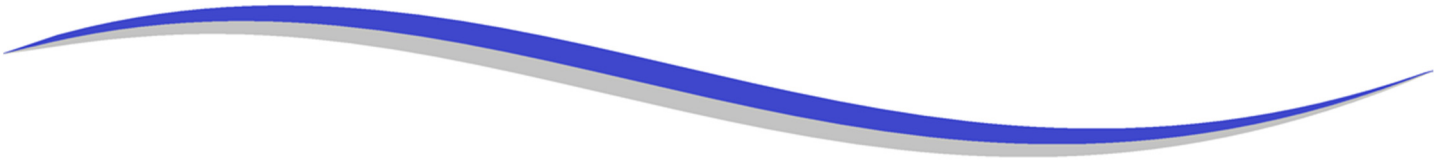
(Reading University, 11 March 2016)

The BAAL Testing, Evaluation, and Assessment SIG held its annual one-day conference event at Reading University on March 11th. The theme of the conference was framed as a question to encourage reflection and interaction on a topical issue: Assessment for learning and assessment of learning: Incommensurate paradigms or complementary perspectives? The theme was designed to build on the very successful SIG event held in Cambridge in 2015, and to further provide a space for interaction between educators, assessment practitioners and researchers on this important topic.

The event was very successful, with 80 participants attending. The program included two invited speakers, Nick Saville (Cambridge English Language Assessment) and Andrea Révész (University College London), seven peer-reviewed presentations, a number of poster presentations, and concluded with a stimulating panel discussion in which participants teased out key themes and salient trends that arose over the course of the day.

The event brought together a diverse range of perspectives and reports on projects being carried out in a number of contexts, both within the UK and internationally. The Q&A sessions were lively, and it was especially interesting to see the way in which participants, both presenters and audience members, were readily exchanging ideas, questions, and suggested solutions to shared problems and experiences with assessment related issues in the learning and teaching projects in which they were engaged. The SIG coordinating committee extends its warm appreciation to Parvaneh Tavakoli of Reading University for leading on the organization of the event and guiding the theme.

Following the main conference, the SIG also held its annual AGM, electing a new coordinating committee. Jamie Dunlea was re-elected as Convenor, Nahal Khabbazbashi was elected as Treasurer, Chihiro Inoue was re-elected as Communications Officer, Judith Fairbairn was elected as Meetings and Events Coordinator, Luke Harding was re-elected as an Ordinary Member, and Susan Sheehan was elected as an Ordinary Member after standing down as Treasurer following several terms.

The new SIG Coordinating Committee are now brainstorming ideas for next year's event. We are hoping to continue to build on the important space that has been created for educators to share ideas and information on assessment related issues through the SIG events.

Jamie Dunlea

Language and New Media SIG:

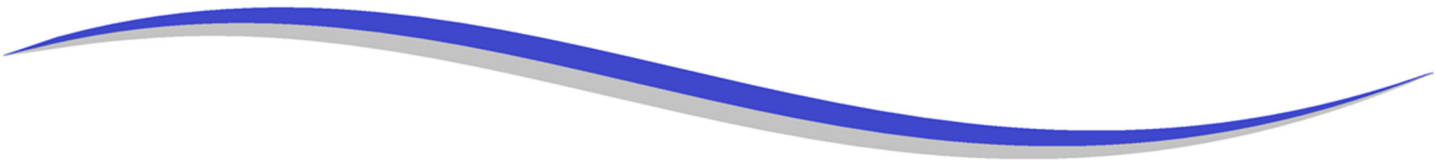## Multimodality in social media and digital environments

(Queen Mary University of London (QMUL), 15 April 2016)

The third of the annual BAAL Language and New Media SIG events was held on 15 April 2016 at Queen Mary University of London. The workshop attracted interest from researchers at various stages of their careers - from PhD students to established scholars. The workshop attracted 41 participants from the UK and abroad (USA, Canada, Spain, Italy, Switzerland). The day included two plenary talks and four presentation sessions on the themes of *performing, learning, transforming, adapting*. During coffee breaks and lunch, participants got a chance to continue conversations inspired by presentations, network and share experiences.

 In the first plenary, Myrrh Domingo (Lecturer in Contemporary Literacies & Academic Head of Learning and Teaching Department of Culture, Communication and Media at UCL Institute of Education) focused on the representational and productive capacities of technologies and how they allow for the distribution and dissemination of meanings made within multimodal ensembles. She problematized the question of tools researchers need to understand inscribed communication in digital environments drawing from a multimodal social semiotic and ethnographic perspective. The talk touched upon a current phenomenon in which young people exploit the affordances of multiple digital platforms as well as objects and their own bodies in meaning creation. We were reminded that in-depth understanding of digital practices, such as creating blog posts and YouTube videos, is possible only thanks to adopting a rigorous ethnographic research perspective which sheds light on the process of meaning-making, rather than only the final product. Participants were also presented with an innovative multimodal transcription system used in Dr Domingo's research.

 The theme of networked meaning-making through multimodal means was echoed in the second plenary. Prof Rodney Jones (Professor of Sociolinguistics, Head of Department of English Language and Applied Linguistics at Reading University) explored how images posted on Facebook, Snapchat and Tinder are rendered meaningful for their users, taking into account the different affordances of these platforms. He showed that meaning in practices of 'networked imaging' depends on *indexicality* and is created through the *emplacement* of images in relation to spaces in the material world. Emplacement in the case of taking pictures of food, a practice which is very popular in Hong Kong, is achieved through positioning of artefacts to be photographed, camera angle, framing, and the presence of bodies in the frame, constructing *embodied experience of food*.

 The main aim of the workshop was to bring together researchers working on multimodal aspects of social media and digital environments from different perspectives and with varied interests. Papers presented in the first session (Performing) focused on performing identities and adopting roles in digital communication in texting (Caroline Tagg and Esther Asprey), Instant Messaging in the workplace (Erika Darics) and citizen journalism (Ruth Page). The second session (Learning) included papers on incidental vocabulary learning through reading blog posts and watching YouTube videos (Henriette Arndt), tutor experiences of multimodal assessment in digital environments (James Lamb) and multimodal aspects of self-directed online learning of Chinese (Jenifer Ho). Presenters in the third session (Transforming) spoke about the transformative power of multimodal resources: gesture in second-language

dialogues mediated by mobile technologies (Helen Lee), space in video chat (Dorottya Cserző) and graphicons in Facebook comment threads (Ashley Dainas and Susan Herring). The final session of the day (Adapting) took a methodological focus, asking questions about the way in which existing methodologies can be adapted to best suit the analysis of multimodal communication in social media and digital environments. The aspects raised included challenges involved in the process of transcription of multimodal data (Melinda Dooly and Francesca Helm), digital remediation from a social semiotic perspective (Elisabetta Adami) and adapting Mediated Discourse Analysis to computer-mediated discourse (Huey Fen Cheong).

 Lively discussion followed each of the presentations, filled coffee and lunch breaks and continued during a post-event drinks and dinner, which was attended by many of the participants. Several remarked that the workshop was a successful networking event, which is likely to benefit their research and teaching at their respective institutions in the UK, Europe and the USA. The key take-away from the day was that research on multimodal aspects of social media and digital environments, still in its relative infancy, can benefit from bringing together a range of perspectives and that – as numerous presentations pointed out – it should not be limited to the analysis of the digital product itself, but also focus on understanding the offline process of production as well as the relationship between the digital content produced and shared with spaces and bodies which are involved in multimodal meaning-making. The challenge appears to be the gap between the different research traditions represented at the workshop and the SIG event was meant to help to take steps to bridge this gap. The workshop was actively tweeted using the #lnmsig2016 hashtag and a selection of tweets from the day is available at https://storify.com/AgnieszkaLyons/baal-language-and-new-media-sig. To keep up-to-date about future events and to share relevant information with the growing BAAL Language and New Media SIG community, visit our Facebook page https://www.facebook.com/languageandnewmedia .

Linguistics and Knowledge About Language in Education (LKALE) SIG:

Report on the first Spring Meeting

(Swansea University, 20 April 2016)

The Linguistics and Knowledge About Language in Education (LKALE) SIG welcomed 30 participants from a wide range of backgrounds to its first Spring Meeting at Swansea on April 20th 2016. The day was divided into two sessions with plenty of scope for discussion and networking.

The morning session looked at The role of Metalanguage in language and literacy teaching. Constant Leung (UCL) spoke on 'Metalanguage as content: a view from the classroom', and Diane Potts (Lancaster) with a 'Follow up: Meaningful metalanguage: Putting metalanguage to use'. Urszula Clark (Aston), as Discussant, then drew the points together and invited comments. The problem of metalanguage lies in how it appears in policy documents and is transferred to classroom use – frequently in ways that are unhelpful for learning. If we ask 'Whose metalanguage?', the answer seems to be 'Whichever is accessible to teachers', and whatever they find applicable to the classroom. As teachers build on their own basic awareness, metalanguage will vary depending on level and purpose. A further problem is identifying what we mean by metalanguage. Two aspects were identified: a) metalanguage as the naming of parts of speech, grammar and punctuation, exemplified by the Key Stage 2 SPaG test and NC Grammar glossary and b) metalanguage as it relates to textual organisation and the language patterns or register features through which knowledge is constructed in speech and writing.
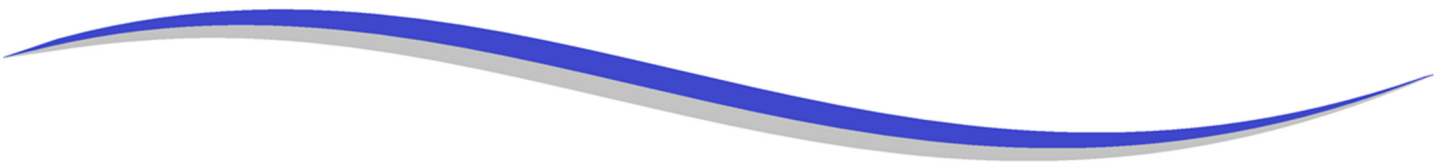
The afternoon session considered practical examples of dealing with metalanguage in these contexts with regional projects set up to deliver CPD for teachers to raise language awareness. Lise Fontaine (Cardiff) and Jessica Clapham (Bangor) spoke about 'LLAWEN: Literacy and Language AWareness in EducatioN' Network for Wales (http://blogs.cardiff.ac.uk/digitalwriting). And Lindsey Thomas (Education consultant) spoke about the 'The Buckinghamshire WRITE project' (WRITE project, Wonder, Rigour, Innovation, Transformation and Empowerment in and through Literacy, http://www.buckswriteproject.com). Agneta Svalberg (Leicester), as Discussant, drew the threads together.

Marcello Giovanelli (Nottingham), led the last session as Discussant, drawing together threads for the whole day before groups worked on suggestions for next steps. Groups reported their thoughts to the chair (Urszula Clark), which gave further opportunity for comment.

Key themes identified to be developed further are:

1) Metalanguage and its transference to classroom contexts. Metalanguage will vary depending on level and purpose, e.g. for those studying a language, for those learning maths in school, for those learning to reason at primary school. We plan to focus upon concepts, identifying appropriate terms and finding ways of applying them and integrating them into school and classroom contexts. '

2) Ways to affect practice and influence policy. We seek to empower teachers with confidence to handle relevant

focus on language in their educational setting, identifying principles for the construction of a pedagogic grammar relevant to context (hybrid metalanguage?). We seek to empower teachers with literacies for assessment of language - particularly understanding issues of progression and therefore planning for academic literacy development to be integrated into content teaching.

We have begun this work by looking at examples of ways in which CPD programmes for teachers can be set up and delivered to raise language awareness. We aim to establish regional clusters of activity, co-ordinating resources for schools/colleges on our web page: everything from links to other professional organisations to research reports to worksheets, from work on MFL to speech therapy.

We seek to influence policy by keeping an eye on the media and government announcements concerning curriculum and exams, networking with professional bodies working in educational linguistics such as BAAL, CLiE, NATE, ALA and the LAGB Education Committee, and responding to any consultation opportunities. As this report shows, applied linguists have plenty of practical knowledge about language and its role in the construction of knowledge that can be applied to educational settings. Come and join us at our forthcoming annual Spring SIG meetings.

Is there one coming to a venue near you? 2017 -Sheffield, 2018 - Oxford, 2019 - Aston

The LKALE SIG Committee:

Esther Daborn, Urszula Clark, Vivienne Rogers, Lise Fontaine, Charlotte Kemp, May 3rd 2016

Book Reviews

The paper jacket of the book reproduces the Lisbon 'Monument to the Discoveries' that celebrates Europeans who conquered other continents. Appropriate for a volume written almost entirely by their descendants, with the voices of the subaltern only audible in the chapters on South Korea and India.

Ricento has earlier edited two influential anthologies on language policy, so one has high expectations from this volume. Only some are met, in my view. Ricento's presentation of the goals of the book, and summaries of each chapter, are thorough and insightful, leading to tentative conclusions about 'English in a global context'.

Four general papers mainly report on the ideas of other scholars, with rather tenuous links to global English, a concept that is left amorphous. Five case study chapters, by contrast, are better focused and written. Each case analyses local uses of English rather than 'global English', though Sonntag explicitly explores 'linguistic globalization from below' in her article. There are three articles finally grouped under 'Global English, development, and democracy'.

Part 1. *Ricento*'s opening chapter (a 2012 journal article) analyses a small selection of the research by others on 'Political economy and English as a "global" language' and the knowledge economy, and ends by pleading for a new 'over-arching framework' connecting the global economy with language policy. Why has he not undertaken this task himself?
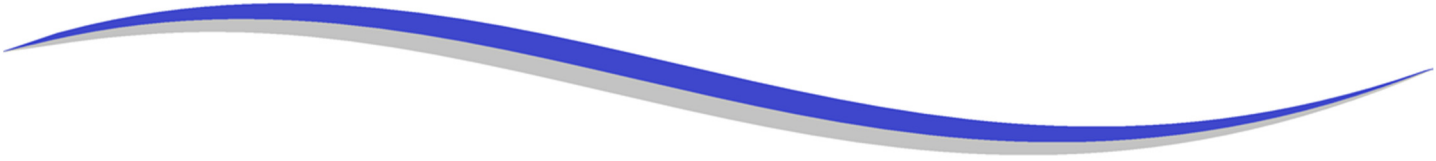
Language rights figure in section heading 6, but are absent from the text. My work is 'covered' by analysing an article published in 2001 (on which he makes valid comments) but it would have been more relevant to assess 'The linguistic imperialism of neoliberal empire', which builds on the work of David Harvey, which Ricento acknowledges as inspirational, and the book in which this article was reprinted (Phillipson 2009).

Ives reports persuasively on political theory and language, in particular as understood by Kymlicka and Gramsci. He does not explicitly relate their approaches to global English, but concludes that linguistic diversity can combine with normative language use, that minority languages should enjoy rights, and that no language is neutral, least of all English.

Williams draws heavily on French theorising of postmodernity, but his text is so abstruse that it is difficult to assess the validity of his claims about language policy or international English. His abstractions lack credibility because they are presented as though they apply worldwide.

Bales begins with multi-level reporting of how others see and critique language rights (Wee, Pupavac), an extremely complex topic in national and international law and their application (see the 1600 pages of Skutnabb-Kangas and Phillipson forthcoming). The Global Political Economy is then presented, and tenuously linked to the conclusion that 'formal language rights' are urgently needed, and a hope that diverse language competence might lead to resisting the inequalities of global capitalism.

Part 2. *Grin*'s chapter is a magisterial survey of the economics of language, a rich presentation of many language

policy issues that have been empirically verified. It is peppered with profound reflections on criteria for assessing the value of competence in more than one language, and on the dangers of English linguistic hegemony. The endnotes also have insightful comments on current fashionable applied linguistic concerns (languaging, the non-existence of languages, the ill-conceived English as a Lingua Franca movement).

Piller and *Cho*'s chapter is an extremely well-documented analysis of neoliberalism as covert language policy in South Korea: 'internationalisation' is conflated with English as the sole medium of instruction in higher education, triggering intense competition mediated by university ranking systems that privilege English. The consequences are dire for the education system and for individuals (stress, even suicides), and for education (the commodification of universities, and their subjugation to newspapers that depend on income from ads for 'top' universities), and ultimately for the quality of universities and for freedom of speech. Externally (IMF) imposed economic constraints are concealed behind the unhealthy frenzy for English.

Wright contributes a sophisticated survey of a multiplicity of factors influencing language policy in South Africa. There is a slight tendency in an otherwise excellent article to focus on the significance of English for 'national communication', the 'central economy', and 'global participation' while otherwise making a strong case for marginalised languages to be revitalised and their speakers empowered, and articulating what could facilitate this. It is a stimulating update of an earlier publication.
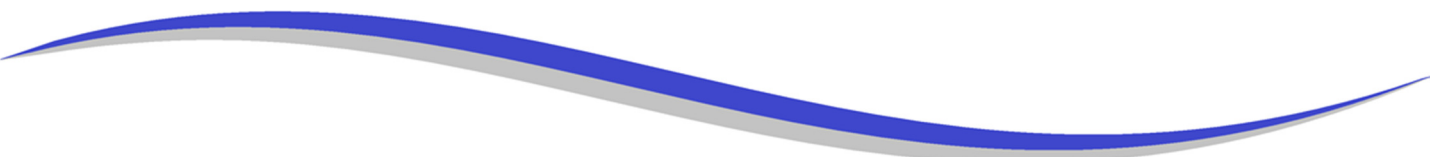
By contrast, *Bruthiaux*'s informative analysis of the local ecology of six countries in the Greater Mekong Subregion (2008) is not updated. This is regrettable because Bruthiaux's assessment of the difficulty of predicting language needs that education policies should address, and what need, if any, there might be for English in school in these countries, is out of date by a decade during which the regional political economy has changed dramatically in the six countries. An additional influence on language policy and the demand for English is the consolidation of ASEAN, which operates with English as the sole official language.

Sonntag's detailed study of the politics of language in one Indian state, Karnataka, the competing pressures of state/region, market, and educational choice (Kannada or English medium) is based on deep local knowledge, but is perhaps a rather uncritical endorsement of economic and linguistic globalisation.

Part 3. It is puzzling that the chapter by *van Parijs* merely reprints a 2000 article, included in a 2011 book. This is a speculative liberal rationale for English to become the sole language of a supranational European democracy and 'global democracy'. Reviews have pointed out major political, sociolinguistic, and educational flaws (Barbier 2012, Phillipson 2012, May 2015).

Romaine provides a detailed, persuasive analysis of disastrous language-in-education policies in sub-Saharan Africa, and their political, economic, social, and linguistic causes and consequences. English-medium instruction, at the behest of international donors and self-promotional elites, plays a decisive, harmful role, consolidating the marginalisation of the rural poor. The relevant evidence has existed for decades, but this is an up-to-date summary of how locally indefensible 'global English' is.

Ricento starts his concluding chapter by declaring the importance of scepticism about what English is, its global presence, and whether it is correctly termed a lingua franca. Much questionable data of others (Crystal, Graddol,

Ostler, House, Canagarajah) is reported uncritically. Sociolinguisic variation in English serves as an introduction to a lengthy summary of work on Lingua Franca English (LFE) and English as a Lingua Franca (ELF) without these terms being kept clearly distinct, and without contextualisation, or mentioning the major criticisms of ELF (e.g. Grin in his endnote 15). The chapter then jumps to the same territory as Romaine's chapter, without shedding significant new light on it. Even the 'Conclusion' is essentially citations from other scholars. Much of the argument is sensible but all of it is familiar. The strengths of several contributions to the book are not integrated significantly. The real challenges of explaining the dominance of English worldwide are barely addressed.
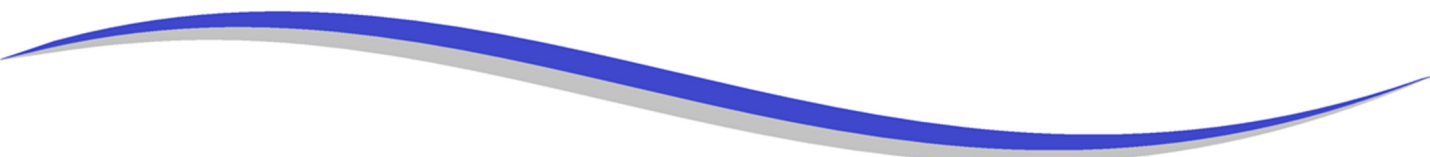
References:

Barbier, J.-C. 2012. Une seule bannière linguistique pour une justice globale ? à propos de Philippe Van Parijs, "Linguistic Justice for Europe and for the World". *Revue Française de Science Politique* 2012, 62 (3): 469-472.

May, S. 2014. Contesting public monolingualism and diglossia: rethinking political theory and language policy for a multilingual world. *Language Polic*y 13(4): 371-393.

Phillipson, R. 2009. *Linguistic imperialism continued.* New York & London: Routledge.

Phillipson, R. 2012. Review Essay. Languages, genocide, and justice in the European integration process. Review article *on Indigenous Children's Education as Linguistic Genocide and a Crime against Humanity? A Global View* (Skutnabb-Kangas and Dunbar) and *Linguistic Justice for Europe and for the World* (van Parijs). *Journal of Contemporary European Studies,* 20(3): 377-381.

Phillipson, R. 2016. Book review of *Language rights. From free speech to linguistic governance* by Vanessa Pupavac (2012). *Language Policy* 15(1): 113-115. Online: http://link.springer.com/article/10.1007/s10993-014-9348-5.

Skutnabb-Kangas, T. and R. Phillipson (eds) forthcoming. *Language Rights.* Four volumes in the series Critical Concepts in Language Studies. Abingdon: Routledge.

Robert Phillipson, Copenhagen Business School

Response by Thomas Ricento:

Robert Phillipson (RP) states, in the first paragraph of his review, that the jacket art (a photograph of the sculpture Monument to the Discoveries) is 'appropriate' (his word) for a book whose contributors (save two, according to Phillipson) are the descendants of the 'Europeans who conquered other continents'. How can we trust the views of RP himself, a man who has carved out a nice career despite being a 'descendant' of those same European conquerors? Such a fatuous and gratuitous comment strikes me as an attempt to undermine at the outset the credibility of the contributors to the volume based on their supposed ancestry! I suppose RB was unable to come up with alternative explanations for my choice of the Monument to the Discoveries for the cover of a book dealing with global English, a book that is highly critical of the role and impact of English in the world. I doubt readers of the book would have any problem seeing the myriad links between the symbolism of the Monument and the contents of the book.
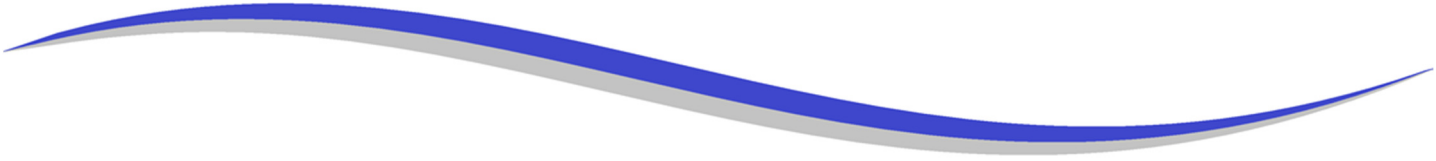
RP does not, apparently, understand the purpose of my first chapter which is "…to serve as a *starting point* [italics

added] for new research directions in the field of language policy and planning, in which economic systems and processes, in interaction with national and global political systems and processes, inform analysis of the status, utility, value, and long-term viability of minority languages, and their community of speakers, and which can provide evidence that economic and social development are aided by investment in local cultural and linguistic resources…" (p. 42). With regard to RP's comment on section 6, there I describe the 'overall picture' that is essentially a summation of the arguments put forward in the chapter; I provide a detailed discussion on language rights and rights of minority language communities in section 3 (pp. 33-37), where I suggest that an alternative to liberal conceptions of rights, i.e., communitarianism, is more relevant to the rights claims of language minority communities than the orthodox liberal position, which generally views 'rights' as applying to individuals, but not to groups. In that same section, I also discuss how the legacies of colonialism (in South Africa) and language repression and restrictionism (in the U.S.A.) persist to the present day, in spite of attempts, through the passage of laws (U.S.A.) and constitutional provisions (South Africa), to expand domains for 'other' languages in public life (p. 36). The main point, from that section and the chapter, is that the facts of history and empirical economic evidence (cited in sections 4 and 5 in the chapter) "…should be taken fully into account and inform normative theory making if these theories are to have usefulness in understanding the world as it is, as well as providing feasible means for achieving justice (Honig 1993; Honig and Stears 2011)" (p. 37).

With regard to RP's criticism of my decision to include a previously published journal article by Philippe Van Parijs in this book, RP cites the names of people who have pointed out flaws in Van Parijs' arguments. I also point out in some detail the flaws in Van Parijs' arguments (pp. 31-33) while also noting that Van Parijs "…does provide a coherent and well-reasoned analysis that takes into account economic, political, social, and (to a limited degree) linguistic factors in an integrated way, and in this regard his work can be viewed as exemplary, and as a useful starting point for further discussions and research on the role of language(s) in the promotion of social justice on a global scale" (p. 33). RP may disagree with my assessment, and that is his prerogative. Although I find flaws and shortcomings in RP's own arguments regarding English and ways to deal with its negative effects in diverse contexts (see pp. 29-30), I also note in the Acknowledgments that RP's work "…has been seminal and influential in a number of ways" (p. x). I don't believe that Van Parijs' contributions can or should be dismissed (or ignored) any more than I think we should be adverse to criticizing those with whom we tend to find common agreement, as I illustrate with my assessment of some of RP's work.

In the final chapter, I take on the matter of English as *the* global lingua franca and ask whether there is a variety of English that could be identified as a lingua franca. From pages 285 to 289 I consider the arguments for the 'reality' of LFE and ELF provided by leading scholars, mostly using their own words, and I conclude that "…it seems there is little evidence that LFE (or ELF) is a new variety or register, or even a variety in vitro, given the enormous free variation noted by scholars who have studied it" (p. 287). My criticism of LFE and ELF is quite detailed and thorough (especially pp. 287-289); as I point out, both LFE and ELF are described by advocates as having some sort of 'variety' status, even though the definitions they provide are overlapping, vague, and unconvincing (I take this up in greater detail in Ricento (in press)). I conclude (p. 287) that "…observations about LFE certainly do not justify, even obliquely, the positing of a "new" theory about the concept of language systems." I suspect that what irritates RP is that I provide a balanced recitation of the claims of supporters of both LFE and ELF, referring to the original sources,

and then offer my clear criticisms of the lack of evidence to support those claims; I conclude by saying that "…the prospects for the development, or natural "evolution," of an identifiable variety called LFE, or of WSSE (Crystal 2003) are quite slim, given the wide geographic, social, and instrumentally varied niches and domains where English exists in the world" (p. 289).

RP concludes his review by saying that "the real challenges of explaining the dominance of English worldwide are barely addressed." Explaining the dominance of English worldwide is *not* the purpose of the book.   As I indicate in my introduction, the purpose of the book is to examine the *effects* of English in diverse contexts and "…to illustrate the ways in which a political economic approach is particularly useful in accounting for a range of phenomena in diverse settings in which a "global" language has attained a special status as (an often perceived) tool for socioeconomic mobility" (p. 1). It is not clear that RP has understood the rationale for the book; readers should decide for themselves whether, and to what degree, the book achieves its stated purpose.

References:

Ricento, T. (in press). The promise and pitfalls of global English. In F. Grin and P. Kraus (Eds.), *The politics of multilingualism: linguistic governance, globalisation and Europeanisation.* Amsterdam: John Benjamins.
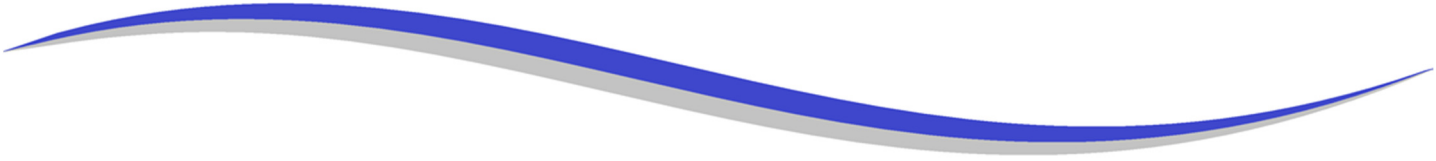
Thomas Ricento, Calgary, Canada

Concluding comments by Robert Phillipson:

Space constraints are invariably severe when evaluating the strengths and weaknesses of an anthology. My review attempted to be informative and fair, but stressed how uneven and limited the volume is in relation to the book's aims and conclusions. Tom Ricento's rejoinder ignores my critical comments on several chapters, claims that van Parijs's work is 'exemplary' despite fundamental weaknesses being noted by critics, and mainly aims at justifying his own contributions. His claim that 'Explaining the dominance of English worldwide is *not* the purpose of the book' is clearly incompatible with a book called *Language policy and political economy. English in a global context*. TR validly reviews many scholars and situations but does not articulate a coherent theoretical framework for the book or for further research, while paying homage to Wallerstein, whose approach, as TR rightly notes, ignores language!

TR's response to my comment on the paper jacket image is compromised by an *ad hominem* aspersion on my career. My research has been deeply influenced by 'South' scholars. My writings (on language rights, EU language policy, linguistic neoimperialism, multilingualism and social justice, etc.) have not guaranteed a 'nice career', though the response to them worldwide and the award of the UNESCO Linguapax prize are welcome (see www.cbs.dk/en/ staff/rpibc). When *Linguistic imperialism* was nearing publication, I was warned that I would need to develop a thick skin. Joshua Fishman assured me that it was better to be demonised than ignored. The British applied linguistics establishment has done both. The juggernaut Anglo-American promotion of English continues undeterred, monolingual, monocultural, and profitable, in symbiosis with iniquitous neoliberalism. The impact of the 'Discovery' by Europeans invading globally is no cause for celebration. My comment was not gratuitous. It signals that Western scholarship is too often uncritical and complicit with perpetuating many global injustices.

Robert Phillipson, Copenhagen Business School

Whong, M. (2011). *Language teaching. Linguistic theory in practice*. **Edinburgh: Edinburgh University Press. ISBN: 978-0-7486-3635-8. 213 pages.**

Melinda Whong explores how theories of language development can be applied in a language classroom. She offers a wealth of detailed, precise and concise information on linguistic perspectives, along with cutting-edge second language acquisition (SLA) research. She succeeds in synthesising a range of perspectives and theories of formal linguistics in an explicit discussion of language teaching and practice in the classroom.

The book is divided into eight chapters. In Chapter 1, the author tries to cover the range of many possible answers to the question 'what is language?', and explores different theories about how language develops. Both areas of investigation have implications for language learning and teaching, and the author demonstrates how theory translates into practice in a language classroom.

In Chapter 2, Whong gives an historical overview of language and language teaching. The historical overview is brief, but it covers the main underlying beliefs and shifts of ideas that have characterised language teaching over recent centuries. The main focus is placed on the 1900s and its development of academic disciplines that inform language teaching today. From this brief historical overview, Whong (p. 39) emphasises the claim that language teaching practices have needed time to change and change has always been a slow procedure.
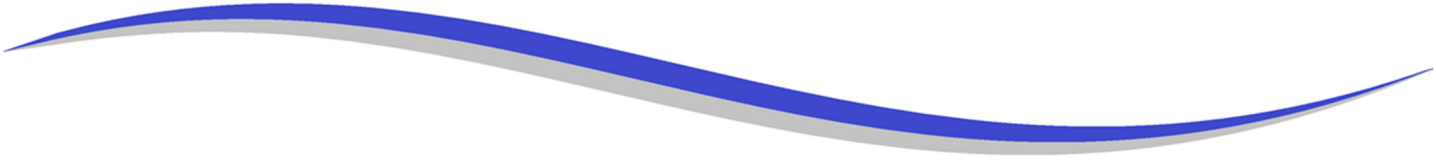
In her next chapter, Whong reviews language from a generativist point of view. She explores Chomsky's view of language and his theoretical model of native first language acquisition. Then, she describes current gaps between Theoretical and Applied Linguistics, describing, first, attempts in SLA research to find links with native first language development and, secondly, parameters that underlie native language, but can be used for SLA. She concludes this chapter by outlining ten observations cited by VanPatten and Williams (2007) which characterise SLA (p. 63).

Chapter 4 gives an overview of some major approaches to language in a wider cultural context, labelled as Functional, Sociocultural and Cognitive. After exploring those approaches, Whong demonstrates a recent framework which draws on different linguistic approaches in order to describe the complex process of language development. This framework of Modular On-line Growth and Use of Language (MOGUL) is used as a unified theory, appropriately situating and contextualising the discussion of language teaching in the rest of the book.

In Chapter 5, implications for language teaching around the ten observations of VanPatten and Williams (2007) are presented and discussed. Whong claims logical necessity for the interpretation of some of these observations: "the implications presented here are logical conclusions; not all are empirically based" (p117). Many factors and constraints, only some of which are measurable, need to be taken into consideration in this discussion. Nevertheless, teachers have to make clear decisions about what and how to teach against this complex background.

Chapter 6 explores different approaches to English language teaching over a more recent time span. She first clarifies some terminology such as 'approach', 'method' and 'technique', before moving on to explore how these different elements have translated into classroom practice in English teaching.

In Chapter 7, she brings together strands of research along with those different aspects of language teaching to build a language lesson in English as a Foreign Language (EFL). She sets the language context and student language level. She breaks down the lesson plan, clearly identifying lesson aims, procedures and tasks. Her lesson is described as a

"post-methods" lesson (p151) as she incorporates a range of linguistic theories in order to meet her student needs. Her lesson derives from her understanding and beliefs about what language is, and how language develops. The combination produces excellent reference material for teacher and technique development at all levels.

In her last Chapter, Whong tries to address questions of language development and language teaching. She addresses questions of the spectrum of language competence relevant to adult language learning as well as child second language learning. The chapter ends with exploration of the unique position of English as a Lingua Franca.

Whong's book gives an account of a range of linguistic theories, and makes stimulating reading for researchers, undergraduate and postgraduate students, teachers and anyone else interested in how we teach and how we should teach in SLA. The book is very well structured and sign posted. Whong writes in a clear and concise manner, describing what she explores in each chapter, and how the theory gets involved in language practice. Appropriate glossary of key terms and concepts is also provided. She deconstructs a lesson plan to show how theory crosses into classrooms with clear and simple examples. Important points are always summarised at the end of each chapter, where a "For Discussion" section is provided to rehearse ideas mentioned in the chapter and/or to further explore links between theory and teaching practice. A wealth of notes is also provided for clarification and further information on specific issues.

Despite the book's thoroughness, it is difficult to feel lost, because Whong, through frequent summary, keeps her readers consistently on track. She presents approaches in an explicatory manner, and brings them together in a conciliatory, rather than oppositional way. This avoids the confusion which can arise from the inadvertent presentation of controversy as competition. By providing a deconstruction of language lessons and addressing interesting questions, Whong has brought readers close to the links between theory and practice and produced a lucid and approachable account of a complex field. Her work uncovers many theoretical points foundational to language teaching practices, and rehearses exactly what practitioners need in language teaching, modelling justification for their teaching decisions in terms of theory and research.
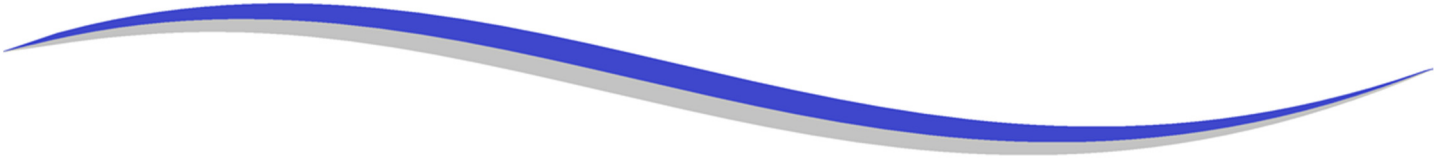
Reference

VanPatten, B. and Williams, J. (2007), *Theories in Second Language Acquisition*, Mahwah, NJ: Laurence Erlbaum.

Argyro Kanaki, University of Dundee

Burke, M. (Ed.) (2014). *The Routledge Handbook of Stylistics*. London: Routledge. ISBN 978-0-415-52790-3. 530 pages.

The reviews editor of *BAAL News* has given me only 1,000 words to comment on 500 pages. Since the content of all 32 articles is conveniently summarized in a review of the book on the Web (Jensen 2014), I can skip that and move straight to questions of overall organization. The book contains large amounts of interesting material, but I think that many intended readers will find it hard going. I will therefore make some suggestions as to how they might be helped to get the most out of it.

In the Introduction (pp.1-4) Burke describes it as "essentially a how-to-do book" with "a clear outline of the method

involved" in different approaches, and envisages its readers as "beginners in the field", specifically "an international student audience". It is, he says, "not a collection of academic article-like chapters". However, organizing almost forty authors is like herding cats, and not all of these cats have internalized this vision of the book.
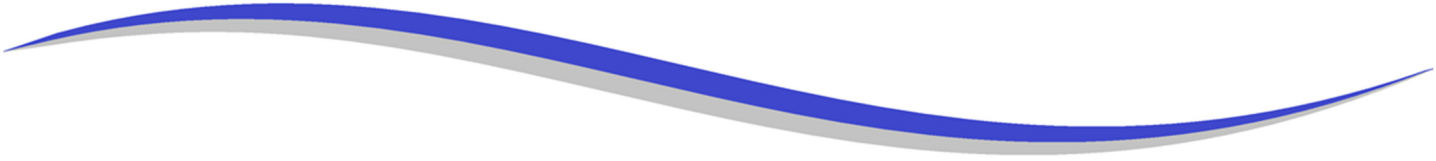
Contrary to his claim, the articles are entirely conventional academic overviews of specific concepts and general approaches, with added sections in most chapters on student projects. They provide valuable historical background from the classical heritage to the Prague Linguistic Circle (Plato to Jakobson), summarize work by leading figures (e.g. Culler, Fish and Iser on literary theory, Austin, Grice and Halliday on linguistic pragmatics), explain literary devices (e.g. metaphor, foregrounding, point of view, modality, free indirect thought), survey theoretical approaches (e.g. formalist versus functional stylistics, narratology, reader response theory, text-world theory), and demonstrate stylistic applications of ideas which were not originally developed for literary study (e.g. speech act theory, conversation analysis, relevance theory, schema theory, cognitive linguistics, critical discourse analysis, feminist linguistics, neural processing). The articles discuss almost exclusively literary texts, but also genres and multi-modal media outside the traditional literary canon (e.g. comics, films, hypertext fiction).

This range will surely appear daunting to a student audience who are "widely reported" to have "surprising gaps in [their] ability and knowledge" (p.242), and some articles assume knowledge which many readers will certainly not have. For example, one author mentions Bakhtin, Bourdieu and Habermas with no explanation of who they are (p.103). Another writes of "the Cartesian confidence in scientific methodology as the only route to true knowledge" (p.318), with no further explanation of Descartes or his ideas.

The extremely wide range of approaches could be unified to some extent, if different definitions of stylistics itself (and the concept of "text") were explicitly evaluated. The editor starts from a standard definition of a stylistician as someone who looks for "language-based evidence in order to support or indeed challenge [...] subjective interpretations" (p.2). At the other extreme, one author cites Fish's version of reader response theory: "without the reader, the text does not exist at all" (p.72). Well, once a text has been created by an author, then of course it exists, even if no-one ever reads it. If it is lost for a thousand years, and rediscovered, then it has the potential to be understood. These different views are discussed in different articles. But beginning students could be helped by placing the views side by side, and discussing whether they are compatible or contradictory, or whether some views are simply untenable.

Teachers using the book might also have to explicitly evaluate the very different approaches in various chapters. There are frequent mentions of the contrasts inductive/deductive, quantitative/qualitative, reliability/validity, of concepts such as replicability, falsifiability and comprehensive coverage of data, and of the dangers of "spurious claims to scientific objectivity" (p.43), etc. But these criteria are also scattered in different articles, the terms "objective" and "subjective" are not in the index, and the criteria are not used to judge the relative success of different approaches. Perhaps advanced students could be asked to do this for themselves, but beginners will need help.

Some features of the Handbook reflect problems which have never really been solved in stylistics. Dozens of short poems and short extracts of novels and plays are analysed, and all are excellent illustrations of a given idea. However, students may wonder why these particular examples have been chosen (they include a novel by Dickens, a

play by Dürrenmatt, and Chinese translations of *Don Quixote*), and whether they have been chosen precisely to support a theoretical position (thereby conflating data and theory). The danger of using "textoids", rather than whole texts, is briefly mentioned (p.450) but not further discussed.

The editor's promise of a "how-to-do book" seems to imply what used to be called a "stylistics toolkit". The book is more interesting and wide-ranging, but also much more demanding. The "Recommendations for Practice" do not require step-by-step analyses of texts, but often substantial research projects. One requires knowledge of several novels by Ian McEwan (p.79), another demands knowledge of four different plays by Shakespeare (p.112). Some might be suitable for a final year or even postgraduate dissertation: for example, downloading a corpus of works by Dickens, comparing this to writing by his contemporaries, and using "work in stylometrics" to find out what is "stylistically relevant" (p.340).

In summary, the book contains many ideas, but "beginners in the field" will need help to make sense of it all. This is a book in an ever-expanding genre: handbooks which claim wide, relatively introductory, coverage of an area of language study – which means that very similar books from different publishers often compete with each other. The obvious competitor here, also published in 2014, is *The Cambridge Handbook of Stylistics*, edited by Stockwell and Whiteley, with 39 articles in over 600 pages. Over a dozen authors have articles in both books, and there is inevitably a large overlap in topics. At £150, the Routledge hardback is clearly too expensive for students (and most teachers) to buy, but it deserves to be in the library. If your library has both books, you could get your students to contrast and evaluate comparable articles in both.
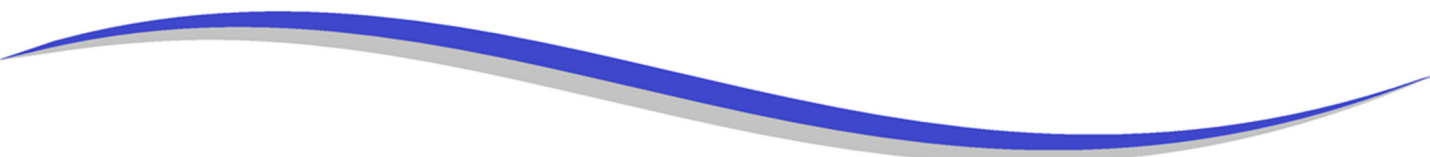
Reference

Jensen, K. (2014). Review of Burke *The Routledge Handbook of Stylistics*. https://linguistlist.org/issues/25/25-5022.html.

Michael Stubbs, University of Trier, Germany

De Bot, K. (2015). *A history of applied linguistics. From 1980 to the present.* **London: Routledge. ISBN: 978-1-138-82066-1. 154 pages.**

Given that the academic discipline of applied linguistics (AL) has been in existence for little more than sixty or so years, some might feel that a "history" of the field is premature. In fact, however, what Kees de Bot provides in this interesting little book is (despite its title) less a history than a state-of-the-art survey of the field from 1980 to the present. What makes the book particularly interesting is his manner of proceeding, with most of the content being based on face-to-face interviews and questionnaire responses. As author, De Bot's role appears to have been largely that of collating the gathered data, organizing it into a coherent narrative, and providing commentary. In this way readers are provided with discussions of who the main leaders in the field are perceived to be, the most significant books and articles, major trends in AL, the issue of citations, and the impact of AL research on language teaching.

Who were the contributors to the project? Chapter 2 ("The informants") includes two tables, one listing those individuals whom de Bot interviewed, the other those who completed the questionnaire. These tables make it clear that all the contributors canvassed by de Bot were indeed leading figures in the field. De Bot candidly admits that his
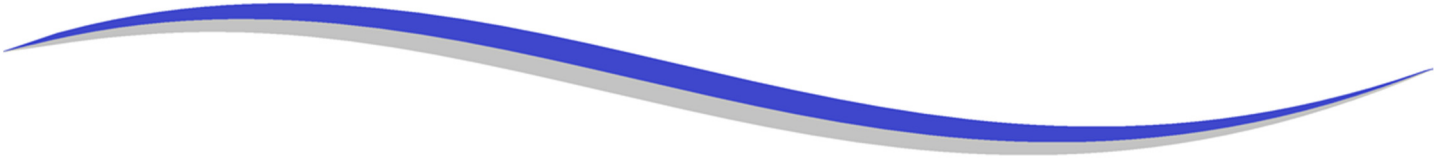
choice of who to approach was based largely on his intuitions and, in many cases, reflects those individuals with whom he has had personal and/or professional contact over the years. Nonetheless, it is hard to disagree with his claim that the data de Bot has compiled represents the views of "a large group of applied linguists" who have been "influential" (p. 4) over the last thirty to forty years. Of course, such a method raises questions about the representativeness of the sample. This is an issue de Bot discusses at some length. He notes, for instance, the geographical bias in his sample: "There are no informants from South/Middle America and the southern and eastern parts of Europe, apart from Spain" (p. 10). But, as de Bot goes on to argue, this simply reflects (current) academic realities with certain countries (the United States being the most conspicuous among them) having been the main "centers of gravity" (p. 10), in terms of academic productivity, over the period in question. A further bias touched upon by de Bot is gender. The combined lists contain 45 women and 61 men. In the questionnaire de Bot asked for suggestions of who else he should contact. Interestingly, he writes that "I now realize that by emphasizing the impact of citations and h-indices, there is a bias, since that kind of competition is typically seen as a male rather than a female characteristic" (p. 12). He adds that "There may be women who have been very important in the field, but never aimed at publishing internationally . . . such individuals are very difficult to spot" (p. 12). Another area of possible bias is race. De Bot observes that AL is, or has been up to now, "largely a white enterprise" (p. 13). Once again, however, the absence of non-white contributors may simply reflect the state of things as they currently stand.

So much for the nature of the undertaking. What of the content? Space limitations prevent detailed discussion of each chapter. Instead, let me highlight a few issues that stood out as especially interesting. Chapters 6 - 8 deal with key trends in the field. In Chapter 6 de Bot suggests that, despite its dominance at a theoretical level, for many AL specialists Chomskyan generative grammar is "a declining paradigm" (p. 58). In this context it is fascinating to read William Grabe's stated opinion that the approach inaugurated by Chomsky has been largely a waste of time – "an overstated theoretical direction" (p. 60). Not everyone will agree with this assessment, although it is probably fair to say that Chomsky-inspired linguistics has had only limited influence on AL. More worryingly perhaps, de Bot notes that various informants expressed a concern about the lack of sophisticated linguistics both in recent AL research and in AL training programs.

One surprise, to me at least, was the very brief treatment of TBLT in Chapter 7. De Bot tells us while this is seen as "a major development" in language teaching, "the research it is supposedly based on is not seen as very strong generally" (p. 84). Here I wanted to know more. It would have been good to read the thoughts of some AL specialists closely associated with TBLT, such as Michael Long and Rod Ellis.

Chapter 8 continues the theme of trends by dealing with what de Bot calls the "dynamic turn", signaled by the application of Complex Dynamic Systems Theory to the field of AL. This, de Bot says, represents "a real paradigm shift" (p. 87) and one to which he himself has made important contributions. Accordingly, much of the discussion in this chapter is in de Bot's own voice rather than those of his informants.

Historically-speaking, there has been a close connection between AL as an academic discipline and foreign language teaching. And language pedagogy continues to be one of the major drivers of much AL research. Consequently, many readers will likely find Chapter 10, which deals with the impact of AL on language learning and teaching, one of the most intriguing chapters in the entire book. De Bot places his participants' responses in six categories: "I don't know", "No application", "Negative impact", "Little or no impact", "Some impact" and "Substantial to huge impact".

He provides sample quotations from individuals for each category, which means we learn something about the views of such luminaries as Lydia White (no application), Andrew Cohen (little or no impact), Nina Spada (some impact), and Paul Nation (substantial to huge impact). De Bot's summing up at the end of the chapter is suitably judicious: while "a majority among the informants" apparently feel that AL research has had an impact ("at least for some aspects"), nonetheless "[t]he claims we sometimes make about the relevance of research for teaching may be overstated" (p. 131).

To close, some readers may be uneasy about de Bot's definition of AL as the field that studies "the development and use of multiple languages" (p. 4). To be sure, this definition is idiosyncratic and, as de Bot himself is aware, hardly in line with various other current definitions. At the outset he tells us that he does not intend to exclude relevant subtopics, although it might be felt that is precisely what he has done. Of course, de Bot might have elected to define the field more inclusively. But that would have required the canvassing of a different range of contributors and led to a very different book. As it stands, the definition de Bot employs does not detract from the value of this extremely pleasing text.

Martin J. Endley, United Arab Emirates University

Stroud, C. and Prinsloo, M. (Eds) (2015). *Language, literacy and diversity. Moving words*. **London: Routledge. ISBN: 978-0415819053. 224 pages.**

This book highlights emerging research which shifts away from a prescriptive viewpoint of migration, language, literacy, time, and scale. Moreover, the book pushes past traditional concepts, beliefs, and perceptions regarding sociolinguistics, sociology, and other theoretical aspects regarding mobility, language, literacy, superdiversity, and globalization. Consequently, this review will avoid a linear assessment to uncover new threads in each chapter within the web of the book.

Any single chapter in this book only illuminates a portion of the pattern. However, continuing to read, one notices – threaded throughout the book – several arguments highlighting the need for a shift from presupposed, fixed ideologies. Some researchers in this book, such as Kell, Canagarajah, and Rampton, argue that one cannot understand the fluidity and shift inherent in the network of practices without altering one's ethnographic research lens. The first few chapters illustrate this attempt at a research shift. Chapters 1 and 2 present interesting concepts but the authors project theories onto static and single site case studies. Yet it is becoming apparent to other researchers in this book that, due to globalization, mobility, and superdiversity, language and literacy are fluid and hybrid, not fixed. Thus, this impacts discussions when investigating areas such as local and global, space and scale, in oral and text-based meaning. Kell, in Chapter 5, raises the need for researchers to "pass with continuity from local to global" (p. 72). Others put forth an argument for the need to avoid scale and investigate language and literacy from the trajectory and hybridity of the overall process, rather than from a fixed time-space or level. Many of the authors underscore the issue of utilizing narrow research methods when investigating mobile or multileveled indexicalities. Within the book, some theorists utilize small case studies to argue larger issues. These small samples are unable to fully investigate issues such as the hybridity of local and global. Additionally, some researchers are 'reading out' from the data rather than 'reading into the data'. Finally, another important issue raised is differentiating between the
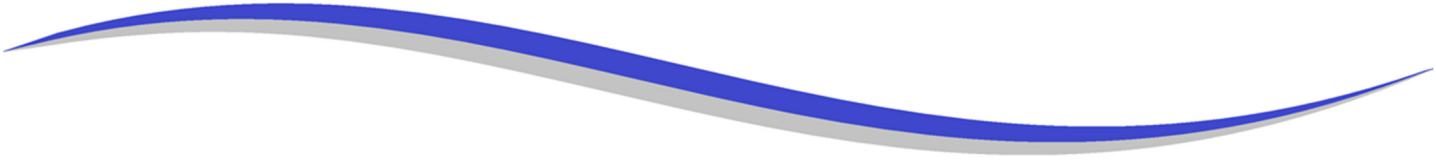
concepts of mobility and movement.

The issue of continually shifting from local to global is first discussed by Canagarajah in Chapter 3. He highlights that it is not just sentence formation but the development of ideas which is essential in the new mobility of words. He demonstrates a link between oral discourse and hybridity at both local and global indexicalities, and suggests that researchers need awareness of, and competence in, translocal norms. He challenges researchers not to "treat alphabetic and graphocentric literacy as privileged" (p.52). In addition, one must consider "text and talk as…one indexical order or norm. They can be hybrid" (p.52), incorporating various literacy practices. Similarly, in Chapter 4, Park and Wee discuss movements across boundaries investigating hybridity of oral and text-based indexicalities. This underscores how mobility and social life move from linguistic features to practices. This flows nicely into Kell's research in Chapter 5.

Kell uses the Greek metaphor of Adriane's Thread to investigate the concepts of language being part of 'networks of practices' (p.72). She advocates avoiding the use of scale as it is fixed. And that, over time, people can move past one level. This chapter does an excellent job in dissecting the various misunderstandings and misuses of the concepts of scale and spacial zone levels (local/national/global). The author moves away from single instance data that is evident in other chapters in the book to meaning-making as it flows across several events. Additionally, we must shift from studying bounded contexts which interfere with mobility to processes inherent in contextualization.

This argument contrasts with the research of Kroon, Jie and Blommaert in Chapter 1. They use single instance data to evidence the flow and mobility of people, goods, and images. However, they use demarcated space and static text, such as a tourist sign, to support their theory. Their hypothesis is not fully evidenced. Whereas Rampton, in Chapter 9, examines class in the Punjabi London community as extending beyond birth to investigate where the participants are in the present. He argues that traditional text-based binaries of majority, minority, host and migrants in a global superdiverse community must move past traditional fixed assessment. This aligns with previous chapters discussing a push away from static literacy and language scale towards language and literacy as a trajectory in process. While small, this case study is persuasive. The study examined two brothers with the same business and ethnic background, with differing results. Each brother utilized language differently. The difference between the brothers resides in the purpose and choice of each individual within a space. Meaningful data like this corrects distorted status and identity stereotypes (p.161).

Chapter 6 by Vigouroux, Chapter 8 by Mesthrie, and Chapter 7 by Bhatt are weaker in research evidence but all stress that literacy should be analyzed in light of other social practices embedded within a particular language ecology. Both Bhatt and Vigouroux used written texts in their studies to illustrate a connection to community and religion. The two texts illustrated respectively that language shifts are not fixated but connect to shifting mobility of identities. Again these two studies highlight how it is not only language choice and purpose of language use but also access to literacy specific texts which is affected. Thus, research must assess three areas: purpose, choice, and access to language, and also literacy that shifts and has movement. This highlights the balance in research between local, global and national that other authors have argued in previous chapters. Similarly, but from a juxtaposed position, Deumert, in Chapter 10, discusses the idea of the purpose of reading. In his study examining utilizing technology to increase language use through *keitai shosetsu* – which are mobile stories written by young adults for young adults – the researcher highlights how implementation affected the purpose of the literacy event and shifts

the choice or ownership of the process from one of fun to one of educational practice. The researcher utilized a professional writer rather than allowing young adults to take ownership of the story. In addition, the presentation of a cash prize altered the purpose of the story from organic social tool to an educational tool. Allowing choice of literacy practices, rather than imposing or reading into the data is an important shift. Researchers understand there is choice and purpose in globalized, mobility literacy and language practices.
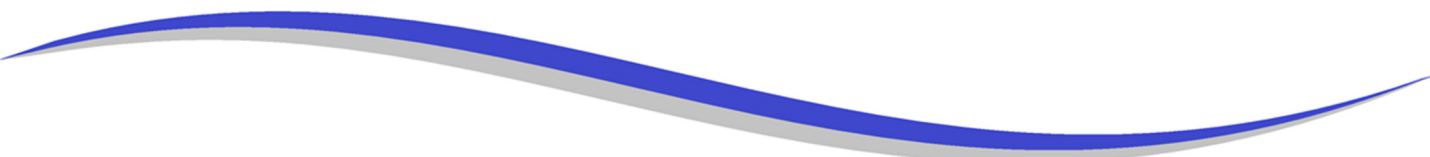
Pennycook in Chapter 11 argues there is a difference between mobility and movement. Moreover, there is a need to address a lack of access to literacy resources at the most crucial stage – that of early literacy playgroups. He states that there are differing modes of storytelling that need to be incorporated. Collins and Slembrouck, in Chapter 2, attempt to discuss the need to raise issues in literacy and multilingual resources for migrants. This becomes an example of reading into data rather than reading out from the data. The research compares American healthcare with Belgian healthcare which are institutionally, politically, and economically so different that it makes it impossible for any meaningful comparison of the data to occur. The authors overlook too many variables to fully answer their research questions, as they deal with scale at the national and local institutional level. Yet the research does highlight the lack of access to multilingual literacy resources in certain spaces. This is similar to other chapters highlighting the lack of particular communities and religious literacy resources.

In conclusion, the book illustrates how various researchers are attempting to push past static levels and spaces. However, often by utilizing single case studies or reading out from the data they are missing opportunities to view and locate contexts of linguistic mobility within wider mobility. This book is critical for our understanding of language, literacy, diversity and movement, as the research takes a progression and trajectory approach weaving together threads from local, national, and globalized spaces.

Nettie Boivin, Nazarbayev University, Kazakhstan

Strauss, S. and Feiz, P. (eds) (2014). *Discourse analysis: Putting our worlds into words.* **London: Routledge. ISBN: 978-0-415-52219-9. 424 pages.**

The title alone is enough to throw any aspiring discourse analyst into a fleeting existential quandary—do we put our worlds into words or our words into worlds? Chicken or egg? Aimed at a student and relatively naïve readership, the book brings together the fruits of the extensive experience of two university teacher-academics, Susan Strauss and Parastou Feiz, who share with us their practical and theoretically informed insights and resources. With further links and accompanied by a somewhat elusive website[1] (with access partially restricted to those with institutional affiliation), these are not merely limited in scope to the contents of the book itself. While defined in the back cover blurb as an introductory textbook, it equally serves as a valuable resource for teachers of discourse analysis, containing extensive examples of data from richly diverse contexts, which can easily be applied as stimuli for analysis and discussion to the higher education classroom. Any initial qualms over the unidirectionality of the title, "putting our worlds into words", or of the definition of discourse itself as the process of "transforming our perceptions, experiences, emotions, understandings, and desires *into* a common medium for expression and communication" can therefore be laid swiftly to rest (p. 1, my italics). This is a book that seamlessly intertwines varying perspectives of language and its use through an inductive approach to talk, text, and multimodality.
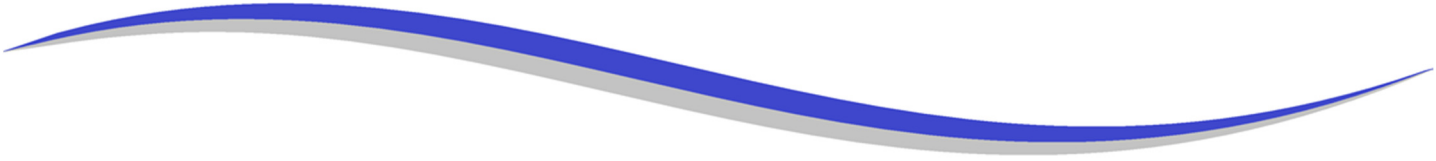
Nevertheless, it is necessary to start somewhere. And the authors do so with a focus on the basics of grammar as the "building blocks of language," or "the stuff that discourse is made of" (p. 9) in Chapter 2, having underscored the fundamentality of choice among possibilities to meaning-making through language (or rather to the latter's "expression" of meaning, consistent with the prevailing "world into words" lens) in the preceding introduction. This theme is effectively recycled throughout, as the approach to discourse becomes more widely encompassing. The chapters proceed to combine various analytic perspectives as the focus widens to include genre, register, modality, and participation framework (Chapter 3); reference, deixis, and stance (Chapter 4); information structure, cohesion, and intonation units (Chapter 5); conversation (Chapter 6); pragmatics: implicature, speech act theory, and politeness (Chapter 7); indexicality, stance, identity, and agency (Chapter 8); and Critical Discourse Analysis (Chapter 9).

With a background in teaching discourse to students majoring in a wide range of subject areas across disciplines, the authors are adept at presenting linguistic material in a coherent and accessible way, enabling the readers to build up their knowledge and enhance their discourse analytic skills in a guided, step-by-step approach, which further anticipates concepts and applications to be dealt with in increasing complexity later on. As the structures of language remain of relevance to the end, supplementary support is provided in an Appendix entitled "Basic Grammatical Categories", to which the reader is referred at opportune junctures in the developing elaboration of discourse and its analysis (and which looks to be particularly helpful for non-linguistics majors as well as postgraduates from other disciplinary backgrounds with applied research interests).

Despite the building-block introduction to doing discourse analysis, some of the questions that prompt reflection throughout the book are, perhaps by necessity, rather abstract, encouraging the reader to feel around for ideas of why things might be the case, on the assumption that they are, in fact, the case, without this necessarily being satisfactorily evidenced (depending, of course, on what one's own methodological predilections are). This is also reflected, to a mitigated extent, in some of the sample analyses that the authors themselves provide, although these are likely to be of considerable help to beginner analysts in demonstrating what can be identified in discourse and how it can be brought to the fore in writing. On the whole, the analysis and discussion is characterized by a rootedness in textual detail that is quickly apparent from its very presentation, e.g., in its graphical emphasis of identifiable features. Moreover, the contentious issue of what can be interpreted on the basis of the data themselves can easily be reframed as a strength of the book when used as a practical resource—it is all the more likely to stimulate discussion among student-learners (of which the authors must be well aware, having selected the relevant materials and exercises for compilation as tried and tested in their own university classrooms).

The book can be considered multi-disciplinary in orientation, as can be discerned from the afore-mentioned chapter headings, although certain sub-disciplinary approaches are accorded their own chapter designations: noticeably, pragmatics (Chapter 7) and Critical Discourse Analysis (Chapter 9), while "conversation" (Chapter 6) is, in fact, entirely dedicated to conversation analysis. Nevertheless, other sub-disciplinary approaches are briefly introduced in the remaining chapters, including formalist and cognitive functionalist approaches, semiotics, and sociolinguistics. Conceptually, stance appears to be a predominant theme, which is foregrounded in the introduction and interwoven throughout, accompanying the reader from the foundational beginnings of the building blocks of grammar to the wider socio-historical structures of language use with which it ends.

Undoubtedly an insightful introductory read and rich source of stimuli for practice, *Discourse Analysis: Putting Our Worlds into Words* appears to fall somewhere between a textbook and a teacher's resource book, despite being classed as the former. In other words, it feels somewhat like a hybrid genre aiming at a dual readership, which is further reflected in its companion website with separate student and teacher areas (for which the latter is restricted by registration). However, this also makes it highly pliable for use as a resource, for which it is effectively designed, including ample materials, links to a variety of sources, and also languages other than English for cross-comparison in analytic discussion among a diverse body of students. Overall, it would appear to be an attractive all-round starter for the beginner discourse analyst and a useful source of snapshot theory, inspiration for data, or even ready-made materials (in the lack of preparation time) for university teachers.

[1] http://www.taylorandfrancis.com/cw/strauss-9780415522199/

Marion Nao, Independent Researcher

PUBLICATIONS RECEIVED

The following books have been received for review. If you would like to review one of these books, *or any other book of your interest*, please contact Professor Christopher J Hall, Reviews Editor, School of Languages and Linguistics, York St John University, Lord Mayor's Walk, York, YO31 7EX. Your review should be submitted as an email attachment in MS Word to c.hall@yorksj.ac.uk within two months of receiving the book.

Benati, A. G. and Angelovska, T. (2016). *Second language acquisition. A theoretical introduction to real world applications*. London: Bloomsbury.

Cutting, J. (2015). *Language in context in TESOL*. Edinburgh: Edinburgh University Press.

English, F. and Marr, T. (2015). *Why do linguistics? Reflective linguistics and the study of language*. London: Bloomsbury

Hadikin, G. (2014). *Korean English. A corpus-driven study of a new English*. Amsterdam: John Benjamins.

Hulstijn, J. H. (2015). *Language proficiency in native and non-native speakers. Theory and research*. Amsterdam: John Benjamins.

Ji, M. (Ed.) (2016). *Empirical translation studies. Interdisciplinary methodologies explored.* Sheffield: Equinox.

Merrison, A. J., Bloomer, A., Griffiths, P. and Hall, C. J. (2014). *Introducing language in use. A coursebook*. 2nd edn. London: Routledge.

Patterson, J. L. and Rodríguez, B. L. (Eds). (2016). *Multilingual perspectives on child language disorders*. Bristol: Multilingual Matters.

Pinner, R. S. (2016). *Reconceptualising authenticity for English as a global language.* Bristol: Multilingual Matters.

Taibi, M. and Ozolins, U. (2016). *Community translation*. London: Bloomsbury.

Announcement

**BAAL/Routledge Applied Linguistics Workshop Programme 2016:
"Expectations *of* and *on* international students in UK HE: investigating mismatching
language ontologies and destabilising encounters"**

Friday 16th September 2016 at Manchester Metropolitan University, Business School Building, Room BS 3.28

Keynote Speakers and Discussants:

Prof. Adrian Holliday, Canterbury Christ University
Dr. Rachel Wicaksono, York St. John University
Mr. Vincenzo Raimo, University of Reading
Miss. Emma Bentley, Manchester Metropolitan University

CALL FOR PAPERS/PARTICIPATION

For a detailed description of the theme and the full call: http://baal.org.uk/workshops_2016_regn.pdf

There are a limited number of 15-minute presentation slots available for postgraduate students/ECRs to present their research (completed or in progress) on any of the following aspects:

- International student experience in UK HE
- Intercultural awareness and global citizenship in the context of UK HE
- The role of English in student recruitment in UK HE
- TESOL and the educational market place
- International student recruitment
- Problems associated with language testing and assessment

To be considered, please submit an **abstract of 150 words** to the organisers at the above email addresses. The abstract should detail the aims of the research; the research methodology, if relevant; the findings, if relevant; and the contribution that the research intends to make. The deadline for submission of abstracts is **Friday 29th July 2016**.

Due to limited funding, this event is not free. Early bird tickets are £25 (until 10 July) and full price tickets are £35. Places are limited. To book a place, please register at our Eventbrite page:

http://www.eventbrite.com/e/expectations-of-and-on-international-students-in-uk-higher-education-tickets-26053826697

We very much look forward to meeting you in September.

The Organisers:

Khawla Badwan (Department of Languages, Information and Communications, Manchester Metropolitan University) K.Badwan@mmu.ac.uk

Lou Harvey (Centre for Language Education Research, University of Leeds) L.T.Harvey@leeds.ac.uk

BAAL News Submission Deadlines

As always, the BAAL newsletter is looking forward to receiving submissions from members, be they reports from event, research developments, or discussion points. BAAL News is normally published twice a year: a winter issue, and a summer issue.

Please note that the submission deadline for the forthcoming issue is:

Winter 2017 (appears in January 2017): 09 January 2017

Please submit all material by email, with the subject line 'BAAL news' to:

bettina.beinhoff@anglia.ac.uk

Unless there is a very special reason, please submit material in Times New Roman, 12pt, left aligned (not justified). Please do not use text boxes, or try to format your contribution in any other way, as this complicates the reformatting. Contributions are limited to a maximum of 1000 words. Thank you.

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If sending by mail, please mark the envelope 'BAAL subs'.

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          - £20

Individual by Direct Debit
          - £48

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          - £120

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          - £125

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The British Association for Applied Linguistics

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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