BAAL News

Issue 110

Winter 2017

Editorial

Dear BAAL members,

Welcome to number 110 of the BAAL newsletter. While many of us are getting ready for the new semester or have already started, it is also time to start thinking about the next BAAL conference. This edition of the BAAL News includes a Call for Papers for BAAL 2017, to be held at the University of Leeds. This is the key event for our BAAL community and this year promises to be very special as it will be our 50th annual meeting.

The year started with great news as Professor Susan Hunston was awarded an OBE in the New Year's Honours for services to Higher Education and Applied Linguistics; in this issue Jeannette Littlemore takes a look at Susan's achievements which led to this well-deserved award.

This issue of BAAL News again features PhD reports. This time the reports are by the two winners of the postgraduate prizes at the last BAAL conference at Anglia Ruskin University in Cambridge.

With best wishes,

Bettina Beinhoff
Newsletter Editor

50th Anniversary Meeting of the

British Association for Applied Linguistics

BAAL holds an annual meeting, bringing together established, early-career and beginner researchers and language professionals from across the field of Applied Linguistics. This year the meeting is at the University of Leeds, 31 August – 2 September 2017.

BAAL provides a forum for applied linguistics, the academic field which connects knowledge about language to decision-making in the real world. 2017 is a special year for BAAL: it is the 50th anniversary of the association's Inaugural Meeting, which took place in Reading in 1967.

Annual Meeting of the
British Association for Applied Linguistics

Diversity in Applied Linguistics:
Opportunities, Challenges, Questions

University of Leeds
31st August – 2nd September 2017

www.baal2017.org.uk
baal2017@leeds.ac.uk
Twitter: @baal2017
Facebook: /baal2017

Diversity in Applied Linguistics

The 2017 conference is hosted by the School of Education and the Centre for Language Education Research, University of Leeds. The theme of the conference – Diversity in Applied Linguistics – will enable us to engage with the notion of diversity within our field, in a world which itself is diversifying. What opportunities are enabled? What challenges are presented? What are the key questions for the field, as we take stock and look forward?

University of Leeds

The University, established in 1904, is one of the largest higher education institutions in the UK. It has been named University of the Year for 2017 by The Times and The Sunday Times' Good University Guide. The University is in the centre of Leeds, a 20-minute walk from the main train station.

Plenary Speakers

Professor Bencie Woll, University College London.

Professor Woll previously held the first Chair in Sign Language and Deaf Studies in the UK, at City University London. She is now the Chair in Sign Language and Deaf Studies and the Director of DCAL, the Deafness Cognition and Language Research Centre at UCL.

Professor Henry Widdowson, Honorary Professor, Department of English, University of Vienna.

Professor Widdowson has been central to the development of the field of Applied Linguistics since its inception. He has been called "the most influential philosopher of the late twentieth century for international ESOL" (The *Routledge Encyclopedia of Language Teaching and Learning*).

Professor Mohamed Daoud, Professor of Applied Linguistics, Institut Supérieur des Langues de Tunis.

Professor Daoud, a well-known figure in international ELT for many years, will give The Pit Corder lecture, traditionally on a theme associated with language teaching and learning. His topic will be language teaching in turbulent times, and the role of the English language teacher.

BAAL 2017 Contacts

BAAL 2017 Conference Website: http://www.baal2017.org.uk/

BAAL conference queries and enquiries: BAAL2017@leeds.ac.uk

Local Organising Committee Chair, Dr James Simpson: j.e.b.simpson@education.leeds.ac.uk

BAAL Meetings Secretary, Alex Leung: alex.ho-cheong.leung@northumbria.ac.uk

Call for Papers and submission guidelines

Abstracts are welcome in any area of Applied Linguistics and should present original research. Abstracts which address the conference theme will be particularly welcome.

DEADLINE FOR RECEIPT OF ABSTRACTS: 31 March 2017

You will be notified of the outcome of the review process in May 2017.

Please go to the abstracts page of the BAAL 2017 website to submit your abstract:

http://www.baal2017.org.uk/

Your contact details will be included in the book of abstracts unless you opt out during the submission process.

FORMAT: Text 300 words maximum (including references, if any). Do not use any special fonts, such as bold print or caps. Do NOT add tables, photos, or diagrams to your abstract. Do NOT indent your paragraphs, leave one space between paragraphs instead.

Type of presentation:

Individual

Special interest group (SIG) track

Poster

Colloquium

Please see the conference website for further information on these types of presentation.

BAAL 2017 Scholarships

BAAL offers scholarships at every annual conference. The scholarships are open to students and early career researchers, with the latter defined as being within 2 years of PhD completion. In addition, BAAL also offers one Chris Brumfit student/early career scholarship which is usually targeted at delegates from outside Britain who would not otherwise have funds to attend the BAAL Annual Meeting. Candidates wishing to apply for either scholarship should submit an abstract in the usual way, indicating clearly on their submission that they wish to be considered for a scholarship. For more information on the scholarships and the selection process please refer to the conference website.

BAAL 2017 Prizes

Poster prize: A prize will be given to the best poster presented at the conference. The local organising committee will select poster prize judges from the plenary speakers and leaders of invited colloquia. The winner receives £50.

The Richard Pemberton best postgraduate paper prize: The postgraduate development and liaison co-ordinator together with an ordinary member of the BAAL Executive Committee will draw up a shortlist and co-ordinate judges for the Richard Pemberton best postgraduate paper prize. The winner receives £50.

ALL PRESENTERS HAVE TO BE BAAL MEMBERS BY THE TIME THEY REGISTER FOR THE CONFERENCE.

Professor Susan Hunston OBE

by Jeannette Littlemore

2017 began with the fantastic news that Professor Susan Hunston had been awarded an OBE in the New Year's Honours for services to Higher Education and Applied Linguistics. Whilst this may have been a lovely surprise for Professor Hunston, for those of us who know Susan and her work, it should come as no surprise at all.

As one of the world's leading linguists, Susan's work has received international acclaim. After beginning her career at the National University of Singapore, she came to Birmingham to work as one of the lead researchers on the pioneering COBUILD project. This involved the creation and analysis of the first electronic corpus of contemporary text, the Bank of English, and the production of the world's first dictionary to be based on entirely authentic language, as opposed to intuitions that linguists have about how language works. This has now become the default way of writing dictionaries and the approach has been adopted by all the major publishers worldwide. Thanks to the legacy of the COBUILD team, it is no longer acceptable to prepare a dictionary using artificial examples, and most major publishing houses now make use of corpus-based evidence when compiling dictionaries and grammars.

In collaboration with Gill Francis, Susan subsequently went on to discover large scale, systematic associations between patterns and meanings, which formed the basis of 'Pattern Grammar'. This research led to the publication of two reference works on the grammar patterns associated with verbs, nouns and adjectives. These volumes have made a substantial contribution not only to the description of English, but also to language pedagogy. They have provided teachers and students with reliable corpus information on the ways in which specific words occur in context. More recently, Susan's work on appraisal theory has shaped our understanding of the ways in which people form and express evaluation. Her most recent work focuses on how disciplines vary in their expression of key concepts, and on how scientists from different disciplines communicate with one another in light of these linguistic differences, is equally interesting.

Susan's excellence is not limited to her own academic work. She has played a key role in encouraging and developing the work of younger scholars. She has done this by taking on a wide range of roles, including (with Carol Chapelle) the editorship of the Cambridge Applied Linguistics series, Chair of the British Association for Applied Linguistics (BAAL) and Chair of the University Council of General and Applied Linguistics (UCGAL). She is regularly called upon to offer advice to governments, institutions and universities in the UK and internationally on policies that relate to linguistics and language planning. She has inspired numerous PhD students both past and present who have nothing but praise for her dedication and guidance. She has brought great skill and knowledge to her role, always encouraging students to become rigorous researchers themselves. Susan is not only an outstanding teacher and mentor to all her students, but also an inspiration to those of us who have been lucky enough to work with her.

PhD research report:

Knowledge about language from a cognitive linguistics perspective: What content teachers might want to know
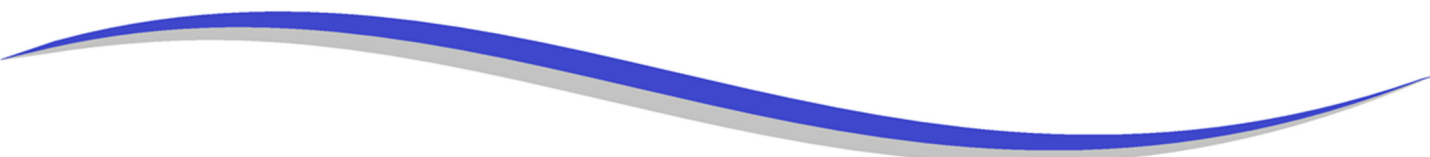
by Sally Zacharias

At the annual BAAL 2016 conference at Anglia Ruskin University I won the Richard Pemberton Prize for the best postgraduate paper. The purpose of my presentation was to demonstrate what insights a cognitive linguistics perspective could bring to understanding the dynamics of the disciplinary knowledge building process. This has been the focus of my PhD research.

All disciplines, at all levels of education, require learners to understand and apply subject specific concepts that are abstract in nature. For example, in history, learners are required to develop an understanding of what the subject denotes by concepts such as evidence and power; in science, learners are expected to develop a scientific way of thinking about concepts such as life, force and energy. Pupils often come to the classroom with ideas about phenomena and concepts which are not in harmony with the discipline's views. Furthermore, these ideas and abstract conceptions are often firmly held and resistant to change. Although concrete objects can be represented directly in the classroom using iconic representations (e.g. visual illustrations), abstract concepts, in contrast, cannot be directly perceived through the senses, and are represented indirectly through language which is often figurative (Amin 2015). This poses a significant challenge not only for those whose first language is different to the language of instruction, but for all learners.

The aim of my doctoral research is to examine how a class of first year secondary learners and their teacher developed a shared understanding of the abstract scientific concept of *heat transfer* over a series of lessons that spanned a time period of six months in the UK. Classroom activities included front-of-the class demonstrations, role play simulations, teacher explanations and group writing activities. In addition to observing, video and audio recording whole class and group dynamics of the lessons, I carried out stimulated recall sessions with the teacher and small groups of pupils, during which I examined the participants' individual understandings of heat transfer in more detail.

To track the development of how the learners and teacher both co-constructed and represented their understandings to each other, in a naturalistic setting, I required a framework which acknowledges both the social *and* cognitive dimensions of language. Suited to this purpose is Text World Theory, a dynamic cognitive model of human *discourse* processing, which is situated in and draws upon the field of cognitive linguistics (Werth 1999, Gavins 2007). This context-sensitive model recognises our capacity to create dynamic mental representations of situations or 'text-worlds' to understand and produce the language of both written and notably, for the purposes of my research, spoken texts. Furthermore, it acknowledges that our feelings, memories, and knowledge of the world and language, have a direct impact on how we interpret these texts. My study offers a contribution to research in that applying this model to classroom situations is a relatively new endeavour (see Giovanelli 2016 for its application to teaching literature). To the best of my knowledge, this study is the first study which applies the Text World Theory framework to tracking the development of abstract concepts in a naturalistic setting.

Close scrutiny of my dataset revealed a number of noteworthy features of the development of abstract thought in a social setting. Prior to introducing the concept of heat transfer into the classroom discourse, the teacher and pupils would frequently co-create text-worlds of the key parts of the here-and-now world (e.g. parts of an apparatus) that the teacher would want in focus. This mental image evoked from the concrete world of the learners' present physical and social environment would serve as a basis for any abstract thought that then occurred later in the discourse. The Text World Theory model also allows for unrealised, remote, hypothetical mental representations or text-worlds of situations. These can be triggered by the teacher when asking the pupils to predict the result of an action (e.g. 'What do you think will happen when…?'). To make sense of present situations, blends of two worlds are frequently created in these hypothetical text-worlds; a concrete world of the here-and-now and an evoked scene of a world created from the pupils' memories and prior experiences.

One major contribution from cognitive semantics is the insight that abstract thought has a bodily basis. One good example of this is the image schema (e.g. SOURCE-PATH-GOAL schema) which emerges from repeated instances of bodily experience and in turn structures our mental experiences through the language we use (Lakoff and Johnson 1980). My data demonstrated how these image schemas would frequently be evoked during exchanges between participants and then harnessed by the teacher and pupils to drive their descriptions of the heat transfer process forward.

I found the Text World Theory framework to be a powerful means of understanding, at a fine-grained linguistic level, the process by which conceptual development takes place in a classroom context. Insights from my research have lead me to conclude that content teachers and language specialists working alongside EAL (English as an Additional Language) pupils would benefit from knowing: (1) that pupils construct, when engaging with the language of the classroom, text-worlds to make sense of spoken and written texts surrounding them; (2) that as image schemas are shared across languages and cultures, they can help to orientate content and language learning, especially for EAL learners; (3) that joint focus on language by the teacher and pupils can enhance learning of abstract concepts and subject literacy; and finally, (4) how language can be used as a tool to think with, which can inform teachers when planning and reflecting on own practice.

If you are interested in contacting me about my research my e-mail is sally.zacharias@nottingham.ac.uk

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Amin, T. G. (2015). Conceptual Metaphor and the Study of Conceptual Change: Research synthesis and future directions. *International Journal of Science Education*, *37*(5-6), 966-991.

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Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago, MA: University of Chicago Press.

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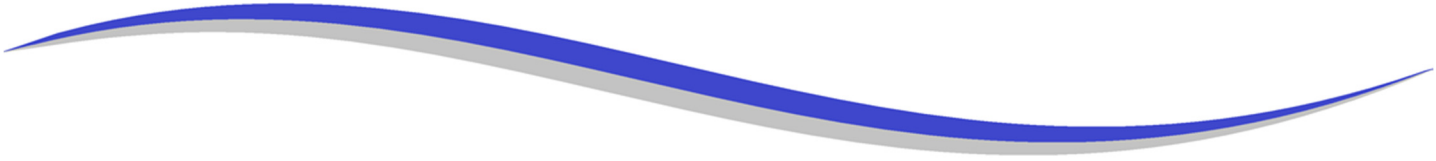
PhD research report:

A historical keyword analysis into *Applied Linguistics*: A response to the special issue

by Kazutake Kita

The fourth 2015 issue of *Applied Linguistics* (36/4) aimed to reflect on the history of applied linguistics and explored its future directions; five leading scholars offered overviews of the field from their specific perspectives, illuminating its different aspects and thus presenting collectively a broad picture. An interesting coincidence in that same year was the publication of a book with a similar historical orientation, *A History of Applied Linguistics: From 1980 to the Present* (de Bot, 2015), a review of which was included in the special issue (Joaquin, 2015). Also notable in this context is Richard Smith's argument for 'Applied Linguistic Historiography,' involving 'a rigorous, scholarly, and self-reflexive approach to historical research' (Smith, 2016, p. 71). Although relatively young as an academic discipline, applied linguistics now has a history long enough to look back on. My poster presentation in BAAL 2016* was inspired by these trends towards writing the history of applied linguistics; it reported a small study that used corpus methods to capture chronological changes in the discourse of applied linguistics, taking the journal *Applied Linguistics* as a representative sample. This study is part of my ongoing research into how applied linguistic keywords (e.g. 'communication,' 'creativity,' 'culture') have been treated in the academic discourse (Kita, 2014; Kita, 2016).

In compiling an electronic corpus I followed de Bot's (2015) decision and chose the period from 1980 to 2010 for analysis, thus covering most issues of the journal since its launch. The research was carried out in the following four-step procedure: (1) I collected through NII-REO (http://reo.nii.ac.jp) and Oxford Journals (http://applij.oxfordjournals.org/) all original articles (except book reviews) of the journal *Applied Linguistics*, each in PDF format; (2) I converted the body text (but not the references) of each article into .txt format, compiled a corpus, and divided it into three mini corpora according to the publication years (i.e. the 1980s', the 1990s', and the post-2000's); (3) I used Keyword List Tool of AntConc (version 3.2.4), identified keywords of each mini corpus through a comparison with the other two, and further chose 9 or 10 most salient keywords for each period according to their keyness and frequency; (4) I used Collocates Tool of AntConc, identified the words co-occurring with the salient keywords within the range of 4:4, drew network diagrams of them according to their association strength, and thus built up interpretations in light of the discursive trends in each period.

The network diagrams of the salient keywords suggested that there were at least three big shifts of topics in the discourse of *Applied Linguistics* during the period concerned. The first prominent shift was related to language teaching/learning. In the 31 years since its launch *Applied Linguistics* never paid more peculiar attention to this pedagogical aspect than in the 1980s; its sharp focus on the 'learner,' as well as on several topics concerning communicative language teaching (with 'communication' as its means and 'communicative competence' as its end), was characteristic enough to differentiate this specific decade from the other two periods. This is not to say that the journal detached itself from pedagogical issues after 1990. The word 'task,' a theoretical component of communicative language teaching, appeared prominently in the post-2000's corpus together with other related concepts. A plausible interpretation was that the pedagogical discussions in the journal often revolved around the

idea of communication, with the communication boom in the 1980s, a gradual shift to task in the 1990s, and its development after 2000.

The second shift was found in descriptions of language and language acquisition. Here again there was a rather clear dividing line between the 1980s and the 1990s. As suggested by such keywords as 'I[nter] L[language],' 'rules,' 'Krashen,' and 'Chomsky,' the arguments over language and its acquisition in the 1980s seemed to have been developed mainly in syntactic or grammatical terms; by contrast, after 1990 emerged other keywords including 'word(s),' 'vocabulary,' and 'corpus.' These changes may reflect a growing interest in lexical matters from 1990 onwards.
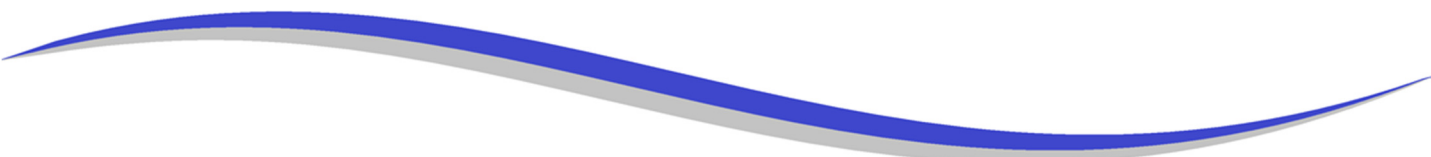
The third shift was concerned with the ways applied linguistic research was conducted and described. Much research before 2000 seemed to have been theory-driven ('theory' itself being a salient keyword in the 1990s' corpus), with such names as 'Chomsky' and 'Krashen' mentioned for justification or criticism; the main topic was often on language acquisition and learning, judging from such other keywords as 'competence' and 'SLA.' However, at least during the 1990s this flow of theory-driven research was likely to have been running side by side with another, relatively newer, flow of practice-driven research; the 1990s' and the post-2000's corpora both included 'practices' as one of the most prominent keywords. As this trend towards practice-driven research got stronger after 2000, it seemed further to have been joined by other types of research: the keywords 'participants' and 'classroom' in the post-2000's corpus implied more humanistic and naturalistic attitudes of the researchers; the salience of the terms 'line' and 'turn' was also notable, suggesting the popularity of detailed bottom-up analysis into transcribed spoken discourse. Regardless of whether these might be a sign of a diversity or of 'a divergence' in the field (Cook, 2015, p. 428), it seemed clear that applied linguistic research was no longer exclusively about language acquisition and learning in the 1980s' sense.

All in all, the study indicated three shifts of trends: first from communication to task, second from grammar to words, and third from theory-driven to practice-driven research. If there was any shared dynamics underlying all these shifts, a possible interpretation may be that they were parts of a more comprehensive discursive movement, for example, from the abstract to the concrete: the idea of task can be regarded as a materialised form of a communicative approach; words are an essential element in fleshing out the skeleton of grammatical structure; the increased attention to practice-driven research may reflect the dissatisfaction of applied linguists with excessive reductionism and generalisation behind theory-driven research.

References

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BAAL/Cambridge University Press Seminar:

The learning of foreign languages in primary schools in England: issues and challenges
(University of Essex, 18-19 March 2016)
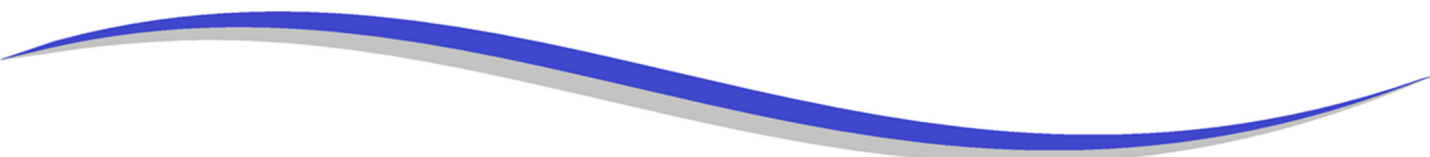
The seminar brought together 31 participants from education, linguistics and psychology, with expertise in a range of fundamental issues raised by the introduction in September 2014 of foreign languages as a compulsory part of the National Curriculum in primary schools in England. The objective of the seminar was to take stock of the current state of research and to identify gaps in our understandings and initiate new research to address them. The two days were organised around seven broad themes, with 3 round tables enabling feedback and dialogue throughout the two days:

- the role that age plays in the learning of foreign languages in the classroom;

- multilingual children and additional language learning in the foreign language classroom;

- pedagogy and teacher expertise for this age group;

- linguistic development and expectations in primary school age children;

- curriculum models appropriate for young children;

- cultural competence and intercultural understanding in young children;

- the relationship between literacy, foreign language learning and wider academic achievement.

A series of state of the art reviews and research papers on the seven key themes were offered by UK and international experts (two per theme), as follows:

Session 1 – The role of age

In the first talk, **Victoria Murphy**'s (University of Oxford) presentation *Age and context in foreign language learning* explored the nature of the interaction between the age of the language learner and a wide range of contexts in which foreign languages are being learned. She compared three different bilingual education programmes for EAL children and reported that the most successful programmes are those which teach BOTH L1 and L2 throughout, rather than programmes which teach exclusively in the L2, or which start with the L1 but move to the L2, showing
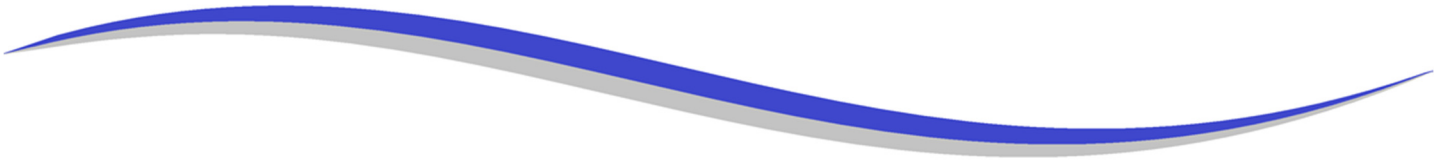
that age cannot be the only or even the most critical variable. In EFL and MFL contexts, typically 'input-limited', younger learners have consistently been shown not to be the most efficient learners, contrary to the popular belief that 'younger is better'. In these contexts, immersion programmes are the most successful, and input-limited programmes the least. She concluded that context is key, and that without appropriate support from the environment (linguistic, social and educational), English children learning foreign languages will remain at the bottom of the league.

In the second talk, **Florence Myles** (University of Essex) reported on an ESRC project *Comparing 5, 7 and 11 year olds learning French in the classroom*, which investigated similarities and differences in 73 beginner learners of French of different ages, following similar instruction with the same teacher (2 hours a week over 19 weeks). Findings showed little difference in the development of vocabulary, although how recently children had heard a word was more important in the 5 year olds, who were slower to learn at the beginning but had caught up by the delayed post-test. In terms of grammar, a clear advantage was found for the older age group. Working memory and literacy were found to correlate with language learning, which might explain the slower development of the younger children who are still developing both. Both 5 and 7 year olds were very highly intrinsically motivated to learn French (language learning is fun), but the 7 year olds were starting to see its usefulness. The 7 year olds also had more learning strategies at their disposal. However, both 5 and 7 year old were primarily motivated by immediate enjoyment and the cognitive resources at their disposal remained limited.

Session 2 - Multilingualism and additional language learning

In the first talk *Multilingualism in primary schools: the BILINGUALISM MATTERS experience in Scotland and Europe*, **Antonella Sorace** (University of Edinburgh and *Bilingualism Matters)* first provided a review of what we know about early bilingualism, separating common myths from facts. Contrary to the belief that bilingualism is confusing for children and leads to problems at school, research has shown that bilingual children tend to have enhanced metalinguistic skills and language learning abilities, a better understanding of other people's points of view, and more mental flexibility in dealing with complex situations. However, for these benefits to be realised, children need enough good quality input as well as positive attitudes towards both languages, and maintaining home languages in migrant children helps school achievement in general, and language learning in particular. Speaking an impoverished non-native L2 at home actually puts children at a disadvantage in acquiring the L2, whereas some aspects of early literacy can transfer from one language to the other. Some areas remain little understood, for example the effects of language distance, of different patterns of language use in the family and in society, or the effects of societal attitudes. In the second part of her talk, Sorace summarised the results of recent projects aiming to facilitate the integration of immigrant children in Scottish primary schools through language learning activities, and she presented the outreach work of *Bilingualism Matters,* based at the University of Edinburgh (bilingualism-matters@ed.ac.uk).

In the second talk *Educational achievement in pupils with EAL: An analysis of the National Pupil Database and consequences for research*, **Victoria Murphy** (University of Oxford) presented the findings of two recent studies. The first study (Strand, Hall & Malmberg 2015) reported on the academic achievement of EAL children in the National Pupil Database. The analysis of the Database is problematic as children are classified as EAL if they have been exposed to two languages in early language development and continue to be so, irrespective of whether one of these languages is English and they have a high proficiency in English. However, looking at date of international

arrival allows to identify children who have moved to the UK during their schooling and can thus be used as a proxy for proficiency in English. 'White other' and 'Black African' were the groups most at risk although these broad groupings hid some marked differences according to country of origin.

The second study, Murphy & Unthiath's (2015) systematic review of educational interventions aiming at improving EAL children's English language and literacy skills, pointed to the fact that there is very little research outside the US and that most interventions included some form of explicit vocabulary/word level instruction. Teaching word analysis strategies can also be effective, as well as more targeted interventions for 'at risk' children. Training for teachers and the role of the home are under-represented in intervention research. Both these analyses point to the need for more research focused on supporting EAL children's language and literacy skills together with enhanced teacher education (both pre, and in-service).

Session 3 - Pedagogy and teacher expertise

In this session, **Louise Courtney** (University of Reading)**, Katherine Richardson** and **Jane Medwell** (University of Nottingham) explored two key elements of Primary Languages provision, i.e. pedagogy and teacher expertise, within the context of the primary-secondary transition. Drawing on research and practice, they considered the aims of the teaching of foreign languages in the primary school and explored pedagogy across the primary and secondary phases, including the impact of different pedagogic approaches on motivation and attainment, as well as their effect on learners of different abilities. The session then focused on a highly successful co-teaching programme, whereby a language specialist teacher (of Chinese) and an L1 teacher, teach jointly Chinese language and culture. This part of the talk explored how the teachers worked together and reconsidered some of their initial assumptions.

Session 4 - Linguistic progression

Marsden and **Kasprowicz**' (University of York) presentation *Towards Realistic Expectations about Linguistic Progression* analysed what kind and amount of linguistic progression can be achieved in the very limited amount of classroom instruction the majority of primary school pupils in England receive in a foreign language (between 80-160 hours before secondary school). After a description of initiatives that have attempted to lay out often unrealistic expectations about lexical and grammatical development for learners aged 7-11, two research projects aiming to provide evidence about linguistic competence and development in this age group. The first study demonstrated that a grammatical feature, which can be perceived as complex (case marking on German articles), can be learnt by pupils aged 9-11. The second is an ongoing project creating a digital game that provides task essential form-function mapping practice for learning the syntax of French interrogatives, considering in particular the potential role of explicit knowledge about language at this age.

Carmen Muñoz' (University of Barcelona) talk on *Linguistic progression in primary school: Internal and external factors* further examined what can realistically be achieved in state-funded primary schools and input-limited conditions. She reported a longitudinal study from grade 1 (6-7 years old) to grade 6 (11-12 years old) in five state-funded schools, which followed the children's linguistic progression, and gathered information about their family background, affective and cognitive factors, and which included classroom observations and interviews with their teachers. A number of factors were found to be predictors of linguistic achievement at the end of primary school, and of the progression during the six years of primary, such as L1 literacy, various aptitude measures, attitudes towards FL, as well as school, parental education and number of FL hours per week.

End of day one round table: Discussants, **Nalini Boodhoo** (University of East Anglia)**, Gee Macrory** (Manchester Metropolitan University)

Following a summary and analysis of the main outcomes of the day's sessions, discussion focused on:

Input: the one weekly hour in the primary is insufficient to learn an L2; strategies for encouraging learner autonomy and independence; how feasible with young learners?

Pedagogy: influence of (low) teacher proficiency on teaching and use of resources; quality of textbooks; specialist teachers/teachers with good subject knowledge needed.

Session 5 – The Curriculum

This presentation, *The curriculum – The impact of teaching approaches and teaching time,* by **Suzanne Graham** (University of Reading) explored what form the primary languages curriculum should take, for example how far FL learning can be embedded in the wider curriculum or whether it should remain free-standing. A range of general educational work and discussions on the primary curriculum (e.g. the Cambridge Primary Review) were presented, as well as different possible conceptualisations of the FL curriculum, including models from other Anglophone settings. Empirical evidence regarding different approaches to the curriculum and their impact on linguistic outcomes was presented, reporting on a longitudinal study across the last two years of primary education and the first year of secondary school. The study compared the linguistic outcomes (vocabulary and grammatical knowledge) from two different approaches to the teaching of French, one placing emphasis on oracy (speaking and listening), the other combining literacy (reading and writing) with attention to oracy development. Rather inconclusive findings emerged, with some advantage for the literacy group in one of the tasks, but an advantage for the oracy group in another. The study also explored the relationship between linguistic outcomes and teaching time available in the curriculum for the schools participating in the study, finding a significant effect of teaching time on a range of measures.

Session 6 – Intercultural understanding

In the first talk, *Intercultural Understanding in FL learning: Are we there yet?,* **Patricia Driscoll** (University of Canterbury Christ Church) outlined the place of intercultural understanding in a range of policy documents including the *National Curriculum* (2013) and the *Common European Framework for Languages*, which all stress the importance of interaction with people from other cultures as a liberation from insularity and the foundation for language learning. She then reported on a number of studies which investigated the (lack of) conceptualisation and the relative importance of intercultural understanding in a number of different contexts.

In the second talk, *Exploring 'intercultural understanding': Experiences from the field,* **Gabriele Budach** (University of Luxembourg) further explored the notion of intercultural understanding. Based on her experience of teaching and researching in a number of countries and settings, she revisited aspects of intercultural understanding as facets of the 'contact zone' (Pratt 1987) and real world encounters of people in educational spaces, and explored what intercultural understanding means for people under specific conditions and contexts, focusing in particular on the role of interaction as a stimulus that mobilizes the resources of participants and helps actively shape the (intercultural) encounter. She argued that, besides language, multimodal resources play an important role in building intercultural understanding and that they deserve our attention as 'identity objects' which stimulate narrative, the sharing of experience and connections with other people.

Session 7 - Literacy and wider academic achievement

Alison Porter (University of Southampton) explored the role of literacy in L2/FL development. She first considered the potential for FL literacy to support classroom language learning. Next, the role of a range of L1 literacy constructs as predictors for FL outcomes were discussed, enabling the reconceptualization of learning to read in a second or foreign language and the potential for bi-directional transfer of specific literacy-related constructs. Porter reported on research which has indicated that L2/foreign language learning might benefit academic achievement and underlying cognitive skills (e.g. metalinguistic awareness). She then presented evidence from a range of immersion, FLES and FL studies exploring this influence. Concluding remarks outlined possible directions for future research, specifically related to UK MFL, such as what type of FL teaching is most likely to support both FL learning and wider cognitive benefits; how to achieve a better understanding of these cognitive benefits; and the role of multicompetence in thinking and in metalinguistic awareness.

Gee Macrory (Manchester Metropolitan University), in her talk *Literacy in the primary languages classroom in England: a challenge for initial teacher education,* explored the impact that the introduction of statutory primary languages in September 2014 has had on initial teacher training. She reported on work in progress investigating the role of MFL phonics (and of reading and writing more generally) at primary level and student teachers' views of this role. Themes emerging from this research included the lack of training in MFL phonics and the low priority of MFL in schools generally.

End of day 2 round table: discussants **Bernadette Holmes** (Born Global) and **Rosamond Mitchell** (University of Southampton)

This round table discussion identified a number of themes for future research:

The interaction of factors such as pedagogical approach, teaching time, teacher competence; the development of learner identities; access to MFL for all and factors promoting inclusivity; the integration of EAL and MFL; impact of Academies; impact of E-Bac; lack of agreed interpretation and lack of assessment of intercultural understanding; influence of L1 literacy on L2 development and vice-versa; parents' role in literacy development; influence of literacy on wider academic achievement

Plans for the future – round table

In a final round table led by Florence Myles (University of Essex), plans were discussed for working groups to pursue the identified research teams and arrange future events. Interested researchers who would like to be included in this ongoing activity are invited to contact fmyles@essex.ac.uk .

BAAL/Cambridge University Press Seminar:

New plurilingual pathways for integration: Immigrants and language learning in the 21st Century

(Heriot-Watt University, Edinburgh, 27 May 2016)

Organized in collaboration with COST Action IS1306 New Speakers in a Multilingual Europe: Opportunities and Challenges
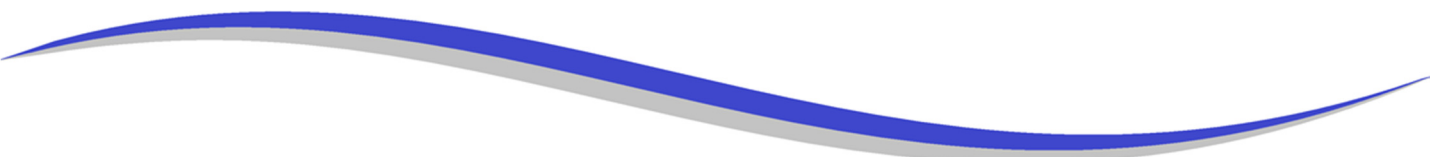
Introduction

The above seminar was organized jointly by BAAL members Nicola Bermingham (Heriot-Watt University) and Gwennan Higham (Swansea University). The event was co-organised with COST Action IS1306 New Speakers in a Multilingual Europe: Opportunities and Challenges and supported by the Intercultural Research Centre and the Department of Languages and Intercultural Studies at Heriot-Watt University. A total of 10 papers and two keynote speeches were presented. The keynote speakers were Professor Alison Phipps (Glasgow University) and Professor Máiréad Nic Craith (Heriot-Watt University). A round table discussion was also held, with invited speakers including Ms Mandy Watts from Education Scotland; Professor Bernadette O'Rourke, chair of COST Action IS1306; Dr Cassie Smith Christmas, University of the Highlands and Islands; and Dr Kathryn Jones, Director of Language Policy and Research at the Welsh Centre for Language Planning.

Context

The 21st Century is witnessing increased discussions on immigration in local, national and international contexts. National citizenship and integration are highly contested issues. Moreover, sub-state nations in the UK and beyond are undergoing expanded devolution powers, localising policies on education and community cohesion. In many minority language contexts such as Welsh, Gaelic, etc., governments have the double task of regulating their minority language policies as well as mapping cohesion strategies in response to the increased multicultural reality of their societies.

The aim of this seminar was to bridge the study of language and immigration and consider the extent to which immigrants learning new languages (which include learning majority, minority and/or heritage languages) may contribute to a more comprehensive and plurilingual view of integration today. In light of recent research on immigrant language acquisition and translanguaging (Garcia and Wei 2015), immigrants use and claim ownership over language as part of their repertoire, albeit in various ways and for different purposes. This seminar thus brought together academics, government officials and community practitioners such as the Glasgow Refugee, Asylum and Migration Network to share knowledge and to discuss challenges to integration and implications concerning new and plurilingual immigrant speakers.

While the seminar encouraged interdisciplinary dialogue with a variety of papers from different migration and language contexts and cross-sector round table discussions, the proceedings were directed by key themes and objectives as follows:

What are the opportunities and challenges for new immigrants who learn new languages?

To what extent do new immigrant speakers challenge current conceptions of integration, cohesion and citizenship?

Which steps or initiatives could facilitate a more comprehensive view of integration, cohesion and citizenship in national and minority language contexts?

Papers and discussion

The event opened with two short addresses by Professor Bernadette O'Rourke and Dr Fiona Copland, both members of the BAAL executive committee. Professor O'Rourke, in her capacity as chair of COST Action IS1306 which co-organised the event, discussed the common aims of the COST network and the BAAL/Cambridge University Press seminar funding project in bringing together academics and research groups to discuss issues in applied linguistics. Specifically, the COST network has been working with the 'new speaker' label as a way to take a critical perspective on the ideology of the 'native' speaker.

This was followed by a short address from Dr Fiona Copland, who highlighted the links between the work being done by Ingrid Piller, keynote speaker at the BAAL 2016 conference, and the issues being discussed at the seminar.

The first keynote of the day was delivered by Professor Alison Phipps from the University of Glasgow, who gave an insightful and thought-provoking keynote address on the challenges of the refugee crisis (which, as she pointed out, is rather a political crisis) and the demands of hosts on their guests, especially in relation to the function of language.

There were two panels of 5 papers in both morning and afternoon on the themes of language learning and migration from various contexts such as migrants in Northern Ireland, Polish migrant learners of Welsh, new migrant speakers of Faroese. Discussions followed each of the panels, linking some of the themes covered by the presenters such as language socialization spaces e.g. theatre productions by hosts and migrants in Italy by Dr Naomi Wells, museums as integration spaces for migration by Katherine Lloyd; migrants as agents in language learning processes via translanguaging practices by Spanish speakers in USA (Professor Daniela Wawra) as well as migrants' responsibilisation of language learning, turning the monolingual British Citizenship test into a multilingual solution by Dr Kamran Khan.

The second keynote was delivered by Professor Máiréad Nic Craith, who focused on the opportunities and challenges of language learning and integration in Germany where the highest numbers of refugees have been welcomed recently. The talk highlighted the tensions raised in Europe as some countries feel they are disproportionately left to deal with the migrant 'crisis'. Professor Nic Craith critiqued the one-directional concept of integration, highlighting how cultural diversity and multilingualism are becoming more and more part of this debate.

The seminar ended with a Roundtable discussion with five invited speakers, including Mandy Watts, ESOL Development Officer for the Scottish Government. Feeding on much of the discussion and debate over the course of the day, the roundtable focused on how to initiate cross-sector partnerships and projects throughout the UK and beyond, such as with policy makers and how policies, through such collaborations, can and need to be reconceptualised to reflect new plurilingual and intercultural realities.

Outcomes and implications for applied linguistics

The seminar closed with co-organisers thanking all attendees and mentioning a follow-on event to be organised in Swansea University, involving further stakeholders from academia, government and community practitioners.

This seminar contributes to the cross-disciplinary focus of research in applied linguistics, with a vision to generate impact through teaching practice and local and national government policy. This venture has united researchers and practitioners involved with both national and minority languages across the UK and further afield. The seminar has demonstrated the common threads with regard to integration and language learning across these various contexts and the potential for cross-sector partnerships to facilitate innovation and change.

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BAAL/Cambridge University Press Seminar:

Historicising the Digital: language practices in new and old media
(University of Leicester, 27-28 June 2016)

Historicising the Digital focused on promoting transhistorical perspectives between media scholars, historical linguists and researchers of language and new media. Around 30 participants attended the two-day seminar from the aforementioned disciplines, and ranged from MA and PhD students to senior academics.

The opening plenary by Ana Deumert set the scene by exploring the extent to which digital practices are really "new", drawing attention to the importance of context in order to ascertain *who* they are new for. This latter question requires a perspective that encompasses both time and space. The digital sphere has emerged differently across different parts of the world: there are multiple 'digital modernities', each the product of distinct historical trajectories shaped by levels of access, opportunity and power.

Mclear on the Eastern Cape, 2012: phone-charging and airtime purchase services have sprung up in places where mobile phones are commonly owned but where people tend not to have contracts and only limited access to electricity (Deumert)

Deumert's plenary and the subsequent papers also foregrounded the layering of histories relevant to any analysis and understanding of digital practices. A present-day practice must be understood not only in relation to pre-digital practices (such as those surrounding Edwardian postcards, as discussed by Julia Gillen) but also to more recent technological developments within the same "mode". Martine van Driel, for example, showed how users orient to online news articles in ways that differ from how they respond to live newsfeeds. WhatsApp practices, to take another example, must be understood in relation to earlier SMS practices (in the case of British users, discussed by Caroline Tagg) or to Mxit and BBM (in South Africa, as shown by Deumert). Tagg, for example, discussed how WhatsApp is seen as more conversational than SMS by her participants, which appears to explain why turns are shorter and richer in interpersonal resources.

Many of the papers given at the seminar highlighted the value for applied linguists of a focus not on the technology per se but on social and linguistic *practices*. This mirrors a widely-recognised shift in language and new media

research from identifying technological varieties of language, such as the language of email (Baron 2002), towards a focus on user-generated change (Seargeant and Tagg 2014). *Historicising the Digital* showed how a focus on practices can enable a deeper understanding of human interaction which goes beyond (whilst also acknowledging) how a particular technology is being used at any one time, with presenters arguing for a more sensitive, nuanced awareness of the "newness" of media practices. For example, strategies for performance of identity through the affordances of written interactions were traced back from WhatsApp (Agnieszka Lyons) and text messages (Caroline Tagg) to Edwardian postcards (Julia Gillen), nineteenth-century migrant letters (Emma Moreton) and Elizabethan correspondence (Mel Evans). The historical studies of Gillen, Moreton and Evans show themes familiar to new media researchers, such as interpersonal affect (e.g. use of pictorial memes) and social attitudes (e.g. anxieties about "bad" spelling); continuities that are potentially overlooked in the pursuit of the "new". Dániel Kádár's theoretical discussion of "historicization" was exemplified through an evaluation of cyberbullying practices in relation to historical rituals of abuse, such as the Early Modern practice of "flyting" (abusive exchanges conducted in verse). Maryam Almohammad discussed how social media exploits and extends older practices around banners, enabling citizen activists to reach new audiences in creative multimodal ensembles of image and writing; a point also made by Deumert in relation to the speed of debate around South African protests, for example through the #Rhodesmustfall hashtag.
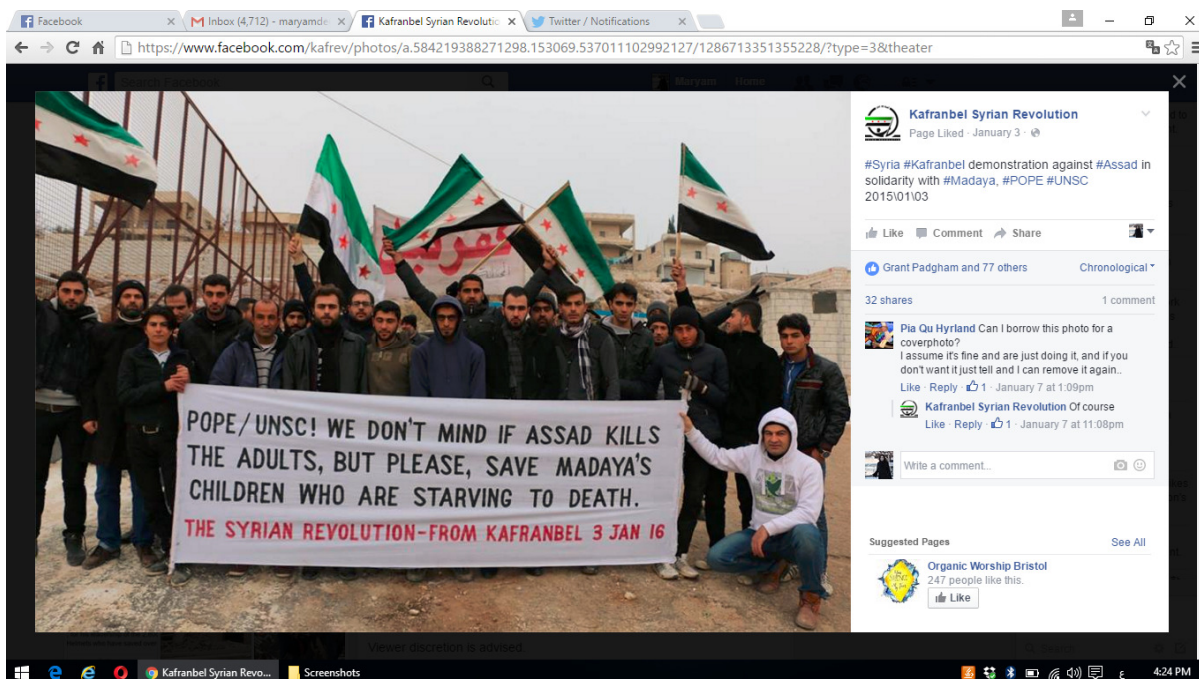
Image from Almohammad's talk on the use of banners in social media by Syrian citizen activists

The papers and discussions also foregrounded the strengths of macro and local perspectives on language use in old and new media. The concept of big data can apply to historical as well as contemporary datasets, if adjusted for scale and context, but the meaningfulness of any quantitative perspective is maximised when connected to the local and specific. Ruth Page illustrated the importance of contextualised reading when looking at YouTube comment data, such as the patterning of the acronym 'LOL'. Emma Moreton showed similarly how macro-level patterning of the discourse structures of migrant letters can reveal exceptions in a writer's practice suitable for further investigation.
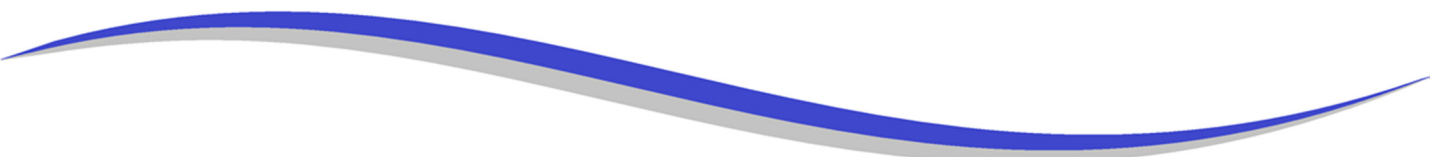
Finally, the seminar drew useful attention to the ways in which changes to academic practices can affect how we conceptualise and understand texts and processes. David Barton explored intersections between individual academics' changing writing practices within their own working lives and the longer history of academic genres, charting for example the development of the academic essay from seventeenth-century letters, and showing how academic research is shaped both by immediate shifts in individual practice and wider social changes. Talks by Matt Collins and Emma Moreton showed how the process of digitisation of pre-digital texts (medieval manuscripts and nineteenth-century migrant letters, respectively) necessitated new perspectives on the historical materials, resulting in fresh insights into old practices. Collins discussed how digitisation enables a non-linear reading, more closely recreating the ways in which medieval narratives (particularly manuscripts) may have been episodically experienced, in contrast to the more linear progression typical of print narratives. Moreton explored what linguistic patterns evident through corpus analysis could reveal about how migrants performed belonging, sameness and continuity in their letters home (through expressions of homesickness, for example). Ruth Page explored how digital technologies enable us to collect, analyse and visualise data in new ways, whilst drawing on established analytical frameworks to interpret social and linguistic practices. Ana Deumert also raised the question as to whether we need new theories for understanding what is happening online, answering her question by drawing on established understandings of creativity based on the work of Roman Jakobson, Jacques Derrida and Homi Bhabha. The conversation around academic methodologies and frameworks invited discussion about the act of historicising itself, and the extent to which it involves comparisons within and between diachronic datasets, or the application of older concepts to new datasets and vice versa.

BL Add MS 59678 (f.461.v)

Concordance lines generated from digitised text (with Launcelot and Gawayne highlighted) mirror the medieval act of rubrication displayed in this manuscript (Collins)
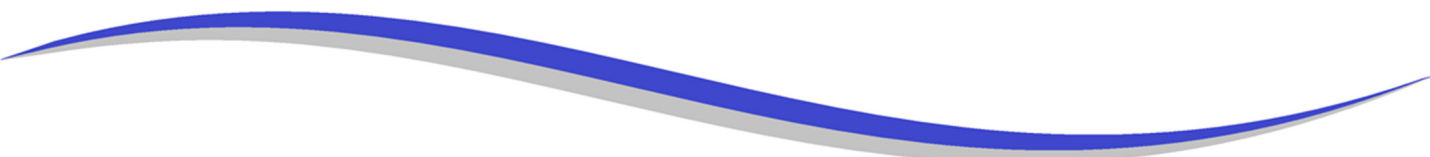
Overall, the seminar delegates recognised the value of a transhistorical approach whilst acknowledging the practical and theoretical difficulties involved, discussing questions such as how one can adopt a transhistorical perspective without having to conduct extensive historical research, and how one can ensure that such comparisons are valid and that the practice or concept being explored is comparable across time. With these questions in mind, we discussed possible seminar outcomes with an eye to encouraging future networking and research sharing. These outcomes include an email group and maintenance of our blog, with plans for a special issue and further networking events. We hope that the seminar and these future outcomes will have an important impact on applied linguistics work in the field of new media studies, allowing us to understand digitally-mediated interactions through a transhistorical lens.

To join our conversation on historicising the digital, please see our blog (histthedig.blogspot.co.uk) and consider signing up to our emailing list (https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=HISTTHEDIG).

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Corpus Linguistics SIG:

Practical applications of regular expressions

(Coventry University, 10 December 2016)

The second BAAL Corpus Linguistics SIG event for 2016 was held on Saturday December 10 at Coventry University, with talks on the general theme of regular expressions. We aimed to provide information and networking opportunities for applied linguists compiling their own corpora, and/or seeking new ways to interrogate corpus data. Of course there is already help available on this topic – for example from stackoverflow.com – but the regular expressions websites generally assume some programming expertise, and they don't necessarily focus on the sort of problems that beset BAAL members. The speakers at our event talked us through procedures for creating corpora from online forums (John Williams), using the MAT Multidimensional Analysis Tagger (Andrea Nini), uploading corpora to SketchEngine and conducting complex queries (Miloš Jakubíček), and developing an online academic writing tool (John Blake). They were on hand throughout the day to discuss their work, and regular expressions issues, with participants, and the schedule provided lots of time and space for the general sharing of ideas, worries, problems, and solutions.

In all there were 25 participants at this event, mostly based in the UK, but also from further afield. John Blake deserves a special mention – he came straight from Birmingham airport in his snow boots and waterproof trousers. There had been a heavy snowstorm in Aizu, Japan, the day before, and he had had to walk five miles through the snow to catch his flight.

All four speakers have kindly made their slides available on http://baal-clsig.weebly.com/past-events.html. In addition, John Williams has provided a Unix tutorial and other materials relating to the ongoing Citizen Science Project at the University of Portsmouth. Andrea Nini's MAT program is freely downloadable from https://sites.google.com/site/multidimensionaltagger/, and SketchEngine offers open resources at https://the.sketchengine.co.uk/open/ (as many of you will know).

Thanks to everyone who took part for making this a most informative and enjoyable day.

For more information, please see the BAAL Corpus Linguistics SIG website: http://baal-clsig.weebly.com/

By Caroline Tagg

Health and Science Communication SIG:

Experiences of illness and death: learning from the discourses of realities and fictions revisited

(Open University, 28 November 2016)

At 10am on a gorgeous, sunny Monday morning, a buzzing crowd began to gather in the Christodoulou building of the Open University's Milton Keynes campus. It was time for the Health and Science Communication SIG's second event.

There is an increasing recognition that a serious consideration of accounts of illness and dying by patients, carers and even healthcare professionals improve quality of care as well as the experience of being ill. While such lived experience accounts have been investigated within a variety of disciplines (history, sociology, literature, the visual arts and, more recently, linguistics), the disparate approaches have tended to leave the field somewhat fragmented. With the aim of encouraging conversations across disciplines and exploring how we make better and more consistent use of these accounts, this workshop united linguists, sociologists, anthropologists, filmmakers, poets, actors, medical professionals and researchers, medical humanists and educators, service users, from Poland, Germany, Finland, Belgium, UK, working with interviews, everyday conversations, print media, observations, written notes, digital and social media, videos, photographs and Vlogs. In fact, the SIG committee was overwhelmed by the interest in this workshop. Originally intended as a small event with two keynotes and 7-8 short presentations, we ended up with two keynotes, 17 presentations in parallel sessions and over 50 participants. But the buzz even went beyond the confines of the two workshop rooms. Using the #healthsci16 hashtag, our presenters and attendees attracted the attention of many in the twittersphere, as the hashtag tracker stats below demonstrate:

245 POSTS   70 USERS   116,956 REACH   556,841 IMPRESSIONS
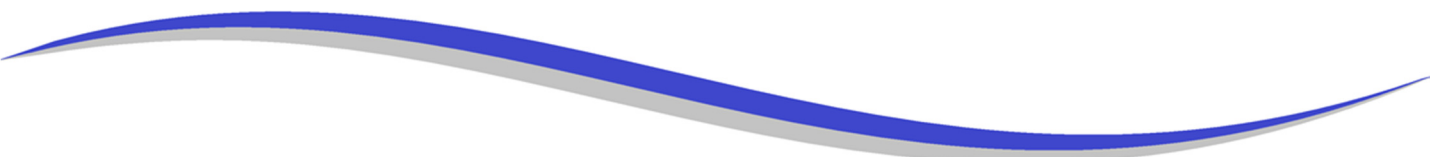
The first keynote was delivered by Jonathon Tomlinson, a GP in Hoxton, London. He provided a timely critical reflection on teaching and learning from doctors' own published illness narratives, suggesting that, while these are valuable in highlighting the fear, loneliness, stigma, powerlessness and loss of identity that come from being a patient, they have shared these same themes for the past 100 years. Why do these lessons still bear repeating? A flavour of Jonathon's thoughts on the matter is capture in his insightful blog post: https://abetternhs.net/2014/06/12/lessons/.

Issues of identity, self-presentation, representation and their acceptance or resistance by others were themes that continued in several of the parallel sessions after a short break. One of the panels explored these themes specifically in the context of death, dying and suicide, while the other included a range of conditions.

After lunch, the group was treated to an interactive, immersive performance of poetry, character and movement, demonstrating innovative strategies in medical education, before coming together for the second keynote of the day.

Julie Ellis, a medical sociologist at Sheffield University, delivered the second keynote of the day in a reflective and reflexive presentation on pragmatism, humorous banter and other examples of 'everydayness' in families' accounts of dealing with life-threatening illness. Julie problematised an underlying assumption that such accounts should be dominated by crisis talk and emotional vulnerability, suggesting that a more nuanced and contextual interpretation of emotionality in end of life contexts, based on actual accounts, would be useful. She also reflected on the issues and risks she encountered as a researcher in representing aspects of life-threatening illness experiences as 'everyday', when they are generally understood as 'extraordinary'.

A well-deserved break with coffee, tea and cake, and the group then headed back into the final parallel sessions of the day. One panel focused on accounts involving medical practitioners as participants or producers, while the other looked at narrative case studies, both verbal and multimodal.

It is difficult to represent the insights and energy from the event in but they are perhaps best captured in the Storify board created by someone enjoying the event from afar: https://storify.com/GlobalVStories/healthsci16

To keep up-to-date about future events and to share relevant information with the growing Health & Science Communication SIG community, join our mailing list:
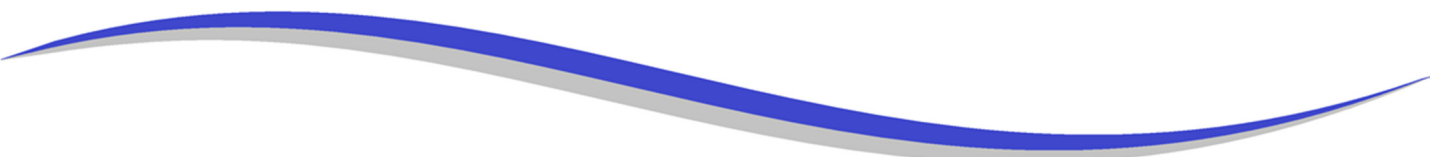https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=BAAL-HEALTHSCI.

Book Reviews

Copland, F. and Creese, A. (2015). *Linguistic ethnography, collecting, analysing and presenting data.* **London: Sage. ISBN 978-1-4462-5738-8. 261 pages.**

This is a book with a 'demystifying' agenda. Unlike most methodology books where challenges are usually concealed, this is a practical guide to linguistic ethnography which underlines practical issues related to data, context, language, technology and ethics. The authors argue that new entrants to linguistic ethnography (henceforth LE) can find little support and practical guidance in the existing body of literature and hence the need for this book. Because of what the book promises to offer, it is relevant to researchers aiming to know about the challenges faced by LE researchers and how they were addressed. This review is written from the perspective of an early-career researcher who has also grappled with the linguistic ethnography process.

The book's introduction offers short vignettes outlining how the authors became interested in LE and presenting their views of what LE is. In their overview, they argue that 'we resist accounts which speak of ethnography as messy and chaotic. Rather, the chapters discuss the thoughtful, careful, rigorous systems of data collection and analysis' (p. 9). However, it is not uncommon to have complex and messy data despite being a reflective and thorough researcher. In fact, being messy does not mean that the data lacks meaning. It could simply mean that it is complex and multi-layered. After all, people's responses and behaviours, in spite of our carefully designed projects, are complex, chaotic and unpredictable by nature and hence the emphasis on eclectic approaches to interpretations. Embracing complexity and unpredictability are two key elements that trigger reflexivity and reflections during one's journey through linguistic ethnography.
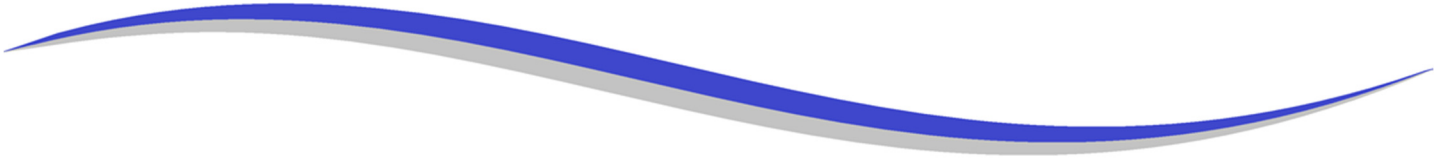
The book is divided into three parts. The first part discusses a number of historical, theoretical and methodological underpinnings of LE, with two chapters (Chapters 1 and 2) discussing language and ethnography and common data collection and analysis approaches, respectively. In the first chapter, the authors set out the discussion by outlining how the study of language has developed historically, addressing the relationship between language and culture, language as 'a product of social usage' (Sapir, 1921), language as a system of signs, and the role of 'discursive chaining' (Agha, 2003) in assigning social values to produced language. They then introduce major 'metatheorists' whose work has significantly impacted the development and interpretation of LE: Hymes' work on language and society, communicative competence, and speech resources and social values; Gumperz' work on interactional sociolinguistics; Goffman's influence on pragmatics research; and Erickson's micro ethnography approach. What is surprising is that in their discussion of language and its ontologies, they do not draw on the notion of 'language as idiolect' which is very relevant to LE, whereby sustained participant observation leads to understanding individualised language uses and their associated social values. Nor does the discussion engage with contemporary notions in super-diverse communities such as super-diversity, linguistic repertoires, linguae francae, and translanguaging practices and how they impact LE research. In the second chapter, they selectively present four common data collection tools: interviews, field notes, interactions, and texts and they briefly discuss possible data analysis routes.

Part two presents four case studies: two from the authors, one from Frances Rock, and one from Sara Shaw. The first case study presented by Creese traces the development of a team project aiming at researching 'the multilingual practices of young people in and around community-led language schools' (p. 61). Here, details about the aim, findings, design, negotiations of rules in the team are clearly presented. Also the case highlights the complex ethical considerations involved in the project to which Creese responds by saying, 'we could view consent not as a one-off bounded event, but rather as a series of iterative conversations' (p. 65). This view is in line with Neale and Hanna's (2012) notion of 'consent as an ongoing process'. What is special about this case is that it features the collection of multilingual data from Punjabi participants who deployed their linguistic resources in and outside classroom settings. However, Creese's description does not feature nor problematize the task of researching multilingually. Apart from informing the readers that 'Jaspreet then transcribed and translated each of the 15 interviews in full' (p. 78), no further information about the translation process and the challenges of reporting on multilingual data while attending to participants' voice are included. Nor does the case elaborate on the interaction dynamics associated with the presence of both or either Adrian and/or Jaspreet during interviews and how that affected participants' language use, a crucial reference point for linguistic ethnographers researching multilingually. This case study discussion would have been enriched if clear sign-posting references were made to Chapter 8 which briefly talks about transcription conventions, the orthographic representation of multilingual data, and the use of technology. The missing minute details regarding the challenges and opportunities of researching multilingually can be disappointing to novice linguistic ethnographers interested in researching multilingually in super-diverse communities. In these post-modern, super-diverse times, there is a dire need for methodological guides to researching multilingually (see Holmes, Fay, Andrews and Attia, 2013).

The other three case studies follow a similar outline: the study's context, research questions and findings, research design, data collection procedures, data analysis and presentation. Copland's point that 'I can reassure readers that insecurity, unpredictability, confusion and moral dilemmas are all common in research of this kind' (p. 115) contradicts their earlier view that ethnography is not messy and chaotic. As stated above, the authors set out the scene embracing the perspective that LE is a careful, rigorous and thoughtful process. However, as the authors unfold their stories, it becomes evident that it is a complex and messy process that throws up unpredictable challenges which require immediate attention and decisions.

The third part consists of four chapters (Chapters 7, 8, 9 and 10) addressing practical issues in LE research. Chapter 7 engages with philosophical and epistemological debates around empiricism, ethics and impact. It addresses and engages with questions related to generalisation, evidence, good ethnography, the presentation of research parameters in consent forms, the principles of autonomy, beneficence, non-maleficence and justice in research ethics, and how obtaining ethical consent differs across cultures. Chapter 8 addresses crucial practical issues such as transcription, translation, data management, and working with files. Chapter 9 offers an informative and engaging discussion about the writing up processes associated with different genres, namely doctoral theses, journal articles, presentations, posters and debriefing papers. This chapter is useful for early-career researchers navigating their way around the different genres they are expected to produce. The concluding chapter ends as the book started, i.e. with more insightful vignettes by its two authors discussing the process of co-authoring this book on LE.

Overall, this book, with its friendly tone and accessible style, offers a practical guide to LE where the readers are kept informed of the challenges the authors grappled with during their research journeys. This is key to developing collaborative reflections in which the readers, like the authors, stop and ponder over the challenges presented in the case studies and whether they could have been handled in a different way. The way the book is written allows room for reflection and reflexivity on the part of its readers. I only wish the authors had tried to deconstruct their previous decisions by discussing what other options they had and whether they would still take the same decisions and why.

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Neale, B. and Hanna, E. (2012). The ethics of researching lives qualitatively through time. *Timescapes methods guides*. Online. Accessed 27 December 2015 from: http://www.timescapes.leeds.ac.uk/assets/files/methods-guides/timescapes-series-2.pdf

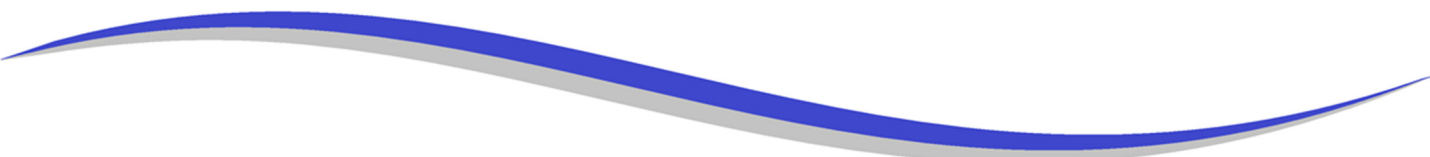Sapir, E. (1921). *Language: An introduction to the study of speech*. London: Hart-Davis.

Khawla Badwan, Manchester Metropolitan University

Dörnyei, Z. and Ryan, S. (2015). *The psychology of the language learner revisited***. London: Routledge. ISBN: 978-1-138-01874-7. 259 pages.**

In our experiences of language learning, whether as a student or as a teacher, it is evident that we all learn languages in different ways and with varying degrees of success. Which factors can help to explain these differences? What light can differential psychology shed on the process of language learning? How has the field of individual difference research in relation to second language acquisition (SLA) developed in recent years?

In *The psychology of the language learner revisited*, Dörnyei returns to the subject matter of his 2005 book *The psychology of the language learner*, providing an updated perspective on individual differences (IDs) in language learning, in collaboration with Stephen Ryan. The book is easy to navigate, with each chapter focusing on one individual characteristic and its relation to language learning. The authors start with a brief overview of IDs, highlighting the importance of understanding learner variation in SLA research. They justify the publication of this updated book on the basis of four assumptions about IDs, which are now called into question, namely: IDs are *distinctly definable* as stand-alone psychological constructs; IDs are relatively *stable* features in each person; IDs are relatively *monolithic* and therefore do not relate to each other in any significant way; IDs are *learner-internal* with little relation to external factors. The authors then address differences in personality; language aptitude; motivation; learning styles and cognitive styles; learning strategies and self-regulation.

In terms of personality as a feature of individual difference, the 2005 book stated that the numerous studies on personality and learning were "varied and inconclusive". The authors claim that this has not changed significantly in
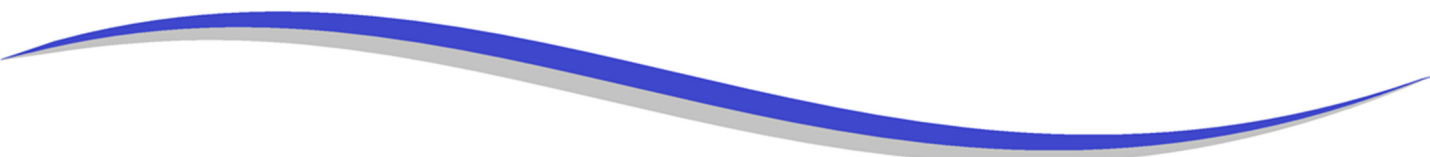
the last ten years, naming several reasons for this inconclusiveness, for example: research design is generally too simplistic, testing for linear relationships between personality traits and learning outcomes. The lack of conclusive results seems also to have had an effect on researchers' motivation to study personality and SLA. In preparing this updated volume, Dörnyei and Ryan conducted a search for articles with the word 'personality' in the title, published in leading SLA and applied linguistics journals. Their search returned only two articles fitting these criteria published since 2005. Dörnyei and Ryan speculate about the reasons for this lack of research, naming methodological challenges as a possible key factor: researchers would need expertise in personality psychology, educational psychology and applied linguistics. Unsurprisingly, very few people are qualified in all of these subject areas; however, this could be seen as an invitation for scholars to work in interdisciplinary teams in order to work towards more fruitful and conclusive results surrounding questions of personality traits and language learning.

Another important update in this current book is the shift in focus within the Big Five model – the framework consisting of five basic personality dimensions: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. There was much optimism in the previous book that the Big Five model would have a unifying effect on the scholarly community, allowing for the development of fresh approaches to studying the relationship between personality and SLA. Whilst this has not happened, Dörnyei and Ryan make the point that recent research has, however, yielded results which link lower-order personality traits to learning outcomes, rather than focusing on the higher-order traits outlined in the Big Five. This also represents a progression from a linear framework to a more integrated paradigm, which illustrates the interplay between the learner, her own dynamic personality traits and the context in which learning takes place.

The book then turns to look at language aptitude, outlining the way in which this particular factor has been very much on the research agenda at times, but has slipped into obscurity at others times. Dörnyei and Ryan claim that we are currently in a period of relative inactivity surrounding studies of language aptitude and language learning success, as compared to when the 2005 book was published. They make reference to two recent literature reviews: DeKeyser & Koeth (2011), who found that in a review of 'cognitive attitudes in SLA', only 7 out of 88 references were articles published after 2005. Similarly, Robinson's (2013) search for 'new perspectives' returned only three sources published post-2005, out of a total of 108 references. The chapter concludes by pointing towards potential future directions in aptitude research, drawing attention to our lack of understanding of what actually constitutes language aptitude, which in turn hinders the development of a cognitive approach to language learning.

In contrast to the decline in research conducted on L2 learning and personality and language aptitude, Dörnyei and Ryan report that studies of motivation have enjoyed a surge in recent years, responsible in part for the decrease in activity seen in the other areas discussed above. This increased interest in L2 motivation is also contrasted starkly with the relative inactivity surrounding learning styles and cognitive styles, and the authors describe learning styles in particular as being in a 'vegetative state'. By contrast again, Dörnyei and Ryan reflect on the increased attention given to learning strategy research since the publication of the 2005 book. They conclude this section by postulating that the self-regulatory learner has the ability to act strategically, with specific learning intent to enact particular learning behaviours. Though, on the surface, this is perhaps self-evident, the discussions of this point make for particularly enlightening reading.

The final chapter is devoted to looking beyond the canonical language learner ID factors. The authors discuss creativity, anxiety, willingness to communicate, self-esteem and learner beliefs. This 'other characteristics' chapter follows a familiar format to the rest of the book (and to the 2005 book), offering an update on the state of the art in research in each of the five named areas. At the end of the discussion of each characteristic, the authors provide a useful summary, drawing attention to the main changes that have occurred since the publication of the 2005 book.

In their concluding remarks, Dörnyei and Ryan address two key questions which are integral themes throughout the book: "(1) With the modular, trait-like ID paradigm largely belonging to a bygone era, how can we best capture the essence of learner characteristics and any systematic variation in these? (2) To what extent can current and future theory and research maintain continuity with the past?" The authors point towards a new direction in the study of the psychology of the language learner, though they leave this direction very much open for the reader and future researchers in this field to determine. The versatility of the book means that it will be of interest to a broad readership. Those familiar with the 2005 publication will gain a useful refresher and updates on developments over the last decade. At the same time, the authors make frequent reference to key content and conclusions in the 2005 version, so students and scholars new to the field will find this revisitation an accessible and engaging point of reference.
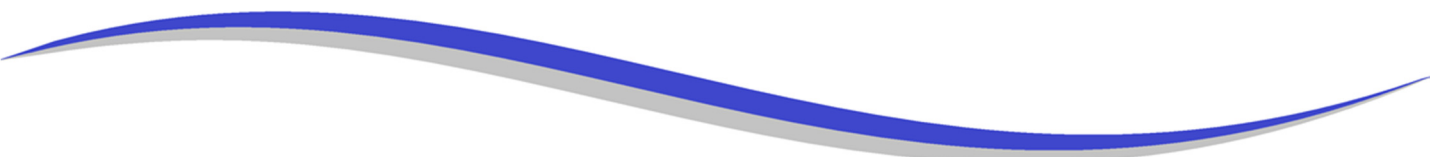
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Robinson, P. (2013). Aptitude in second language acquisition. In Chapelle, C. A. (ed.), *Encyclopedia of applied linguistics: Language learning and teaching* (pp. 129-133)*.* Oxford: Wiley-Blackwell.

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Jenks, C. J. (2014) *Social interactions in second language chat rooms.* **Edinburgh University Press. ISBN: 978-0-7486 -4948-8. 160 pages.**

This book provides a thorough examination of both the acquisition and management of social-interactional skills of learners of English as a second language/lingua franca during their engagement in audio online conversations. The book looks primarily at evidence from data-based research that is carried out on online spoken communication. It also presents and analyses some of the most important conversational and interactional patterns that emerge in the medium of voice-based chat rooms. The book concludes by addressing some of the linguistic and non-linguistic consequences of the process of online interaction in a second language and proposing a number of possible ways through which the research results can be utilised in the field of language teaching.
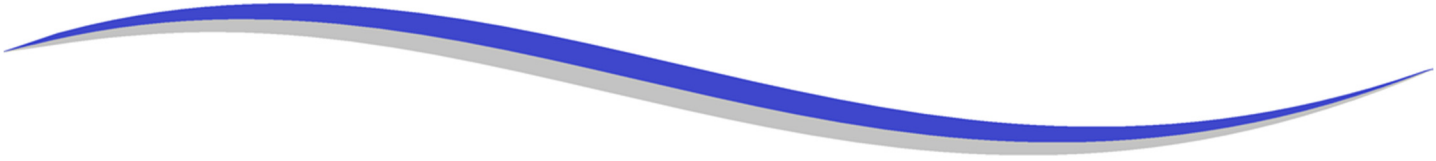
The book starts with a concise introduction that gives an account of what the book exactly aims to achieve. This monograph aims to fill the gaps in scholarship in a flourishing area of study, that is computer-mediated communication (CMC). The book does so by focusing on voice chat rooms, unlike prior research that focused heavily on text-based chat rooms. As both types of chat rooms are generally called CMC, the remainder of the book focuses on the former type, which is called synchronous CMSI—computer-mediated spoken interaction. What is also worth mentioning is the approach it takes towards the data: the social-interactional perspective, which captures the sequential steps speakers take to perform aspects of their identity. This approach deals with issues that have currency to the interlocutors themselves and demonstrates how they use interactions as a site through which they can make sense of their lives and conform to/resist societal structures.

In the three introductory chapters that Jenks refers to as the 'Survey', he details the theoretical foundation of the book and gives an informative review of the main areas that are called upon regularly in the book. In Chapter 2, he introduces the areas of 'social interaction', 'chat rooms', Conversation Analysis—the main methodological tool of the study—and 'online communication'. This is followed by a review of the literature of CMC studies in Chapter 3, where Jenks identifies three main areas in which such studies can be utilised in the field of Applied Linguistics. One important area where CMC studies can be applied is language teaching or Computer Assisted Language Learning (CALL). The CMC-CALL research aims to evaluate the effectiveness of L2 learners' communicative skills in the classroom. The two other areas deal with the communication-related implications of CMC, and how L2 speakers manage any intercultural issues. The last introductory chapter gives the reader an overview of the term CMSI and its different platforms, focusing on the one used in this study, which is Skype. It also gives an account of some of this platform's features and points out technical shortcomings that may hinder the interaction process. As to the current study, Jenks analyses data that are part of around a hundred chat rooms audio interactions collected over a two-year period. Interactants mostly come from different Middle Eastern and South Asian countries and were recorded while taking part in group conference calls which they mainly used to practice their English.

Jenks then moves on to the 'Analysis' part where he formulates a discussion of the core issue of the book, that is providing a detailed presentation and commentary on data, identifying the main emerging patterns. In doing so, he focuses solely on the three less common organisational aspects of interactions (turn-taking, summon-answer exchanges and identification practices) of CMSI that have not been examined in previous literature, but which define this type of interaction the most. The various illustrative examples he includes demonstrate how much interactional effort interactants need to make, e.g. to manage overlaps and fill periods of silence; features which are not as problematic in text-based interactions (there are more details about this in Chapter 6). Constantly, interactants need to 'monitor … and coordinat[e] … turn constructions' (p. 53) and listen for paralinguistic differences to detect turn transition and completions, otherwise the communication can be hindered easily. In Chapter 7, Jenks looks closely at five variables and technological constraints that can control—or at times facilitate—the management of CMSI; these are: background noise, online presence, pauses, ongoing talk and audibility.

The penultimate section of the book: 'Application' is dedicated to discussing how a field such as SLA may benefit from the insights that analysis of online communication provides into advancing pedagogical practices. Two areas where these insights are suggested to be useful are L2 learners' interactional command and designing learning activities for them. It is also argued that CMSI provides learners with an opportunity to have an authentic learning

experience where they can acquire/harness negotiation skills. He goes on to describe this medium as 'both the resource ... and object of learning' (p.126). Chapter 9 also addresses how the observations of patterns emerging in CMSI can be used to monitor the rules that govern interactions occurring amongst users of English as a lingua franca. By giving a range of different examples, Jenks explains how L2 learners collaborate in negotiating interactional norms to run their conversations as well as strategies they adopt to influence the way aspects of their identities are perceived.

The book ends with a very comprehensive and a well-rounded conclusion that reiterates the main goals of the book. This chapter ends with a brief word of caution regarding the ethical issues that need to be considered when carrying out research in this area. The fluid nature of data used in this area and the free/open access to it makes it difficult for researchers to decide which data to utilise and whether consent forms need to be obtained from (anonymous) participants/interactants. Finally, the chapter closes with some suggestions for future research to explore the concept of multitasking in CMSI settings and the extent to which it affects speakers' participation in them; an area that can bring with it some methodological inconveniences.
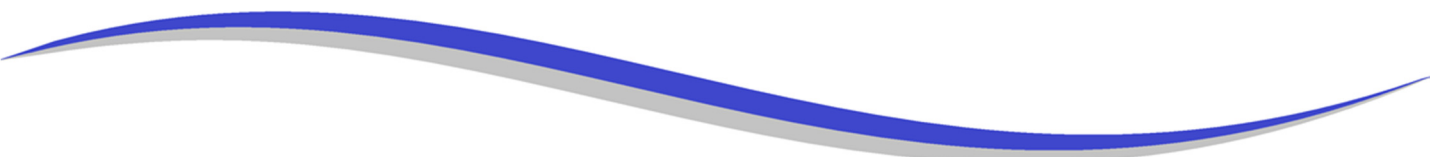
The book is an invaluable resource for social science students, specifically those interested in area of applied linguistics and intercultural communication. Overall, it is quite accessible, even to those who do not have a good grasp of areas such as Conversation Analysis and online communication. There is hardly any assumption of prior knowledge as it makes sure that all new terminology is extensively defined and the literature of the different fields is well reviewed and contextualised. Also, the different parts of the book are well connected which helps the text to flow and move smoothly from one section to another. It does so by never failing to tell the reader what will be covered and then referring back to it at the end of each section/chapter. This means—quite conveniently for the readers—that it is possible for them to start with almost any chapter and still be able to follow and get the gist of it.

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Breeze, R. (2012). *Rethinking academic writing pedagogy for the European university.* **Amsterdam: Rodopi. ISSN 0965-5638. 180 pages.**

Rethinking academic writing pedagogy for the European university is a review of research into academic writing in English in Anglophone and European contexts, filtered through the perspective of an academic writing developer based in a European university. The review underpins the formulation, in the final chapter, of "tentative principles that may serve to guide the design and implementation of specific academic writing courses, or of integrated courses including a writing component" (p. 155).

The opening chapter introduces models of writing provision and emphasizes variation in writing for academic purposes in English. Variation is then further discussed in the second chapter, where the author makes a case for developing academic writing pedagogies that take account of national particularities of disciplines rather than uncritically importing rhetorical models from Anglophone settings. Chapters 3 and 4 offer a chronology of developments in how writing is taught at university, in English L1 and L2 contexts respectively over the past half

century, while Chapter 5 synthesizes critical responses to these developments and sets out a number of challenges for classroom-based teaching of academic writing or formal individual tuition. Chapter 6 takes as its point of departure Lea and Street's (1998) academic literacies model, which it puts forward as an approach that could potentially inform writing pedagogy in European universities. CLIL is discussed alongside academic literacies, as are collaborative writing, writing-to-learn, integrating reading and writing, writing for university exams and simulating real life writing tasks. Chapter 7 considers how technology has changed the way students interact with texts, peers and tutors in the process of learning how to write at university. Chapter 8 summarises research into how professional academics write and insights from writing centre reports and evaluations. Chapter 9 looks at ways of providing feedback on and assessing student writing while Chapter 10 brings together the different strands addressed in the volume and formulates tentative recommendations in relation to stand-alone or integrated academic writing tuition. Drawing on published accounts of pedagogic interventions she developed herself, Breeze argues in favour of taking an academic literacies approach to the teaching of writing; she underlines the importance of collaboration with subject specialists, integrating writing tuition into main discipline contexts and finding the right balance between attention to formal features and writing as a means of developing one's knowledge of subject content.

The intended audience of the volume, tutors of academic writing in English in European universities, are offered ample opportunities to reflect on their own practice and develop pedagogic interventions informed by research and by critical evaluation of a range of approaches to the teaching of academic writing. Readers of the volume may find it useful to refer to Deane and O'Neill (2011) for a range of examples of how academic writing in English is taught in discipline-specific contexts or to publications by EATAW and EWCA members. Had the volume been written for an audience not sufficiently familiar with the type of support available to writers in English in European universities, the author would arguably have provided additional information about the institutional setting and status of writing development initiatives in these settings. The volume summarises useful insights from a number of research studies conducted by practitioners in European non-Anglophone contexts; however, the emphasis is on presenting a range of pedagogic approaches rather than on mapping how institutions in different European countries respond – structurally – to a growing need to provide opportunities for English L2 users to develop as academic writers in this language.

The volume shows connections between English L1 and L2 writing pedagogy and due to inevitable space limitations does not discuss how English L2 academic writer development relates to the writers' experience of writing at university in their own L1. Speakers of other languages who choose to study for an undergraduate university degree in English will not have had the opportunity to familiarise themselves with disciplinary discourses in their own L1; by contrast, postgraduate students may be relying on their L1 writing experience to make sense of academic writing conventions in English L2. Additionally, in English-medium higher education in non-Anglophone settings, courses in English L2 may be taught alongside subject knowledge in that country's L1 and this may, to a smaller or larger degree, impact on the ability of writers to perform successfully on their chosen degree course.

One of the strengths of the volume is that it draws on research conducted specifically in European academic writing settings rather than simply using material from English-speaking countries. However, this means there is scope for other studies to focus on more recent developments in equivalent non-European settings, and possibly some degree

of comparison would add further depth to the debate about writing development in English L2 higher education.

The closing chapter recommendations would most likely resonate with the practice of English L2 writing tutors in Anglophone contexts and these recommendations are the outcome of examining academic writing pedagogy from a commendably wide range of angles. Inevitably, the breadth of the discussion means that some aspects could have been addressed in more depth. For example, the discussion around feedback and assessment could have referred to how writing tutors and subject lecturers in European countries cooperate to evaluate a piece of academic work written in English. It could also have identified links between the literature on feedback and assessment in European higher education and the equivalent literature on English L2 writing in university settings. Examples of student writing could have been included in the volume to illustrate issues that European teachers of academic writing in English grapple with, as well as consideration of English as an Academic Lingua Franca. It could be argued that the value of a volume lies in its ability to prompt further discussion and debate, both among practitioners and among researchers, and this is indeed something that *Rethinking academic writing pedagogy for the European university* is very skilfully set up to do.
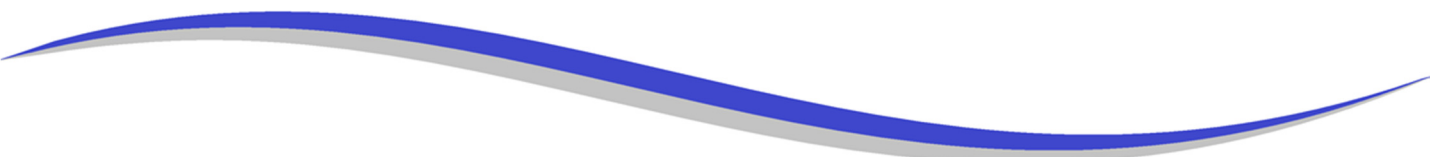
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Lia Blaj-Ward, Nottingham Trent University

Simpson, P. (2014). *Stylistics. A resource book for students* (2nd edn). London and New York: Routledge. ISBN 978-0-415-64496-9 (hbk), 978-0-415-64497-6 (pbk). 314 pages.

What is stylistics? How is it useful? How do we do it? These are the questions Simpson addresses in this book. He introduces key concepts in stylistics and encourages the reader to explore deeper. This is the second edition of this book, an updated version of the original 2004 edition. The book is divided into four main sections: A: Introduction; B: Development; C: Exploration; and D: Extension. There are two possible ways of reading it: like a traditional textbook, section by section; or across the units, to explore certain concepts more in-depth. Section A introduces the reader to the key stylistic concepts, assuming no previous knowledge. This is a very good starting point for students who want to gain an overview of what stylistics is. Section B: Development provides the reader with more detail, building on the previous section. The difficulty of reading is up a notch, stimulating the reader to some thinking on their own. This section also offers more examples to illustrate the concepts discussed. Section C: Exploration again increases the challenge. It adds on to the previous sections and invites the reader to practice what they have learnt so far. This part of the book contains several useful exercises that are comprehensibly presented and commented on. Finally, section D: Extension might be every student's dream: it is a collection of relevant readings which discuss the concepts covered in earlier sections (so no need to search anywhere else). These are both academic and more general articles by key figures in stylistics.

This structure might be a bit fragmented, but it is well thought-through. Each big section (A-D) is divided into subsections (A1, A2, A3 etc.). Particular subsections across sections are related (e.g. A1 and B1) and it is made clear within the text. This works especially well when the book is read across sections (i.e. all related subsections, dealing with the same concept, read together). It might be rather confusing though to see these referents in-text but not read across (for example seeing C3 mentioned in section A but not following it up immediately). Nevertheless, the links are comprehensible. Subsections within big sections are very well connected, emphasizing that when doing a stylistic analysis one should consider various aspects of language (from phonetics to graphology to morphology and so on), because they 'interpenetrate and depend upon one another' (p.6). This is a very important point, made much stronger here than in the seminal texts such as Leech and Short (1981) and Short (1996).

In addition, like many Routledge textbooks, this book has a companion website. Note that the link given in the book is now defunct and the online companion has a new Web address (provided in the references below). The website offers companion sections to the parts of the book: worked examples (more discussion of examples from the book); answers to book exercises; possible essay topics needing stylistic analyses; and useful links. The website also includes some extra material on style and humour which originally appeared in the first edition.

This second edition was published ten years after the first, therefore it is understandable that some sections are updated and others are added. Simpson has brought his presentation of this strand of linguistics up to date, with a few subsections headed 'developments in…'. He has revised the articles in section D (replacing some) to reflect current work in stylistics better. One example is using Dan McIntyre's article on the multimodal analysis of drama (2008). The second edition now also includes sections on corpus stylistics which has been embraced more and more by stylisticians (see McIntyre 2015 for example). This is an excellent addition to this textbook. Not only does Simpson first introduce the concept of corpus research in Section A, but he also explores it more in-depth in Section B, and provides a relevant article in Section D (Mahlberg and Smith 2012).
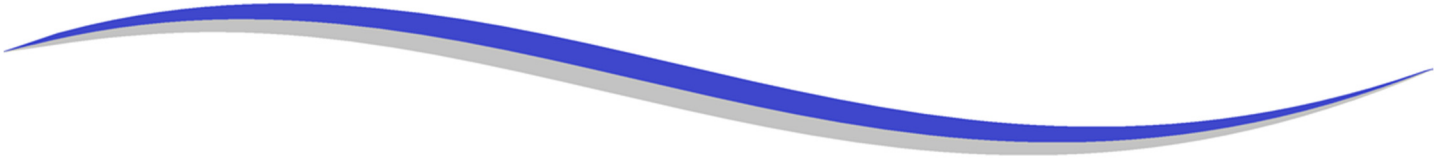
The basics of doing corpus stylistics are covered, and discussed in a very accessible way. However, I feel more could be said about comparing one's own corpus (a text or a collection of texts) against a large corpus such as the BNC (British National Corpus). This is only very briefly mentioned in A12 (p. 48), but then all the discussion is about looking up specific words within an existing corpus. It would be helpful to draw the reader's attention to other options while using corpus tools. Comparing one's own corpus with a larger one can be easily done with such tools as WMatrix, WordSmith, or the more widely accessible AntConc. Having said that, it is good to see that Mahlberg and Smith's (2012) article provides another option – doing corpus analysis on a chosen text (rather than checking specific words from our chosen text against a large corpus). They also introduce a corpus tool named CLiC.

Overall, this book works well as a textbook; sections A and B provide the concepts, and section D offers further reading. But it seems to be much more than a textbook. Simpson succeeds in introducing stylistics holistically and the book could be useful for both students learning what stylistics is and for more experienced linguists.

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CLiC – A Corpus Tool to Support the Analysis of Literary Texts. University of Birmingham. http://clic.bham.ac.uk/.

Leech, G. and Short, M. (1981). *Style in fiction*. London: Longman.

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Mahlberg, M. and Smith, C. (2012). Dickens, the suspended quotation and the corpus. *Language and Literature* 21, 1, 51-65. [Here: D12, pp. 264-272]

McIntyre, D. (2008). Integrating multimodal analysis and the stylistics of drama: a multimodal perspective on Ian McKellen's *Richard III*. *Language and Literature* 17, 4, 308-34. [Here: D9, pp. 229-242]

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Simpson, P. (2004). *Stylistics. A resource book for students*, 1st edn. London: Routledge.

Simpson, P. (2014). *Stylistics. A resource book for students*, 2nd edn. Companion website. http://routledgetextbooks.com/textbooks/_author/simpson-9780415644976/

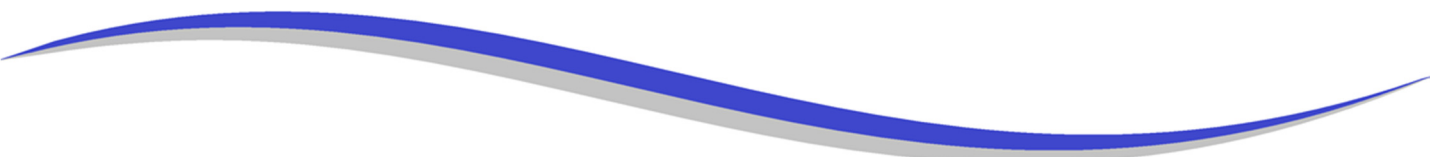Short, M. (1996). *Exploring the language of poems, plays and prose*. London: Longman.

Malgorzata (Gosia) Drewniok, University of Southampton

Gee, J. P. (2014). *An introduction to discourse analysis: theory and method*, 4th edn. London: Routledge. ISBN: 978-0415725569. 248 pages.

Gee, J. P. (2014). *How to do discourse analysis: a toolkit*, 2nd edn. London: Routledge. ISBN: 978-0415725583. 216 pages.

If discourse analysis is "both an old and new discipline" (Van Dijk 1975, p. 1) then this introductory series makes it feel very much like the latter. Written in an accessible style it offers a fresh, 21st century perspective on how we create and use discourse, combined with an easy to use "Do-It-Yourself" method with which to analyse it all. This will be especially so for those new to linguistics or to discourse analysis itself but readers with a longer history in the field may wonder whether it is all just a repackaging of 20th century ideas for today's generation.

The introductory chapter of *An Introduction to Discourse Analysis: Theory and Method* (IDA hereafter) presents Gee's version of language and explains why he is a member of the critical rather than the descriptive school of discourse analysis. For Gee, language is a means of not just saying things but for "being and doing" things. It is akin to a game, a practice where rules are created, abided by and broken, which leads to participants being rewarded or punished socially; what Gee calls the distribution of "social goods". This makes language an inherently political medium and is his key reason for why it needs to be analysed critically. The other reason is the Marxist conviction that the point of academic analysis is to affect the world rather than to merely understand it, to use it to intervene in important issues.
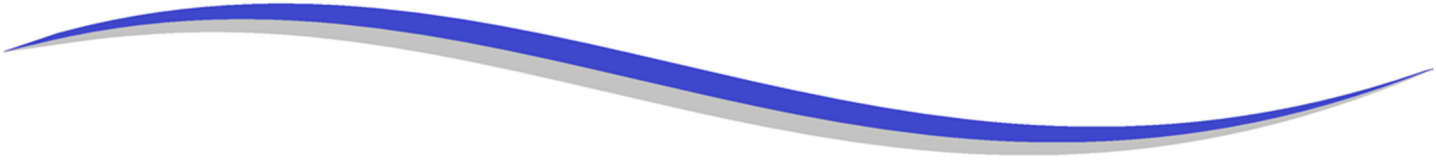
The second chapter is new to the 4th edition and starts by defining discourse. Gee differentiates the traditional linguistics version, "an extended series of sentences", from his preferred one of "language-in-use" (p. 20). Analysis of "language-in-use" is also a common definition of pragmatics and he claims somewhat controversially that both branches are one and the same. In fact a feature of this book and of Gee's approach is that he freely takes theories and methods from others, gives them his own spin and mixes them into his "soup" (p. 11). He deliberately attributes sources lightly in order not to "clutter up" (p. 13) the book with references to further the accessibility of the series. The effect, however, is to make it seem like almost all the concepts found in this series are his.

In spite of this he does introduce a number of his own original ideas and two come in this same chapter. Gee distinguishes between discourse as language and discourse through the use of any semiotic means available such as tattoos, fashion or social identities (but including language). He calls this "Big 'D' Discourse". Another is "social languages". These are vernacular and non-vernacular languages adapted to the identity of the interlocutors and the situation in which the communication is set. These "social languages" are used to create identity by adjusting how we design our language in accordance to how we view the recipient and how we want them to view us. We learn in the following chapters that these are not just ideas but are means of helping make sense of communication – tools of inquiry.

Chapters 3-8 are about Gee's method of analysing discourse. The way he does this is through combining "tools of inquiry" with "building tasks". "Tools of inquiry" are essentially questions to ask of data. "Building tasks" are seven areas of reality he claims we construct when we communicate, the "doing" things with language, such as building identities, building relationships or being political. There are six "tools" in IDA and the first two have already been introduced: "Big 'D' Discourse" and "social languages". The next is another of Gee's original notions, what he names "Big 'C' Conversations", the themes, debates, or motifs at a societal level which facilitate topic familiarity among a mass of people. The rest are well known concepts from the fields of discourse analysis and pragmatics: Fairclough's (1992) notion of "intertextuality", "situated meaning" or meaning in context, and what Gee calls "figured worlds", very similar to Fillmore's (1975) "semantic frames" or D'Andrade's (1984) "cultural models". Tools and tasks combine by asking how a tool achieves a task. For instance how are social languages used to enact and depict identities? It means that according to Gee there are a possible 42 (6x7) questions to ask of data to achieve a complete and comprehensive ("an ideal") analysis of discourse. This is surely a dubious claim but it will make the task of "doing" discourse analysis feel "doable" for those new to the practice.

At this point it may be asked if after describing all these tools of inquiry what is the point of the companion book, *How to do Discourse Analysis* (HDDA from here on)? While IDA is very much an explainer text, HDDA is more of an instruction manual. It has a set of 28 tools by which he means 28 "specific question(s) to ask data" with an example accompanying each one. It also contains little grammar bites (called grammar "interludes") as it assumes readers have little grammar knowledge. HDDA has been created on request from teachers and lecturers to make the series more usable.

All the sample data in the book come from oral conversations, as do most of the examples. Therefore it is difficult to distinguish Gee's version of discourse analysis from conversation analysis, although he does have his own particular tradecraft. In Chapter 9 we learn about broad and narrow transcripts, what makes an ideal analysis (as above) and how to make an analysis valid. Chapter 10 concentrates on the more practical aspects of discourse analysis. We see

how he organises transcripts of conversations into lines (a spurt of meaning), macro-lines (a spoken sentence) and stanzas (unitary clumps of lines). Stanzas are then grouped into macro-structures, kind of overarching narratives teased out of the transcript. The three sample analysis chapters (Chapters 11-13) are helpful in illustrating how he uses the building tasks and tools of inquiry to mine these processed transcripts to attempt to find out what social practices are being enacted or to uncover controversies in the world.

The central thesis of this book is that meaning is not "stored in our heads" as traditionally thought but is "activity 'assembled on the spot'" which he calls "the proactive design theory" (p. 214). The fact that this is found in the conclusion and not at the beginning is perhaps odd. Maybe even stranger is that the conclusion is the other new chapter in the 4th edition, which makes you wonder if Gee had only just thought it up. Even so, however he arrived at it, it does bring all the elements of his framework together. It also starts to answer the question of whether Gee's analysis is more than just recycling old theories because this is a genuinely 21st century notion. Nevertheless, it would have been better for him to go into more depth and detail on this from the beginning, rather than just sticking it on at the end.

If you are going to "do" an analysis of discourse for the first time then this series will very clearly explain what discourse is, what is involved and give you the means to go out into the world, find some data and analyse it meaningfully. If you are just interested in how people communicate with each other, then this book offers a unique perspective on this practice. However, the third readership Gee had in mind when writing this book, his peers and colleagues in discourse studies, will need more details of how his ideas were conceptualised before being able to "compare and contrast their own views" (p. 13) and they may be vexed by the lack of attribution. Even so, they will almost certainly be more than happy to recommend this series to new students of discourse analysis.
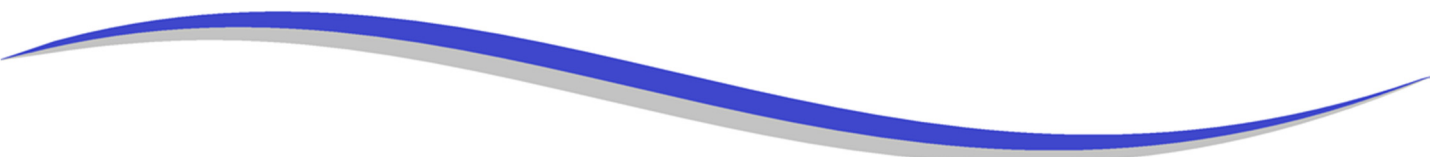
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Alonso Alonso, R. (Ed.) (2016). *Crosslinguistic influence in second language acquisition*. Bristol: Multilingual Matters. ISBN: 978-1-78309-481-3. 230 pages.

This collection is the latest in the Multilingual Matters series on second language acquisition (SLA). The provenance of the volume is cognitive linguistics and the emphasis is on the universality of the mental processes associated with SLA. The book is broadly divided in two, offering a theoretical and empirical snapshot of contemporary work in language transfer and contrastive analysis. The first five chapters take a theoretical perspective, Chapters 1 - 3 dealing with the notion of transfer; the following four chapters report original empirical studies; the penultimate
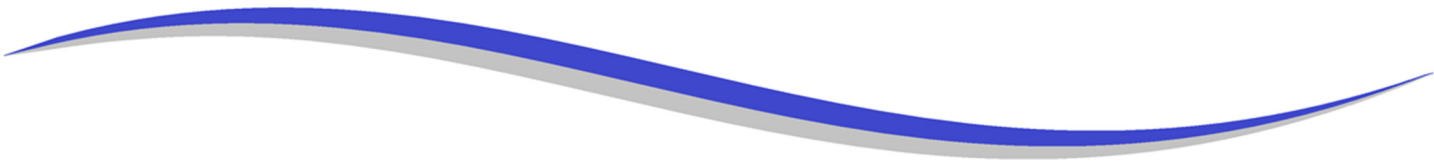
chapter discusses crosslinguistic influence (CLI) in third language acquisition; and the final chapter presents an overview of the volume.

All first three chapters perform an essential function in problematizing the notion of transfer, and Odlin (Chapter 1) and Cook (Chapter 2) expressly reject its historical association with behaviourism. Instead, by viewing SLA as 'multiple directional relationships between multiple languages' (p. 35), Cook asserts that language influence is much more than the primacy of the first language (L1). Adopting a distinction between conceptual understanding and speech production, Ringbom's (Chapter 3) starting point is that transfer occurs more readily in language comprehension. In this respect, transfer is a process more likely to occur between related languages.

Lucy (Chapter 4) asks not whether learning a second language (L2) changes learners' view of the world, but whether general cognitive effects arising from the L1 influence the learning of the L2. Like Ringbom, Lucy distinguishes so-called ontological relativity from the transfer and interference that he associates primarily with speech production. Because 'each language involves a particular interpretation of reality' (p. 55), Lucy claims, as is implicit in Cook (Chapter 2), that the learning of a second language can be as responsible as a first language for linguistic relativity. Helms-Park and Dronjic (Chapter 5) discuss the role of cognate facilitation in lexical transfer, asking whether cognates share a single lexical entry in the bilingual lexicon or exist as two discrete morphological entries, and whether activation of the cognate is triggered semantically, lexically, morphologically or at a sublexical level of representation.

In the first of the empirical studies, Alonso Alonso, Cadierno and Jarvis (Chapter 6) investigate spatial prepositions produced by first language speakers of Danish and Spanish learning English, and the likely influence of their L1 spatial construal patterns, i.e. the way in which the first language expresses spatial relationships. The authors found a strong role for such patterns in the advanced learners, which is felicitous when, as with Danish and English, the spatial construals are largely congruent. In a study of motion event construal, Treffers-Daller and Ziyan (Chapter 7) report both push (L1) and pull (target language or TL) factors as a result of inferred exposure to the TL in the production of native-like verb forms by intermediate / advanced Chinese L1 learners of English. However, the inference is made on the basis of corpora and original frequency data from native speakers rather than from any evidence of classroom input. Ekiert and Han (Chapter 8) present a study of the L2 acquisition of English articles by Slavic speakers, whose L1s have no articles. The results of a series of elicitation tasks show wide individual variation in their sample's production of articles. The authors conclude that Slavic speaking learners of English need to acquire both a new form and 'a new grammaticalised meaning' (p. 166), so giving another example of how transfer is less likely to occur between structurally distant languages. In the last of the empirical studies, Athanosopoulos and Boutonnet (Chapter 9) report the results of an experiment exploiting voice attribution technique (VAT). With increasing exposure to L2 French, adult L1 English learners tended to assign a female voice to English nouns such as 'table' (*la table)* and a male voice to nouns such as 'book' (*le livre*). The learners appeared to have internalised the French concept of grammatical gender, thus demonstrating the mediating role of language in changing their cognitive patterns and providing further, indirect evidence for linguistic relativity.

Jessner, Megens and Graus (Chapter 10) adopt the metaphors of dynamic systems and complexity theory (DCT) to review a comparatively recent area of concern: differences and similarities between SLA and third (and subsequent) language acquisition (TLA). Reviewing the preceding chapters, Arabski and Wojtaszek (Chapter 11) note the variety of approaches and highlight the evidence that learning a second language involves some degree of cognitive

restructuring in more than one direction, i.e. at least between languages and possibly in more general cognitive directions.

Despite their kaleidoscopic nature, the eleven chapters contain a series of illuminating parallels, such as the tempering of crosslinguistic influence according to the distance between L1 and L2 (Chapters 3, 5, 6, 7 and 10), the influence of language learning on cognition (Chapters 2, 4, 7, 8, 9 and10), as well as cognition on language learning, and by extension the role of linguistic relativity (Chapters 4, 6, 8 and 9). There is only passing reference (in Chapters 3, 5 and 10) to the comparatively new area of crosslinguistic neurolinguistics, and the scope of the volume might have been broadened by the inclusion of work on CLI and syntax, phonology or paralinguistic features such as gesture; but the focus of the empirical chapters, viz. the acquisition of prepositions, motion event construal, articles, and grammatical gender, is representative of current concerns in crosslinguistic SLA research. Following Ringbom's death, Chapter 3 was left in the original draft, and the coherence of other chapters too would have benefitted from additional editing. A more muscular Preface would have systematically explored the 'occasional points of possible disagreement' (page xiv) in the succeeding chapters, alerting readers to essential differences in the authors' approaches. And disappointingly, the volume includes an author index but no subject index.

A collected edition inevitably creates its own lens through which the subject is viewed. Here, the emergent themes are the existence of multi-directional cross-linguistic and cognitive-linguistic influence; the counter-intuitive notion that target language features similar to those in the learner's L1 are not necessarily easier to acquire; and the difficulty the learner will likely have in conceptualising features of more distant languages. These chapters provide further evidence that CLI plays an important role in second language learning and cognitive development more generally, but they also remind the reader that language transfer is selective, depending on the developmental stage of the learner and the conceptual proximity of L1 and TL. Compared to more substantial anthologies on the market, this collection is affordable, thought-provoking and topical, earning its place on personal bookshelves as much as within institutional libraries.

Simon Williams, University of Sussex

PUBLICATIONS RECEIVED

The following books have been received for review. If you would like to review one of these books, please contact the **Reviews Editor**, Professor Christopher J Hall, School of Languages and Linguistics, York St John University (c.hall@yorksj.ac.uk). Your review should be submitted as an email attachment in MS Word 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.

Byram, M., Golubeva, I. Hui, H. and Wagner, M. (Eds). (2017). *From principles to practice in education for intercultural citizenship.* Bristol: Multilingual Matters.

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.

Gramling, D. (2016). *The invention of monolingualism.* 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.

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.

If you would like to review a book that is **not on this list**, it may be possible to obtain a review copy from the publisher, so please send full details of the publication to the Reviews Editor.

If any **author of a reviewed book** would like to respond to a review, please contact the Reviews Editor.

Announcement:

Language in Africa Special Interest Group: LiA SIG

Annual Conference: Friday May 12th 2017, 10am – 5.30pm

Venue: Dept. of English Language & Applied Linguistics
University of Reading

'*Language without Borders: Multilingual Communication in Africa and the Diaspora'*

Plenary speaker: Professor **Friederike** Lüpke, SOAS,

University of London

Professor Lüpke is leader of the 'Crossroads' project, funded by the Leverhulme Trust, which is investigating how a group of languages influence each other through social networks in Senegal. Her many publications include *Repertoires and Choices in African Languages* (with Anne Storch, 2013, de Gruyter). Her *Inaugural Lecture* (2015) can be viewed at www.soas.ac.uk/staff/staff31356.php

ABSTRACTS of up to **250 words** for 20 minute presentations are now invited, to be sent to Annette Islei, Convenor, annetteislei@gmail.com cc. anne.goodithwhite@ucd.ie **no later than March 31st 2017**. We also invite proposals for posters. There is a £50 prize for the best. Topics of interest around the theme could include, but are not limited to:

- Oral communication
- Multilingualism
- Language choice
- Codeswitching
- Translanguaging in education
- Translation

REGISTRATION: Please register by **April 30th 2017** so that we can make a final order for catering for the day. This is included in the attendance fee of £25 for BAAL members, £35 for non-members, and £20 for students. We particularly welcome postgraduate students. Registration **forms are available from the LIASIG website: http://liasig.wordpress.com**
Enquiries to: Elvis Yevudey, yevudeye@aston.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:

30 June 2017 for the Summer Issue 2017 (appears in July 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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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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