BAAL News

Issue 112
Winter 2018

Editorial

Dear BAAL members,

Welcome to number 112 of the BAAL newsletter. This edition of the BAAL News includes a Call for Papers for BAAL 2018, to be held at York St. John University. These annual meetings are the key event for our BAAL community and this year's theme, 'Taking Risks in Applied Linguistics', sets the scene for a very interesting and stimulating conference.

I would also like to draw your attention to two research reports. One is an interim report on the CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes – National Corpus of Contemporary Welsh) project which started in 2016 and will be completed next year. Incidentally, three members of our current BAAL executive committee are involved in this project. The other research report outlines the current work of Takeshi Kamijo, a visiting lecturer at the University of Reading, on L2 postgraduate students' reading and writing strategies.

And, as is now usual, this issue of BAAL News features PhD reports. This time the reports are by the winners of the postgraduate prizes at the last BAAL conference at the University of Leeds.

BAAL also has two new SIGs, the Professional, Academic and Work-Based Literacies (PAWBL) SIG and the Language Policy SIG. Both had their inaugural events last year and the reports of these events are in this newsletter. Do get in touch with the SIG convenors if you are interested in joining them.

With best wishes,

Bettina Beinhoff
Newsletter Editor

51st annual meeting of the

British Association for Applied Linguistics

York St John University 6th - 8th September 2018

www.baal2018.org.uk

Twitter: @2018Baal   Facebook: BAAL2018   Youtube: BAAL 2018 York St John University

The 51st annual meeting of the British Association of Applied Linguistics will be hosted by The Languages and Identities in InterAction (LIdIA) Research Unit in the School of Languages and Linguistics at York St John University, from 6-8 September 2018. LIdIA (https://www.yorksj.ac.uk/schools/languages--linguistics/lidia/) is an interdisciplinary research unit whose members are interested in the many ways in which language and languages, and individual and group identities, interact in the construction and negotiation of socially-embedded meaning.

Taking Risks in Applied Linguistics

After celebrating half a century of BAAL in 2017, our theme—Taking Risks in Applied Linguistics—will make the 2018 meeting a testing ground for new ways of pursuing our research and improving our practice. We hope it will encourage innovative proposals for papers, posters, and colloquia. We will provide some alternative session types too, so that delegates can present and get feedback on unfinished but original lines of thought and untested but promising new methods. New work on old ideas is also very welcome, to ensure that our collective disciplinary wisdom isn't lost. Equally, we want to hear about work from outside our disciplinary borders, and indeed, outside of academia altogether. Our global community is facing unsettling times, and language use is at the heart of many of the challenges we face. The 2018 meeting will be a forum for bold thinking to address these challenges. If you have any suggestions for daring new ways to share ideas at the conference, please let us know!

Plenary Speakers

Annelies Kusters, Assistant Professor in Sign Language and Intercultural Research, Heriot-Watt University.

Annelies' current work is situated at the intersection of linguistic anthropology and social geography, in particular the study of multilingual language practices, language ideologies, transnationalism and mobilities. In 2016 she received the Jean Rouch Award from the Society for Visual Anthropology for her ethnographic film *Ishaare: Gestures and signs in Mumbai* and in 2015 she received the Ton Vallen Award for her written work on sociolinguistic issues in Adamorobe.

Erez Levon, Reader in Sociolinguistics, Queen Mary University of London.

In his research, Erez primarily focuses on the relationship between language and gender/sexuality, and is interested in examining how gender and sexuality intersect with other categories of lived experience (notably, race, nation and social class). He is Associate Editor of *Linguistics Vanguard* and *Journal of Sociolinguistics*.

Anne Pauwels, Professor of Sociolinguistics, SOAS, University of London.

Anne has been President of the Applied Linguistics Association of Australia and Vice President of the Australian Linguistic Society. Her research areas include multilingualism, especially in immigrant contexts, language maintenance and shift, language policies in higher education and the relationship between language and gender.

Bill VanPatten, Professor of Spanish and Second Language Studies, Michigan State University.

Bill VanPatten is an award-winning scholar, teacher, and writer with an international presence in the field of second language acquisition. He researches and teaches in the area of linguistic and psycholinguistic approaches to second language acquisition. He is the author of multiple books, edited volumes, and some 130 articles and book chapters.

BAAL 2018 Contacts

BAAL conference queries: events@baal2018.org.uk

Local Organising Committee co-chairs:

Prof Chris Hall (c.hall@yorksj.ac.uk) and Dr Rachel Wicaksono (r.wicaksono@yorksj.ac.uk)

BAAL Meeting Secretary: Dr Alex Ho_Cheong Leung (alex.ho-cheong.leung@northumbria.ac.uk)

Call for Papers and submission guidelines

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

<center>Deadline for receipt of abstracts: 31 March 2018</center>

Please visit the 'submit' page on the BAAL 2018 website (ball2018.org.uk) for information on the formats for presentation (individual paper for parallel sessions or SIG track, poster, colloquium, or lightning talk) and the abstract submission process.

<center>All presenters have to be BAAL members by the time they register for the conference.</center>

BAAL 2018 Scholarships and Prizes

BAAL offers 4-5 full conference scholarships for students or early career researchers, with the latter defined as being within 2 years of PhD completion. In addition, BAAL offers the 'Chris Brumfit scholarship' which is usually targeted at delegates from outside Britain who would not otherwise have funds to attend the BAAL Annual Meeting. Please see the Call for Papers on the conference website for more information.

Poster prize: A prize of £50, for the best poster presented at the conference, judged by plenary speakers and leaders of invited colloquia.

Richard Pemberton prize: A prize of £50, for the best postgraduate paper, coordinated by the Postgraduate Development a Liaison Coordinator.

Research report:

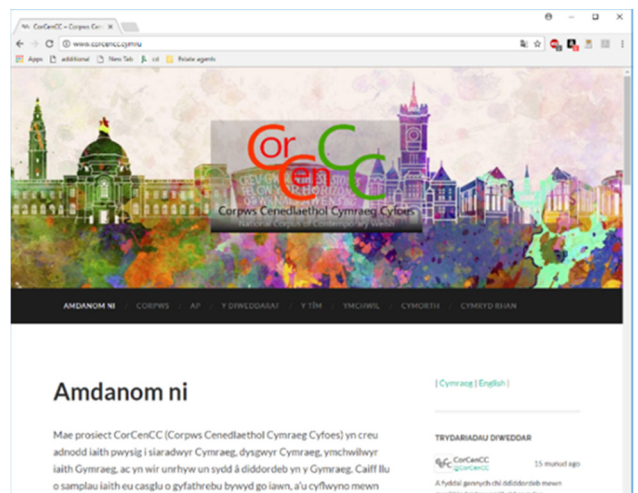## CorCenCC: An Interim report

by Dawn Knight

On St David's Day back in 2016 work began on the £1.8m ESRC/AHRC-funded CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes – National Corpus of Contemporary Welsh) research project. As Principal Investigator (PI) of the project I am glad of this opportunity to tell you a little of what CorCenCC involves, why we are doing it and for whom; and to update you with where we are with the work and outline what we are planning for the next few months.

Project aims and potential impact

The broad aim of CorCenCC is to construct the very first large-scale *general* corpus of Welsh language, comprising 10 million words of spoken, written and electronic language. CorCenCC will be the first corpus to represent modern Welsh and will be revolutionary in that it is community-driven, using mobile and digital technologies to enable public collaboration via crowdsourcing techniques to draw contributors from the 562,000+ Welsh speakers in the UK.

Corpus design and construction in a minority language context such as that of Welsh poses interesting challenges, but also presents opportunities perhaps not open to developers of corpora for larger languages. Welsh is perhaps one of the less vulnerable of the world's lesser-used languages, in that it has government recognition and support, a rich literary tradition, dedicated television and radio stations, and is embedded in the education system in Wales. The Welsh language is taught as a compulsory subject in all English-medium primary and secondary schools and it is also possible to attend Welsh-medium education from nursery right through to university-level. However, with no comprehensive corpus of Welsh, pedagogical materials have been based largely on intuition in terms of the grammar and vocabulary items to target, and there are relatively few authentic listening and reading passages.

CorCenCC will be open-source and freely available for use by professional communities and individuals. Anyone with an interest in language can access it, and it will help to construct a picture of how modern Welsh is evolving, as well as contributing to the debate on the future direction of corpus planning in the language. CorCenCC will enable, for example, community users to investigate dialect variation or idiosyncrasies of their own language use; professional users to profile texts for readability or develop digital language tools; and researchers to investigate patterns of language use and change. The main corpus interface will also be integrated with a novel pedagogic toolkit (inspired

by Tom Cobb's Lextutor site: www.lextutor.ca), so not only will the CorCenCC corpus reveal major new insights on the vocabulary and language patterns of Welsh, but it will also directly serve as a major resource for teaching the Welsh language to both first and second language learners.

CorCenCC will also aid the development of technologies such as predictive text production, word processing tools, machine translation, voice recognition and web search tools. Until now, the Welsh language has not had a comprehensive corpus facility to achieve and enable these developments fully.

Team

The project team, which comprises 30 individuals, is led by me, Dawn Knight, at Cardiff University, and is managed by the three founder members of the project – me, Steve Morris and Tess Fitzpatrick (at Swansea University). Other academic partners (CIs) include colleagues at Cardiff (Irena Spasić and Jeremy Evas), Swansea (Mark Stonelake), Lancaster (Paul Rayson) and Bangor Universities (Enlli Thomas). Other collaborators include corpus and Welsh language experts and software engineers, along with a range of stakeholders including Welsh Government, National Assembly for Wales, WJEC, Welsh for Adults, BBC, S4C, Gwasg y Lolfa, and University of Wales Dictionary of the Welsh Language. We also have 4 high profile ambassadors on the project who represent the scope and reach of the project, and its relevance to Welsh life.

Progress to date

Given the size and scope of CorCenCC, translating the complex and expansive deliverables into distinctive and manageable work packages (WPs) was an essential part of the planning process for the project. These WPs are also key in ensuring that progress is structured effectively, and can be monitored throughout. There are 5 main WPs for CorCenCC, each led by different members of the project team, from each of the different academic institutions involved. WP1 focuses on data collection, transcription and anonymization and is led by Steve Morris at Swansea University while WP2 is concentrating on developing the part-of-speech (POS) tagger and tagset and is led by Dawn Knight at Cardiff University. Lancaster University's Paul Rayson is leading WP3, and is concentrating on developing a Welsh semantic annotation tool and tagset. WP4 focuses on constructing the pedagogic toolkit and is led by Enlli Thomas at Bangor University while WP5, which is led by Irena Spasić at Cardiff University, concentrates on the construction of the corpus infrastructure.

Thus far, we have developed a principled sampling frame for CorCenCC and have recruited participants and begun to collect data (WP1). We have also developed transcription conventions and trained project transcribers, and begun to undertake surveys with stakeholders, national and international advisors to collect requirements for pedagogic toolkit (WP4). A POS tagger, CyTag has also been constructed and is working well (WP2), as is an early version of an

efficient Welsh semantic tagger (WP3 - based on UCREL'S USAS system: http://ucrel.lancs.ac.uk/usas/). The semantic tagger was introduced as part of the UCREL summer school in June 2017 via both web service API and a desktop application. A Graphical User Interface for the Welsh tagger web service is downloadable from http://ucrel.lancs.ac.uk/usas/gui/. An iOS version of the CorCenCC crowdsourcing app was launched in February 2017 (WP5: www.corcencc.org/app) and the design for the background infrastructure for the corpus is well underway.

Dissemination and engagement

We have also been hard at work on dissemination and public engagement. To celebrate the successful first 12 months of the project, in February 2017 the CorCenCC team hosted a public launch at the Pierhead Building in Cardiff Bay (funded by the British Council and Cardiff and Swansea Universities). Scaffolded by a weighty media campaign, which included radio interviews on the BBC's *Good Morning Wales* programme (PI Dawn Knight) and BBC Radio Cymru's *Post Cyntaf* (Ambassador Nia Parry) and print and online press coverage in various outlets, the event acted as a springboard for engaging with the public, policy makers, educators, publishers and the media; raising awareness about the project and encouraging individuals to support the work.

We have also presented work on CorCenCC, in both Welsh and English, at a variety of conferences at home and abroad. In July 2016 and 2017 we also attended the Tafwyl festival – Cardiff city's annual Welsh language festival - to present on the project and spread the word about its aims, while in August 2016 and 2017, members of the team travelled to the National Eisteddfod. As one of Wales' most important festivals, where every performance, competition and ceremony happens through the medium of Welsh, this was a fantastic opportunity for us to meet many Welsh speakers and encourage them to contribute to our project. We are planning to attend this year's Eisteddfod in Cardiff, and hope to run a "Rho dy Gymraeg i ni / We want your Welsh!" session. This will be based on an event carried out as part of Swansea University's 'Being Human' festival in November 2017, which experimented with the idea of the 'Gogglebox' television programme model, by asking participants to give a live reaction to short films as a means of eliciting spoken discourse. As a public-centred and community-driven project, this sort of engagement is critical to the success of the work.

As you can see, the last 18 months on CorCenCC have been very busy! The biggest challenges ahead of us are ensuring we have all data collected, transcribed, anonymised and then integrated into the infrastructure. We are looking forward to releasing the corpus and seeing the fruits of our labour being used by others. We'll keep you posted on how we get on!

Contact

If you're interested in learning more about the project, or in keeping up-to-date with future developments, please do get in touch! You can email me or the project team directly on CorCenCC@cardiff.ac.uk. You can also join the CorCenCC group on Facebook, follow us on Twitter @CorCenCC or request to join the bi-monthly newsletter mailing list. The project website, which was launched on 10th February 2017, can be found at: www.corcencc.org | www.corcencc.cymru. We have already reached 29,000 combined hits to the English and Welsh language versions of the site and hope this number will rise as the corpus is released online.

Diolch am ddarllen hyn – os ydych chi'n siarad Cymraeg ac am gyfrannu, cysylltwch â ni ar bob cyfrif. [*Thanks for reading this – if you speak Welsh and want to contribute, please get in touch*.]
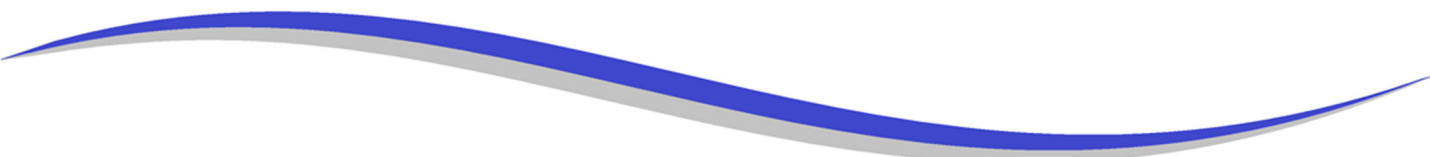
Research report:

Exploratory investigations into L2 postgraduate students' reading and writing strategies: two research projects using cognitive and sociocultural approaches

by Takeshi Kamijo

Previously, I enrolled for postgraduate programmes in the UK; these included MBA (Wales, 1995), MA in TEFL (Reading, 2002) and MA in TESOL (UCL, 2003). Since 2013, I have been an associate professor at Ritsumeikan University. From September 2017 to the end of March 2018, I would be on a sabbatical; currently, I am a visiting scholar at the University of Reading in the UK. Because of my previous studies, I recognise that the ability to employ reading and writing strategies for completing assignments and dissertations is essential for achieving academic success. Many L2 postgraduate students with an EFL learning background study reading as a separate English skill. These students face immense difficulties when they enter a new academic community of practice and are required to read assigned textbooks and articles selectively. They need to analyse, summarise and evaluate their selected articles, and accordingly, synthesise them for assignments. Currently, my main research interests include investigating L2 learners' reading and writing strategies as well as L2 learner development in academic communities of practice. Further, at present, as a visiting scholar, I am conducting two research projects regarding L2 postgraduate students' reading and writing strategies through cognitive and sociocultural perspectives.

The first research project is concerned with an investigation into cognitive processes of L2 postgraduate students' use of reading and writing strategies. Previous research on reading-to-write employed exam-based integrated tasks. The data was collected and analysed by means of the think-aloud methods (Cohen, 1994; Esmaeili, 2002; Plakans, 2009; Plakans & Gebril, 2012). Plakans (2009) investigated 12 learners' integrated reading and writing strategies by employing reading-to-write tasks. The participants were asked to read two passages based on a theme and later write an argumentative essay related to the theme. The strategies identified by the participants' think-aloud protocols included goal-setting, cognitive processing, global strategies and metacognitive awareness as well as mining; in other words, scanning texts for key words or phrases to understand the theme of the text. Although this coding scheme is a useful framework, the research conducted under experimental conditions tends to induce exam-based skimming and scanning strategies for writing an essay based on a template, which is different from analytical and critical evaluation of a text, and its application for writing an essay.

In this respect, McCulloch (2013) criticised previous studies on reading-to-write strategies that utilise exam-based tasks; thus, suggesting a need to investigate L2 learners' reading-to-write strategies in a natural setting. In her research, McCulloch (2013) investigated two L2 postgraduate participants' reading-to-write strategies used for dissertation drafts through the think-aloud protocols. The think-aloud sessions were held in week three of the term. The participants reported think-aloud processes of reading selected source texts for draft dissertations. Six main coding categories were identified: locating source texts; reading source texts; note-taking; referring to an emerging

draft dissertation; referring to own research data and general study strategies. Among these categories, reading source texts was most frequently used by the two participants. Within the reading source text category, 13 subcategories emerged and among these, responses to source texts, elaborating on source content, making inferences about sources and inter-textual awareness were identified as major subcategories; the latter were different between the two participants. Despite valuable research, the study had limitations. First, the focus of the study was on the participants' reading processes of source texts for draft dissertations; thus, explicit mining strategies were not reported. Second, learners' metacognitive strategies were not identified as coding categories. In a future study, participants should be asked to self-report their process of reading source texts and using mining strategies to synthesise information to write assignments. Further, future studies can apply stimulated recall to ask the participants to explain how they read the texts for assignments through the stages of planning, monitoring and evaluation.
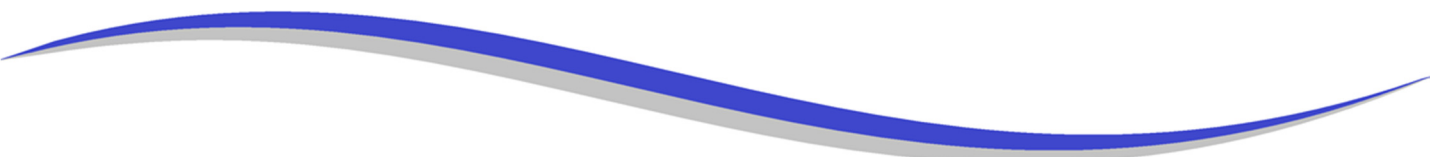
Consequently, I decided to apply the above-mentioned research design to investigate seven L2 postgraduate students' reading-to-write processes through the think-aloud method and stimulated recall in the interviews. The participants read two selected key journal articles and their completed assignments. The interviews will be conducted in February 2018 as the participants receive their feedback about assignments in January 2018 and thus, they will have time to reflect on their assignments. The data will be analysed by employing open coding and constant comparison methods. In addition, the results will be compared to the previous coding schemes devised by Plakans (2009) and McCulloch (2013). The seven participants are L2 postgraduate students in the department of English, Applied Linguistics and Education, which are all linguistically demanding courses.

Another research project I am conducting involves the theme on sociocultural mediation for L2 postgraduate students' reading and writing strategies. I will revise the research approach suggested by Gao (2010) and Huang (2016) by incorporating the concept of learner identity. In November 2017, I interviewed the seven L2 postgraduate students. Among them, for example, one student had learned critical reading previously and read texts critically for writing an essay; thus, an MA is the next logical step. Another student learned English for general purposes previously and did not use academic strategies purposefully. However, she wanted to improve herself academically, chose to study in the UK and enrolled for pre-sessional courses. A third student had studied exam-based classes previously and did not enrol for pre-sessional courses. However, she is motivated to study for an MA. Despite different backgrounds, they each possess a sense of learner identity as they enter the new academic community of practice. I intend exploring how sociocultural features and a sense of learner identity may mediate their reading and writing strategies for assignments by means of interviews in February 2018.

These two exploratory investigations employing different approaches are based on cognitive and sociocultural perspectives respectively. I will disseminate these research results for BAAL conference papers and publications after March 2018. I hope to contribute to the diversified and stimulating discipline of applied linguistics.

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Gao, X. (2010). *Strategic Language Learning: The Roles of Context and Agency.* Clevedon, Multilingual Matters.

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McCulloch (2013). Investigating the reading-to-write processes and source use of L2 postgraduate students in real-life academic tasks: An exploratory study. *Journal of English for Academic Purposes,* 12, 136-147.

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PhD research report:

Multilingual and intercultural communication in and beyond the UK asylum process: a linguistic ethnographic case study of legal advice-giving across cultural and linguistic borders
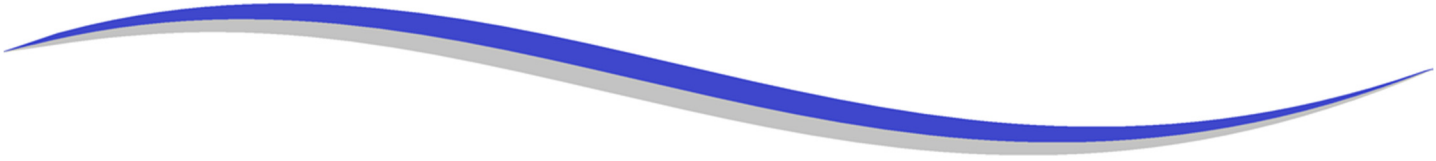
by Judith Reynolds

The recently completed AHRC-funded large grant project 'Researching Multilingually at the Borders of Language, the Body, Law and the State' (2014-2017, PI: Alison Phipps) aimed to research interpreting, translation and multilingual processes and practices in challenging contexts at different kinds of border. As part of this, my doctoral research study investigates how asylum applicants and refugees in the UK, and legal professionals, communicate multilingually and interculturally with each other when giving and receiving legal advice on the border-crossing processes of asylum and refugee family reunion.

Asylum and immigration law is a complex area. Asylum seekers must carefully navigate relevant legal rules and institutional processes, recounting their experiences of persecution or fear of persecution in gatekeeping interviews and formal written documents in a legally and institutionally acceptable way, to successfully obtain refugee status. Where an applicant is disbelieved by the immigration authorities, challenging a refusal decision normally entails a long legal process. If refugee status is granted, individuals wishing to bring their spouse and/or children to the UK to resume family life in safety must engage with further institutional processes, proving family relationships to the authorities through an application process that also sometimes results in disbelief, refusal and a legal fight to have such relationships recognized. The expert support and advice of lawyers, sometimes assisted by interpreters, is often needed if applicants are to succeed (Migration Work CIC, Refugee Action, and Asylum Research Consultancy, 2016; Beswick, 2015).

Effective legal advice communication between English-speaking immigration legal advisors and asylum and refugee clients from a range of linguistic and cultural backgrounds is critically important to securing these individuals' human rights. However, recent research confirms that communication can be a significant challenge in this area of legal advice (Migration Work CIC et al, 2016). Studies of legal advice communication have to date largely focused on monolingual interactions between members of the same majority culture, in which the legal-lay divide is the major linguistic and cultural barrier to understanding. Through my study I aim to further understanding of how lawyers and clients communicate in interactions featuring not only the legal-lay, but also other kinds of interculturality and multilingualism.

In undertaking this project, I am motivated by both my academic background in languages and intercultural communication, and a professional background in legal practice working as a solicitor. Based on my own experiences, I hold the view that giving and receiving legal advice is itself a form of intercultural communication, and one impetus for the research is to explore this notion further. Other factors motivating me are a desire to investigate the dynamics of power that exist in legal advice interactions, and how these and linguistic and cultural differences may be addressed by legal professionals and clients in the negotiation of understanding in legal advice meetings.
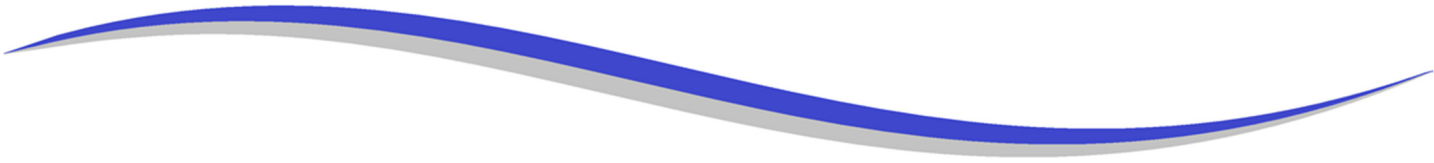
I chose a linguistic ethnographic case study approach to the research, because this enabled me to explore the complexity of legal advice communication in some depth, using the communication practices of one experienced immigration lawyer with a range of clients as an illustrative case. This approach meant I could develop an understanding of the contexts and institutional environments framing legal advice communication through ethnographic participant observation, whilst also obtaining naturally-occurring communicative data from legal advice meetings for detailed linguistic analysis. After searching for a suitable fieldwork site, I carried out seven months' participant observation as a (non-legal) volunteer and researcher in a not-for-profit advice service in a large English city.

In the advice service I attended a number of advice consultations on later-stage asylum and refugee family reunion matters run by the service's immigration and asylum solicitor. Where consent was given by everyone present, I audio recorded and observed these meetings, some of which took place in English whilst others involved interpreters. So far, my analysis has focused on 14 advice meetings in which legal advice-giving was the main activity (as opposed to activities of client representation, such as helping clients to complete application forms).

My aim was to understand how communication took place in these intercultural and multilingual legal advice meetings, and my research questions focused on identifying the communicative resources that were variously used in communication, the contexts framing the communication and how they impacted on it, and the dynamics of control and agency within the communication. In my analysis I combined the analytical tools and methods of interactional sociolinguistics (Gumperz, 1999) with a communicative activity type analysis of the discursive structuring of these interactions (Linell, 2010), and a transcontextual analysis of the patterns of intertextuality present (Rock, 2013; Smith, 2006).

My findings demonstrate that the refugee and asylum legal advice interactions analysed are contextually framed by, and draw on, the legal institutional intertextual hierarchies (Smith, 2006) of immigration and other laws, and the processes and documents which implement and enforce them. The analysis reveals how lawyer and client communicate interculturally, co-constructing a shared understanding of how these processes shape and define the client's situation and options for action. Information is exchanged using documents and talk, unfamiliar terms and concepts are explained, and linguistic and non-verbal communicative work is done to negotiate understanding and build rapport and trust. In English-language interactions, first-language speakers exercise linguistic accommodation and communicative leniency towards second-language speaking clients. In interpreted interactions, interpreters engage as active participants in the negotiation of understanding, although notably, differences between interpreters in interpreting styles and levels of contextual and linguistic knowledge have consequences for both relational dynamics and the effectiveness of communication.

Communication takes place in a structured way within a clear communicative activity type of legal advice-giving, using sequentially ordered discursive phases guided by the lawyer, but providing for a balance of control and agency within the interaction overall. This communicative activity type is flexibly applied in meetings, and is interrupted from time to time with other relationally- or task-oriented activities contributing to the overall purpose of the meeting. Flexible yet structured communication, and the important role of relational work (the subject of my presentation to the BAAL 2017 conference), emerge as key characteristics of these advice interactions, supporting successful multilingual and intercultural legal advice communication.

I would be happy to hear from anyone interested in finding out more about my research. Please feel free to contact me at j.t.reynolds@durham.ac.uk.

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Rock, F. (2013). "Every link in the chain": The police interview as textual intersection. In C. Heffer, F. Rock, & J. Conley (Eds.), *Legal-lay communication: Textual travels in the law* (pp. 78–103). Oxford: Oxford University Press.

Smith, D. (2006). Incorporating texts into ethnographic practice. In D. Smith (Ed.), *Institutional ethnography as practice* (pp. 65–88). New York: Rowman and Littlefield Publishers Inc.

PhD research report:

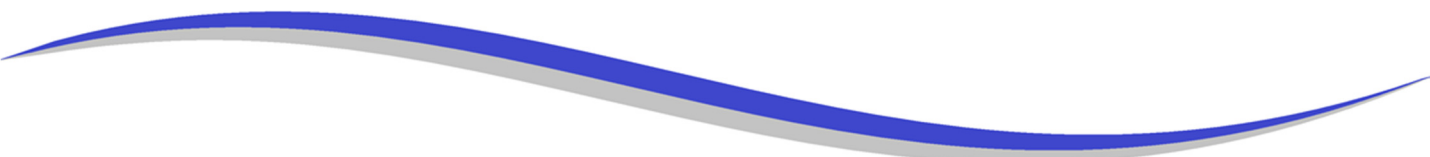# A cross-linguistic experimental SLA study on motion event descriptions

by Miho Mano and Yuko Yoshinari

It is our great honor to be awarded the best poster prize at BAAL 2017. As new members of BAAL, we would like to share our research interest and some results from our project.

Motion events are a basic human action, and all languages have expression to describe them. Typological studies have shown that the description patterns differ from language to language, since motion events contain several semantic components including the thing that moves (Figure), the trajectory of the motion (Path), and the way of the movement (Manner). Talmy (1985, 2000) classifies languages into Satellite-framed languages (S-languages) and Verb-framed languages (V-languages) according to the type of element in which the language codes the Path of motion. S-languages express Path outside the verb and typically Manner through the verb, like English, Hungarian, and other Germanic languages. V-languages express Path through the verb, like Japanese and Romance languages. This means that language learners have to learn the motion events description patterns when acquiring language, and this has been the focus of several L2 studies on motion event descriptions. The vast majority of these studies, however, have examined L2 output from learners whose L1s are of different types from Talmy's typology in order to confirm the L1 influences on the L2 (Montrul 2001; Cardierno 2004); furthermore, there are only a few studies on Japanese learners including Inagaki (2001) and Spring & Horie (2013).

Our poster presentation entitled "A bidirectional study on motion descriptions of English and Japanese L1 and L2 speakers: Focusing on the influence of deictic expressions in L1 and the learner language properties" depicted part of the results found in our collaborative research for the National Institute for Japanese Language and Linguistics under the title "Japanese and the Typology of Linguistic Expressions for Motion Events: A Cross-linguistic Experimental Study with a Focus on Deixis" (Yo Matsumoto, project leader). The main focus of this project is on the typological variations of motion event expressions by L1 speakers (covering 20 languages) through production experiments by using identical video clips, which enabled us to compare the languages in the same condition. However, during the collaborative research, our interest extended to explore L2 learners' expressions, and we wonder how learners acquire different patterns of expressions from their L1s. We began our research on L2 learners of English whose L1 is Japanese, since there are limited studies on Japanese learners. We soon realized that it was necessary to compare at least two learner groups studying different target languages in order to decide whether their properties arise from typological differences or their own learner characteristics. Therefore, we have expanded the target languages to include L2 learners of Hungarian whose L1 is Japanese (cf. Yoshinari, Eguchi, Mano & Matsumoto 2016), and L2 learners of Japanese whose L1 is English and Hungarian.

Our paper presented at BAAL 2017 focused on L1 speakers of Japanese and English, L2 adult learners of Japanese whose L1 is English (J-L2e), and L2 learners of English whose L1 is Japanese (E-L2j). As English and Japanese have different typological properties (Talmy, 1985), we compared their description patterns of self-motion events bidirectionally to demonstrate the L1 influence and properties of the learner languages. We analyzed the elicited

data of 27 short video clips designed to have a combination of three semantic components: Path (to/ into/ up), Deixis (toward the speaker/ away from the speaker/ neutral), and Manner (walk/ run/ skip). First, the results showed that both L2 learners referred to all the semantic components much less frequently than the corresponding L1 speakers. We attributed this to the competition in morpho-syntactic position, by showing that learners have difficulty to express more than one semantic component in one morpho-syntactic position; the use of complex predicates for J-L2e and the use of multiple prepositional phrases for E-L2j were rarely observed. Secondly, the L1 influence of language specific patterns was observed concerning Deixis. In particular, E-L2j referred to Deixis more frequently than E-L1 due to the influence of their L1, Japanese, which expresses Deixis with considerable frequency, and vice versa for J-L2e. The results clearly demonstrate that bidirectional examination effectively shows properties of L1s and L2s, L1 influence, and also common learners of languages characteristics, although it is especially difficult to compare languages with quite different morpho-syntactic properties.

Our project is still a work in progress, and we have many points to consider. For example, as we have been mainly focusing on intermediate learners with regards to the acquisition process of motion event descriptions, we need to investigate the learners at different levels. We also need to do an error analysis according to learner level, since it will facilitate in understating learner strategies to express the events. Furthermore, we need to consider is how to apply these results to language education. We know that it is really challenging but important theme for learners.

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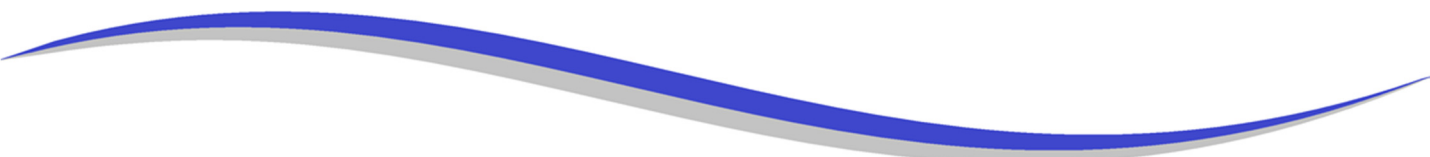# BAAL/Cambridge University Press Seminar:

Discourses of Marriage

(University of Liverpool, 14-15 September 2017)

In September 2017 we hosted a two-day seminar focusing on research relating to discourses of marriage. The seminar aimed to encourage scholarly interest in how marriage is conceptualised, normalised, defined, rejected, adapted, and debated through language. It served as an opportunity to establish the state-of-the-art for linguistic research on marriage.

The programme included a plenary lecture by Dr Lucy Jones of the University of Nottingham, which focused on the work of the Discourses of Marriage Research Group. We were also joined by Dr Eylem Atakav from the University of East Anglia for a screening of her short film *Growing Up Married*. The film focuses on four adult women in Turkey who had been child brides. There were ten general papers, the scope of which was particularly global; participants discussed marriage in China, Taiwan, Germany, the US, Belgium, and the UK. The delegates praised the scope of the papers and noted that, although they covered different topics and took different approaches, they cohered really well. Delegates noted that it was nice to know that other people were working on similar topics and that they were not alone in their research endeavours. The event was said to have opened up the possibility for new research projects and networks.

The general papers began with a presentation by François Labatut, from Sorbonne-Nouvelle University, France. François' paper 'Is marriage really the gold standard? Contrasting metaphorical representations of 'marriage' during Obergefell v. Hodges in the US' got the seminar off to a strong start. François was followed by Ursula Kania from the University of Liverpool who looked at same-sex marriage debates in Germany. Her paper – Marriage for all ('Ehe fuer alle')?! A corpus-assisted discourse analysis of the equal marriage debate in Germany – was extremely timely, given the very recent changes to marriage legislation in Germany. The third paper was presented by Eric Ku of the National Taiwan Normal University and was titled '"First in Asia": A Linguistic Landscape Study of Marriage Equality Protest Signage in Taiwan'. Eric took a multimodal perspective on same-sex marriage protests in Taiwan and contextualised his work within the wider events of recent Taiwanese elections.

Mark McGlashan from Birmingham City University presented '"Very well, Mother. I'll marry. I must say, though, I've never cared much for princesses": Negotiating discourses of sexuality and same-sex marriage in children's literature'. Mark analysed the presence and presentation of same-sex marriage in children's books using techniques from corpus linguistics and multimodality to analyse the combination of image and text. Staying focused on the family unit Jai Mackenzie of the University of Birmingham presented her work on "Darling" husbands and partners in Mumsnet Talk' and explained the key discourses at play in the use of the DH (Darling Husband) acronym on the Mumsnet website. Mieke Vandenbroucke, from the University of California, Berkley then joined us via Skype to deliver her paper 'Legal-discursive constructions of genuine cross-border love in Belgian marriage fraud investigations'. Mieke interrogated the criteria by which marriages are seen as legitimate in the eyes of Belgian law and considered the

institutional power relations of who gets to define what marriage is and what it isn't.

The seminar then heard about the work of Xing Wang from Loughborough University. Her paper - How Neoliberal Self Encounters Marriage: Transformation and Discourses of Chinese Dating Shows – used an interesting dataset which was contextualised well within wider cultural shifts in Chinese culture and entertainment practices. Laura Paterson of The Open University presented a corpus analysis of same-sex marriage debates in the UK press, focusing on collocation in the paper 'The company a word keeps: Collocates of marriage in same-sex marriage debates.' Taking a more qualitative approach, Sergio Silvero from Edge Hill University, presented 'A feminist poststructuralist discourse analysis of older never married women's definitions of marital status and identity: The "Spinsters", the "Singletons", and the "Superheroes"'. Sergio's paper also gave a voice for women to decide themselves what their relationships were to terms like 'spinster'. The final paper was presented by Clement Akran of Canterbury Christ Church University. His paper – ''Everything Has Changed Except Our Way of Thinking': An analysis on reporting of non-monogamous relationships in British Newspapers' focused on evidence of media bias.

Following the seminar, the organisers approached *Critical Discourse Studies* and secured a special edition which is scheduled for publication in autumn 2018. The planned collection showcases a range of data types, analytical techniques, and disciplinary perspectives. We would like to thank all of our contributors, and the members of the Discourses of Marriage Research Group who helped with the abstract review process, and the events team at the University of Liverpool for making the seminar a success.

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BAAL Language Policy SIG Inaugural event

(University of Leeds, 2 September 2017)

The inaugural event on the new **BAAL Special Interest Group Language Policy** was held at the University of Leeds on 2 September 2017. The aim of this event was to formally introduce the Special Interest Group, its aims, visions and future plans as well as its committee members.

Florence Bonacina-Pugh and Elisabeth Barakos, the co-founders of this group, launched the event with an introductory presentation of The Language Policy SIG as a vital forum to discuss, engage with and research diverse takes on language policy and a broad range of theoretical, methodological and practical approaches to language policy. After the formal introduction to the event, Prof. Bernadette O'Rourke from Heriot Watt University in Edinburgh gave an insightful and stimulating paper on "Shifting paradigms - 'new speakers' and language policy". In this talk, Bernadette incorporated the new speakers lens as a way to engage with current language policy approaches and processes that draw attention to the speakers themselves, how they are affected by language policies and how they negotiate, or resist official policy and planning measures along the way.

The inaugural event was also an opportunity to brainstorm ideas of activities that the LP SIG could pursue in future such as:

• establishing collaborations with: other BAAL SIGs that are also reflecting on issues of language policy (e.g. the SIG on testing and standardisation; LEF); REN AILA on language policy.

• hosting events on LP methods for postdoctoral / PhD students

• the importance of holding e-seminars to make our discussions as inclusive as possible to scholars around the globe

• the need to consider knowledge exchange events at our meetings as well as ways of measuring impact on language policy processes and the wider community.

• The possibility of exploring a different theme each year such as "language policy and wellbeing", "language policy and development".

• The importance of setting up a way of archiving our events for continuity.

The need to advertise our events outside academia.

The event was well attended by a diverse and interdisciplinary range of scholars, some of whom are also active in other BAAL special interest groups, as well as school representatives. We hope that this growing SIG will make impact upon language policy and practice in the UK and beyond.

For more details on the BAAL LP SIG, please see: http://www.langpol.ac.uk/

The BAAL SIG LP is also proud to announce its first annual conference, the Language Policy Forum 2018 at Sheffield Hallam University, from 31 May to 1 June 2018: http://www.langpol.ac.uk/view/langpol/events/2018-lpforum

BAAL Professional, Academic and Work-Based Literacies (PAWBL) SIG inaugural symposium

Professional, academic and work-based literacies: current understandings, future directions

(Open University, Milton Keynes, 8th December 2017)

This inaugural one-day symposium marked the launch of the BAAL SIG 'Professional, Academic and Work-Based Literacies' by bringing together researchers and practitioners to discuss issues relevant to the production, consumption and evaluation of texts in professional, academic and workplace contexts. Organised around the main theme of current understandings and future directions, the symposium aimed to get conversations going about, among other things, how literacies are shaped by the institutions in which they are practised and vice-versa, how professional, academic and work-based literacies intersect, and the insights that different methodologies for researching literacies can offer.

The symposium was attended by 40 participants from 23 different universities, from 5 countries, and included short presentations by the founding members of the SIG, drawing on current research projects, and four roundtable discussion sessions, in which researchers shared their thoughts and findings on a range of issues relating to the theme of the symposium. The symposium closed with a reflection, led by Mary Lea and Janet Maybin, on the contribution of the late, great Brian Street to the field of literacy studies.

In her opening presentation (https://pawbl.wordpress.com/2017/03/09/first-blog-post/), Jackie Tuck of the Open University talked about the role of institutions in, for example, evaluative regimes, and argued that a focus on institutions enables us to bring the different strands of professional, academic and work-based literacies together and to better understand the links between labour and literacies. With regard to methodologies, Jackie also spoke about the need for 'slow research' that considers the sorts of questions that can be asked and answered about literacy practices, and by whom.

Image from Jackie Tuck's talk, Academic Literacies Research: The State of the field

Bojana Petrić of Birkbeck, University of London presented on a study into academic literacy practices during the Master's supervision process. Findings revealed tensions between supervisors' convictions and the demands and policies of their institutions regarding the nature of support to be provided.

Sharon McCulloch of Lancaster University talked about a recent ESRC study investigating academics' literacy practices in three English universities, and again highlighted the importance of institutions in shaping and assigning value to the different types of writing academics do (Academics' Writing: http://wp.lancs.ac.uk/acadswriting/).

The final talk centred on a current ESRC research project on writing in professional social work, by Theresa Lillis, Maria Leedham Alison Twiner and Lucy Rai of the Open University (WiSP: http://www.writinginsocialwork.com). A key focus of the talk was an exploration of the potential value of the research to professional practice as well as to the academic field of literacy studies.

Image showing Theresa Lillis and Alison Twiner, Writing in Professional Social Work

Roundtable discussions were organised along four themes.

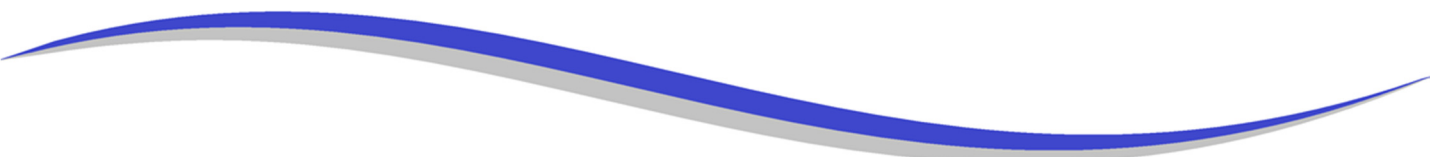**Academics' and teachers' literacy practices**

Presentations were given by Amanda French, Anna Robinson-Pant, Rachel Stubley, and Kristin Solli and Kari-Mari Jonsmoen, and included discussion about the formation of a writing habitus in HE contexts, institutional writing cultures, reviewing and editorial practices relating to academic knowledge from the global south, and issues of class and identity in academic writing in teacher education.

Student literacies

Presentations were given by Adele Creer, Oana Maria Carciu and Weronika Fernando. Discussions centred on the literacy practices of multilingual students during university internationalisation processes, the use of notation systems to capture FE students' multimodal literacy practices, and the use of ethnography to study students' reading to write on an EAP course.

Methodologies for researching literacies

Presentations were given by Lisa Pomfrett, Maria Silvia Martins, Jeni Driscoll and Javier Aula-Blasco. Discussions centred on the methodologies available for exploring literacy practices and included debate around the re-visiting of
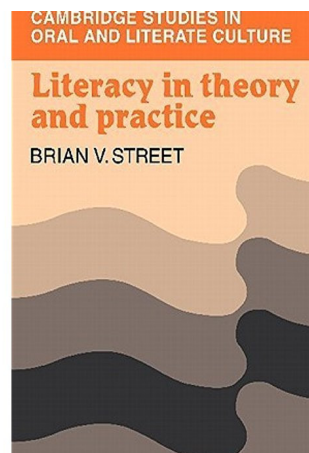
textual representation of experiences, role and relationships among cancer sufferers and medical staff, the significance of the 'critical' dimension to literacy studies particularly when exploring vernacular and indigenous literacies, the nature of policy and assessment guidelines through attention to modality and the need for exploring motion and metacognition in academic literacies.

Pedagogy

The fourth roundtable included presentations by Alison Thomas and Sarah Chadfield and centred on the pedagogy of literacies work, including a discussion of disciplinary practices for notetaking in the mathematical sciences, and a reflection on the pedagogical approaches of writing centre tutors.
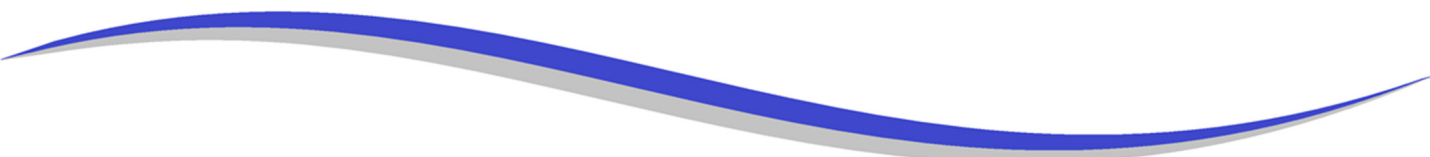
Celebrating the work of Brian Street

Throughout the day, the huge impact of the work of Brian Street on current understandings of literacy was emphasised, with speakers echoing some of Brian's fundamental notions, such as *literacy practices*, *autonomous* and *ideological* orientations to literacy and the central importance attached to ethnography as methodology. At the end of the day, Mary Lea and Janet Maybin led a celebration of and reflection on the work Brian Street and his contribution to the field of literacy studies. They offered personal accounts of the ways in which Brian lived ethnography (always noticing seemingly inconsequential everyday details) and acted as a generous teacher, colleague and intellectual mentor. They also discussed the gentle but persistent way in which Brian worked to challenge dominant psychological and cognitive orientations to literacy by drawing, in particular, on anthropological insights and ethnographic methodologies. The contributions by Janet and Mary underlined just how radical Brian's thinking was and the importance of continuing to work with his intellectual legacy.

For full details of the programme and presentations, see https://pawbl.files.wordpress.com/2017/12/programme.pdf. Slides from the presentations can be found here: https://pawbl.wordpress.com/2017/03/09/first-blog-post/

To join the conversation on literacies in professional, academic and work-based domains and how these intersect, visit our website at https://pawbl.wordpress.com and consider signing up to our emailing list https://www.jiscmail.ac.uk/cgi-bin/webadmin?SUBED1=PAWBL&A=1.

Health and Science Communication SIG:
Chronic disease and language: Understanding social and linguistic representations to improve treatment and prevention
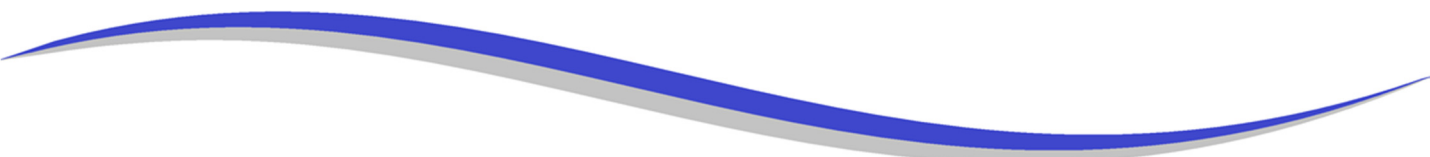## (Lancaster University, 29 November 2017)

The Health and Science Communication SIG held its third annual event "Chronic disease and language" on 29 November 2017 at Lancaster University (Department of Linguistics and English Language). As chronic diseases become more widespread among populations worldwide, they are also increasingly the target of government initiatives for treatment and prevention and therefore, increasingly the focus of text and talk. The goal of this workshop was to help understand how language shapes (and potentially limits) the ways in which individuals and institutions can think, speak and behave with regards to chronic diseases. The event aimed to bring together researchers from different fields to share findings and discuss the challenges and opportunities that representations of chronic diseases pose to treatment and prevention.

The workshop attracted 32 participants from the UK and abroad (including Belgium, Poland and the US) with backgrounds in health policy, psychology, public health epidemiology, sociology and linguistics. The day was organised around: two plenary talks (one discussing the media representations of chronic diseases in general, the other focusing on the case of HIV prevention); four presentation sessions (on media representations, patient narratives, doctor-patient interactions and multimodal artefacts); and a session of poster presentations. Participants also had the opportunity to view a selection of books on health communication provided by Multilingual Matters.

In the first keynote, Shona Hilton (Deputy Director of the MRC/CSO Social and Public Health Sciences Unit at University of Glasgow) used examples from the media coverage of different chronic diseases to demonstrate how media reports tend to focus on problem descriptions, drivers and potential solutions. By emphasising certain drivers and solutions, media articles frame chronic diseases in particular ways. The focus then turned to the industries associated with a range of chronic diseases and how the novel method of "discourse network analysis" can help expose industrial actors engaged in "credibility engineering" (framing issues via the media in ways that ensure products and practices are perceived as credible).

The topic of media framing was continued in the second keynote of the day in which Rusi Jaspal (Chair in Psychology & Sexual Health at De Montfort University, Fellow of the Royal Society of Medicine, the British Psychological Society and the Royal Society of Public Health) focused on the media reporting on HIV prevention. This talk demonstrated how British media has tended to frame pre-exposure prophylaxis (PrEP) as either "a party drug" or "a wonder drug". "Party drug" representations sustained stereotypes of promiscuity among certain populations. "Wonder drug" representations also emerged as problematic - by recruiting metaphors of war and violence to present PrEP as a "powerful weapon", potentially unrealistic expectations about PrEP may be encouraged.

The presence of metaphors of war and violence was a finding that ran through most presentations. As Twitter follower @rony_armon remarked, "Looking for updates on language use in health communication? Like, are war metaphors still on? Follow #healthsci17; via @__BAAL". The use of war and violence metaphors was noted in: media

representations of obesity (Tara Coltman-Patel, Nottingham Trent University), ovarian cancer (Neil Cook, University of Central Lancashire) and dementia (Gavin Brookes, University of Nottingham); in multimodal artefacts employed for self-presentation - specifically, tattoos worn by women with breast cancer or endometriosis (Veronika Koller, Lancaster University & Stella Bullo, Manchester Metropolitan University); and in how people with experiences of voice hearing spoke of the relationships they have with their voices (Zsófia Demjén, University College London). These findings remind us just how pervasive metaphor is in talking about health and illness.

In line with the workshop's aim, much of the discussion focused on the potential implications that chronic disease representations might hold for treatment and prevention. Presenters noted the possible impact of militaristic language which in the case of obesity reporting might discourage help seeking and in the case of dementia is problematic given the absence of a cure (and thus, "a battle to be won"). A further concern was the pervasive negativity of media reporting on ovarian cancer treatments, which might discourage treatment initiation. In the light of reports by women with endometriosis that they have difficulty finding the language to describe their pain, presenters proposed creating "a toolbox for pain descriptions" (for distribution to patients, healthcare professionals and the media) deriving from studies of metaphorical lived-accounts of endometriosis pain.

The closing presentation - a medical case history by Alan Beattie (medical scientist, public health practitioner and community activist) - powerfully reminded us, once again, that there are different ways to experience and talk about chronic disease. Dariusz Galasiński (@d_galasinski) summed this up on Twitter as follows, "What I take from #healthsci17 is that ppl talk/experience illness in many ways. There'll never be right way. 'We' mustn't impose one".

This summary cannot do justice to the range of issues that were discussed and the reflections that were shared. As a supplement, curated tweets from the day are available at https://storify.com/dbatanasova/chronic-disease-and-language. The full workshop programme can be found at http://www.baal-health.uk/. To keep up-to-date about future events and to share relevant information with the ever-growing HSC SIG community, join our mailing list: https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=BAAL-HEALTHSCI

By Dimitrinka Atanasova

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

Approaches to teaching grammar and knowledge about language
(Sheffield, 15 May 2017)

The Linguistics and Knowledge About Language in Education (LKALE) SIG welcomed 25 participants from a wide range of backgrounds to its second Spring Meeting at Sheffield on May 15th 2017. The theme for the day was "Approaches to teaching grammar and knowledge about language". It built upon the two key themes identified at last year's meeting:

• Metalanguage and its transference to classroom contexts

• Ways to affect practice and influence policy

The day was divided into four sessions, each of which considered a different approach to teaching grammar and knowledge about language. There was plenty of scope for discussion and networking.

The first session was **A Foundation for teaching: Cognitive linguistics as a tool to 'think with' in the classroom,** given by Marcello Giovanelli (Aston) and Jessica Mason (Sheffield Hallam). Cognitive linguistics offers a radically different way of exploring the relationship between thought and language from traditional and functional approaches to language. Despite the fact that it has gained considerable status as a pedagogical tool in an L2 context (e.g. Littlemore 2009; Tyler 2012), its use in developing L1 learners' abilities to explore grammar and meaning has so far been undeveloped. Their talk built on Halliday's (2002) notion of 'grammatics' to examine how teachers may use knowledge about language 'to think with' in designing classroom activities. Providing an overview of the parameters of cognitive linguistics and its pedagogical potential, they drew on their own research (Giovanelli 2014, 2017; Giovanelli and Mason 2015; Mason 2014; Mason and Giovanelli, in press) that explores the application of cognitive linguistics in context of studying fiction in the classroom. In doing do, we argue that the opportunities offered by what we term a 'cognitive grammatics' represent a rich and plausible pedagogy for the classroom teacher.

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The second session was **Data-driven language learning and teaching: a corpus perspective** given by Vander Viana (Stirling). Corpus Linguistics has revolutionized the way we conceptualize and describe language. In relation to grammar, corpus investigations have allowed us to differentiate the grammar of spoken English from that of written English (e.g. Carter & McCarthy, 2006; Leech, 2000; McCarthy, 1998) as well as to identify the grammatical features of specific discourses such as newspaper and academic (e.g. Biber et al., 1999).

Corpus Linguistics can be fruitfully applied to a number of areas such as forensic linguistics, lexicography, stylistics and translation (see Lüdeling & Kytö, 2008, 2009; O'Keeffe & McCarthy, 2010; Viana, Zyngier & Barnbrook, 2011). In his talk, Vander focused on the application of Corpus Linguistics to language learning and teaching, which has received most attention to date (e.g. Flowerdew, 2012; O'Keeffe, McCarthy, & Carter, 2007; Timmis, 2015). While Corpus Linguistics has changed the production of reference materials (e.g. dictionaries and grammars), its actual implementation in the language classroom has lagged behind.

Drawing on John's (1991) concept of data-driven learning and the positive research evidence for its use (Boulton & Cobb, 2017), Vander suggested that we should engage in the implementation and evaluation of data-driven language learning and teaching. There is still much ground to be covered in relation to the integration of Corpus Linguistics in the language classroom. This is true in contexts where English is a foreign language and especially in those where it is a taught as a first language. This pedagogical and research gap should be explored by practitioners and researchers in the near future, and may provide us with a way to address some of our current educational gaps in literacy and numeracy.
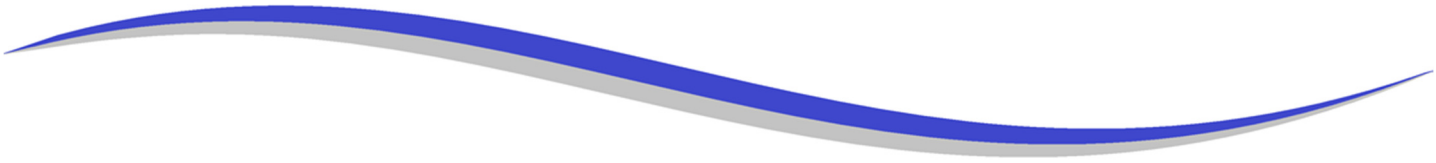
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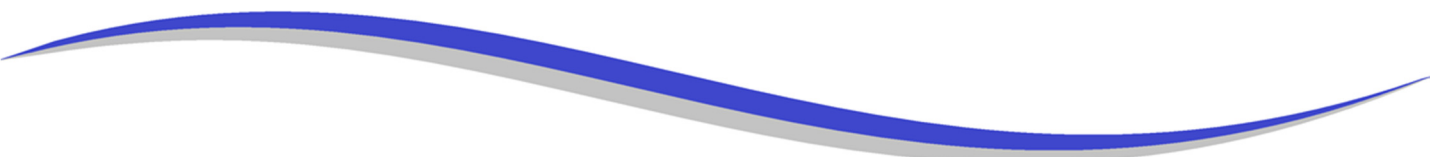
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The third session was **An SFL approach to grammar and knowledge about language** given by Lise Fontaine (Cardiff). In her talk, Lise evaluated approaches to grammar and knowledge about language from the framework of systemic functional linguistics (SFL). In doing so, she addressed the following three areas. First, what assumptions underlie the SFL approach to language development and how language and knowledge are related to each other within the theory. SFL's view of language as social semiotic is presented in terms of learning through language and learning about language. Second, considered the development of SFL together with its (in)compatibility with other theories of language and language development. In particular, it is worth drawing attention to the significant overlap with Vygotskian approaches to language and the potential for complementarity with cognitive linguistics. The final part of the talk reviewed some of the current research within SFL on the development of subject knowledge and learning alongside language development.

The fourth session was a change from the published programme. Charlotte Kemp (Edinburgh) was due to give a talk on **The development of cognition about grammar** but had to withdraw due to illness. In her place, Nick Moore (Sheffiled Hallam) gave a talk on **Genre pedagogy,** providing an overview of its development in Australia, particularly Southern Australia, USA and the UK.

Discussion at the end of the day focused on taking forward the two key themes of the SIG:

1) Metalanguage and its transference to classroom contexts. As identified last year, metalanguage will vary depending on level and purpose, e.g. for those studying a language, for those learning maths in school, for those learning to reason at primary school. Those present agreed that linguistic theories drawn upon in relation to identifying metalinguistic terms used in a pedagogic context should not be confined to any one or privilege any one over others. The overriding criterion is that of application in a pedagogic context. To that end, future events will work towards identifying principles for the construction of a pedagogic grammar relevant to context that comprises a hybrid metalanguage. We continued looking at examples of ways in which CPD programmes for teachers can be set up and delivered to raise language awareness. We continue with our aim of establishing regional clusters of activity

such as *The Literacy and Language Awareness in Education Network for Wales* (http://blogs.cardiff.ac.uk/digitalwriting/). We also aim to co-ordinate resources for schools/colleges on our web page: everything from links to other professional organisations to research reports to worksheets, from work on MFL to speech therapy.

2) Ways to affect practice and influence policy. We seek to empower teachers with confidence to handle relevant focus on language in their educational setting, We seek to empower teachers with literacies for assessment of language - particularly understanding issues of progression and therefore planning for academic literacy development to be integrated into content teaching across all primary and secondary key stages.

We seek to influence policy by keeping an eye on the media and government announcements concerning curriculum and exams, networking with professional bodies working in educational linguistics such as BAAL, CLiE, NATE, ALA and the LAGB Education Committee, and responding to any consultation opportunities. To that end, it is planned that one of the foci for next year's SIG event is on influencing policy.

As this report shows, applied linguists have plenty of practical knowledge about language and its role in the construction of knowledge that can be applied to educational settings. Come and join us at our forthcoming annual Spring SIG meetings.
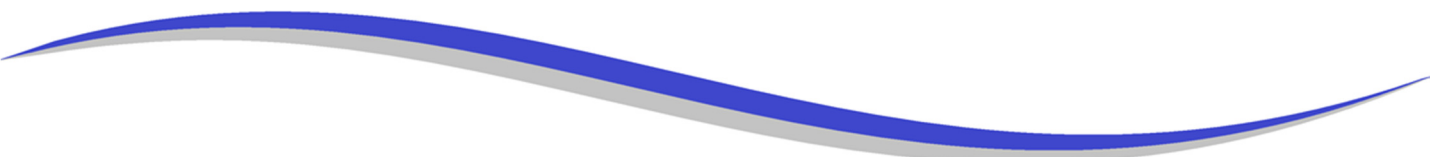
Is there one coming to a venue near you?

2018: Aston

2019: Oxford

2020: Liverpool

The LKALE SIG Committee: Urszula Clark, Vivienne Rogers, Lise Fontaine, Charlotte Kemp, Sally Zacharias.

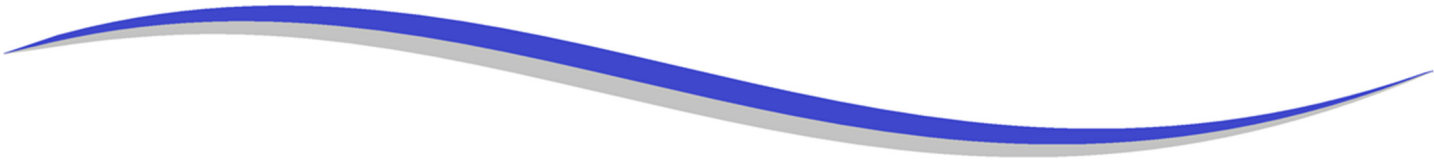# Language in Africa Special Interest Group SIG:

Colloquium: The Role of Language in Development in sub Saharan Africa

The Language in Africa Special Interest Group held a successful colloquium at the BAAL 2017 conference. The topic of the colloquium was 'The role of language in development in sub Saharan Africa'. Four speakers (Hywel Coleman, John Clegg, Elizabeth Erling and Ian Cheffy) presented papers, followed by a roundtable discussion led by Colin Reilly.

Language is a key factor in promoting effective, inclusive, sustainable development (UNESCO 2012). This colloquium explored the role language plays, or should play, in national development within Africa, and by extension, in other multilingual developing countries. While the papers focused on the role of language in education and how that relates to development, we also discussed issues of economic and societal development and democratic participation. The international development community has entered a new era, signalled by the beginning of the Sustainable Development Goals (SDGs 2015-2030). One of the ways in which these new goals differ is that they aim to provide a more people-centered, collaborative and bottom up approach to international development (Sachs 2012, Kumar et al 2016). This colloquium argued that language has a crucial role to play in achieving this. Many of the global Sustainable Development Goals can only be achieved by an active commitment to use of the resources of multiple languages.

Our speakers challenged some of the received orthodoxies. Coleman set the scene with his paper *Phases in Language and Development in Africa, 1945 to the present.* This provided the colloquium with a historical survey which explored the changing relationships between "language" and "development" over the past 70 years with a particular focus with regard to the role of English in the African context. Clegg then presented *Why do the authorities fail to provide adequate L1 and L2 instruction in sub Saharan Africa? An examination of causes and solutions.* He highlighted the failure of English-medium education systems in sub Saharan Africa blaming, amongst others, ministries and international aid agencies for failing to give enough attention to medium of instruction policies and for ignoring substantial international evidence on the importance of L1 education. Erling then discussed *Ideologies of English as a language for development in Ghana: an impediment to local language-medium education?* She questioned the discourse of English as the key language of development as English is now celebrated as if it is a panacea for poverty, skills-deficits and economic challenges. She highlighted that, while there are practical issues that limit the use of local languages in Ghana, the ideologies of English as a language for economic development play a significant role in the lack of willingness to implement local-language medium instruction. Cheffy presented the final paper in the colloquium – *Development from the bottom up: local language literacy learning as a contributor to change.* He asked if development always needs to take place through formal education, presenting findings from 5 countries in which adults had taken part in non-formal education programmes and now experienced increased economic status and participation in both community life and in their children's education. Cheffy concluded that education in local languages can have substantial impact on sustainable development.

The colloquium concluded with an enthusiastic round-table discussion in which participants reflected on the papers presented and how they relate to their own research context. There was a particular focus on early-career

researchers and the ways in which they can, or indeed should, embed the Sustainable Development Goals into applied linguistics research in sub Saharan Africa and beyond. The SIG would like to thank all of our speakers and all those who attended and contributed to the colloquium.

By Colin Reilly

Secretary

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Book Reviews

Gramling, D. (2016). *The invention of monolingualism*. **New York: Bloomsbury. ISBN 978-1-5013-1804-7. 253 pages.**

In his book *The Invention Of Monolingualism*, David Gramling investigates the world of monolingualism. It is difficult to do justice to Gramling's detailed and ardent writing in a short book review. With help from literary studies, applied linguistics, cultural studies, translation studies, and using a wealth of examples and a very intellectual bibliography, he builds his argument in a brilliantly provocative manner. His rich language, his meaning-dense sentences and the incorporation of languages other than English, in the main text and the footnotes, guide the reader through a radical exploration of the term monolingualism.

In the Introduction, Gramling sets out his argument, informing the reader about the lenses that he will use in order to debunk the 'myth of monolingualism' (p. 3) and laying out the different aspects of the argument which present the scholarly fields in which he will establish his inquiry.
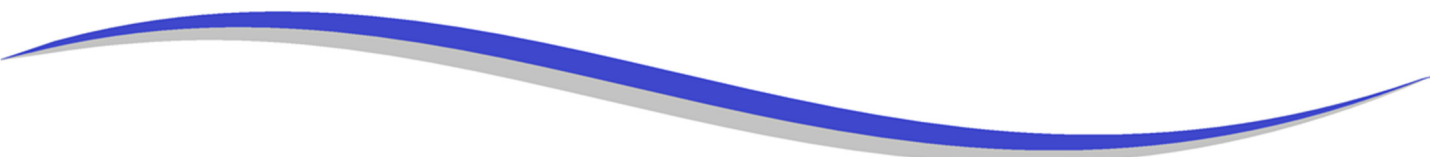
In his first chapter "Monolingualism: A User's Guide", Gramling describes the different facets of monolingualism in social and political life. He starts by undertaking an historical snapshot of the term and exploring the concept's invention, innovation and industrialization; he continues by illustrating the pejorative and negative aspects of the term and how these aspects promoted a 'state Multilingualism' as a way to overcome "problems of societal superdiversity and populist insurgency by way of language" (p. 62) as well as a form of survival in a globalised, information and market economy. He successfully unpacks mechanisms which demonstrate how the world operates on different levels through a monolingual mindset, despite sometimes appearing to adopt multilingual axes.

In his second chapter "Kafka's Well-Tempered Piano", J.S. Bach's *The Well-Tempered Clavier* and Franz Kafka's unfinished novel *The Missing Person* are both astutely compared. They have been both condemned as bringing, one "the end of music", and the other, "the death of languages" (pp. 95-129). Gramling discusses and analyses these two books to substantiate the view that musical temperament and socio-cultural monolingualism are interrelated in their development of models for technocratic meaning-making procedures (p. 122).

In his third chapter "The Passing of World Literaricity", the relationship between world literature and translational monolingualism is investigated. Gramling shows the modus operandi that authors follow to comply with international book markets. Reflecting on literary works of different international authors, Gramling sketches a conditioning process for world literature that promotes commercial translation cultures and intercultural understanding, advocating "a controlled global glossodiverse multilingualism" (p. 150) that ends up as a contemporary monolingualization of world literature.

In his fourth chapter "A Right of Languages", the issue of citizenship is discussed. Looking at different modes of citizenship in various contemporary countries, Gramling explores immigration policies and how multilingual upskilling and language use or competence are promoted as tools of citizenship apparatus. Gramling continues by unmasking monolingualism as a myth (p. 192). Human beings have never been monolingual; citizenship rights in many 'superdiverse' societies now push the idea of language supremacy as the effective criterion of civic existence.

In this book, Gramling undertakes a *genealogy* of the invention of monolingualism. Monolingualism has penetrated

unchallenged every aspect of contemporary life in theory, policy and practice. Glossodiversity is accepted and required in defiance of a semiodiversity that needs to be minimized, while monolingualism is maintained as a repugnant trait. Gramling provokes properly rational discussion about monolingualism as it sits as a *mindset* inside the ideological frame for contemporary life. The book is well and clearly structured. It is recondite in the best sense; written in highly academic language whose style evokes the translated work of German and French philosophers rather than Gramling's American contemporaries. However, Gramling's writing is able to communicate complex and intricate ideas in an orderly and decisive manner, conveying meanings in a distinct and explicatory fashion. The book offers a treasury of footnotes that provide clarification and open readers to further information on specific issues. It offers predictable and well-constructed, extensive and comprehensive, references to scholarly work, culled from different academic fields in various languages. So, despite difficult language and neologisms, it broadly offers food for thought, opening academic debate. The book is a seminal work on the presentation and analysis of the complex concept of monolingualism.

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Bach, J.S. (2006). *The well-tempered clavier*, Part I, translated by William Palmer, Los Angeles: Alfred Music.

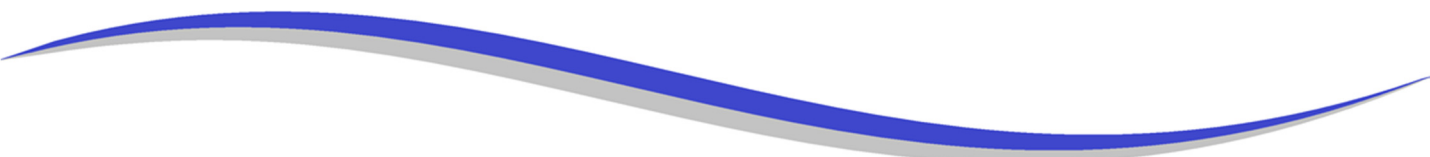Kafka, F. (2008). *Amerika: The missing person*, translated by Mark Harman, New York: Shocken Books.

Argyro Kanaki, University of Dundee

Seedhouse, P. (ed.) (2017). *Task-based language learning in a real-world digital environment.* **London: Bloomsbury. ISBN 9781474264051. 304 pages.**

Task-based learning (hereafter TBL) is possibly a controversial subject for many researchers in the field of language learning. Some practitioners might say there was no doubting the merits of TBL in the canon of communicative approaches, whereas others might argue that the success of the approach depends largely on the authenticity and focus of the task. I would probably fall within the latter of those two categories, particularly with reference to learning technology, as the success of technology-based tasks, from my perspective, is often influenced by a further variable: the student's general competence with the technology provided.

Bearing in mind the considerable publicity that the Digital Kitchen (DK) has received this year [2017] (it was clearly a key talking point at the EuroCALL Conference in August, for instance), I approached this book with a mix of excitement and trepidation. The very title of this book hints at TBL as the principal theory underpinning the project, which, in theory, prompts an assertion that the DK project could, arguably, be simply a more modern, updated realisation of TBL principles.

The concise answer to such an inference is that the European Digital Kitchen (EDK) project appears, initially, to be an unapologetic attempt to re-align TBL with post-noughties ideology surrounding how students learn in a digitised era. Some readers may be familiar with the concept: using a virtual, TBL context to learn recipes from around the world, with the goal ultimately being to produce a traditional dish. Sensors guide you to the correct utensils and

ingredients, with how-to videos and audio feedback prompts helping students to negotiate the task given. Seedhouse himself (p. 3) openly describes the EDK project as creating a 'real world, pervasive environment', blending digital sensors with a task-based model. Elsewhere, Morales (pp. 22-26) presents a clear and helpful rationale for why TBL techniques may be useful in CALL research, citing Vygotsky's (1978) ideas on sociocultural learning and Skehan's (2003) views that tasks may improve both fluency and accuracy through making the language more relevant.
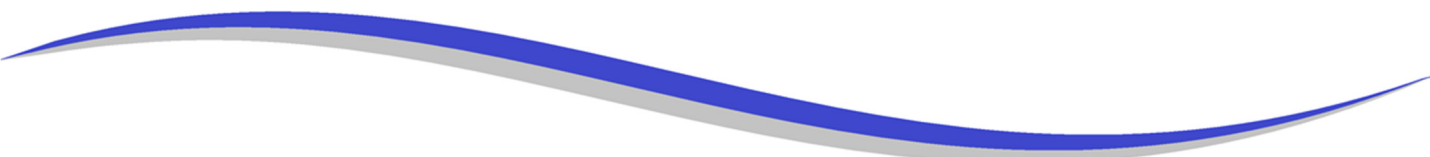
In fact, within the first approximately seventy pages of this book, such is the focus on TBL as a theme, I would go as far as to say that the project seems to predominantly have a TBL focus. Even towards the latter stages of the "Pedagogical Design" chapter, Seedhouse (pp. 66-67) is citing Motteram and Thomas' (2010) research into disadvantages of TBL as points for consideration when designing the DK, and as a result, a logical inference is that the focus of the study is primarily on the task.

However, further chapters within this collection demonstrate that the above-mentioned inference simply is not the case at all. The technology section mentions Weiser's (1993) descriptions of ambient technology, pervasive technology and ubiquitous computing - the notions of the computer integrating with people in the real world, and human-computer interaction (HCI). This immediately suggests a distinct paradigm shift from what is stated in earlier sections; as Seedhouse describes (p. 86), the researchers are more concerned with the DK technology as a form of interaction design, working with the students to provide language support, but also provide linguistic input. The technology in this instance is guiding students to the learning, and the relationship between the learner and the computer is symbiotic, i.e., they are collaborating to drive the language learning process forward.

Where the project becomes intriguing is when Niemants and Pallotti (p. 102) declare that truly interactive machines may not have been developed yet. On one hand, that may be correct, but on the other hand, there are a number of transcribed exchanges where the DK software is clearly engaging in HCI with the participants (pp. 108-109; 142-143; 188-189). The cues and prompts within the DK appear to be crucial ways to help participants negotiate, not only the task, but also the dialogue they have within this environment.

On that basis, there looks to be a difference between what the collection appeared to be investigating at the start, and what it obviously ended up investigating in the end. Masats et al. (pp. 190-202) show the two students in the Spanish and Catalan Digital Kitchen adopting roles and being more selective in terms of how they interact with the DK technology, concluding in the end to teach each other how to cook, rather than rely on the DK to guide them and be part of the process. This is an indication of the project doing qualitative analysis of the HCI, and when looking at vocabulary learning, Pallotti et al., (pp. 214-217) could be perceived as looking for language to find their way around the DK, more than language to aid them in performing. Similarly, Park and Seedhouse (pp. 238-241) highlight the necessity of the pre-task and asking students to mime, visualise and guess the vocabulary needed, but again, this would appear to be vocabulary required to engage with the pervasive environment, rather than with the task itself.

Essentially, I found this collection a little frustrating to read, in the sense that the first half possibly tries too hard to appeal to a teacher in a language classroom. The reason that this project is potentially fascinating, in my view, is that the pervasive technological environment was demonstrably having a positive effect on participants' learning. The implication, therefore, was not that TBL could be a beneficial method to use with pervasive technology, but actually

that a pervasive environment appears to lead, for certain learners, to higher engagement and more productive language learning.

Seedhouse (pp. 279-281) alludes to the next stage of DK research, Linguacuisine, as moving in the direction of increasing engagement, digital literacy and intercultural learning within an app, and I was left feeling that this would be a more stimulating path to follow. In that sense, it was refreshing to read Seedhouse and his team being seemingly blatant about this shift, taking into consideration that the chosen audience will know many of the pitfalls associated with TBL all too well.

Where this collection is concerned, then, it could be argued that the DK is perhaps the pilot study that will enable Linguacuisine to really show the potential of this entertaining, engaging twist on ambient technology. I look forward to reading the next volume, because I have no doubt that the Linguacuisine research will explore pervasive technology in substantially more detail, but as an introduction to the DK, this is an enjoyable initial interrogation of the possibilities it offers.
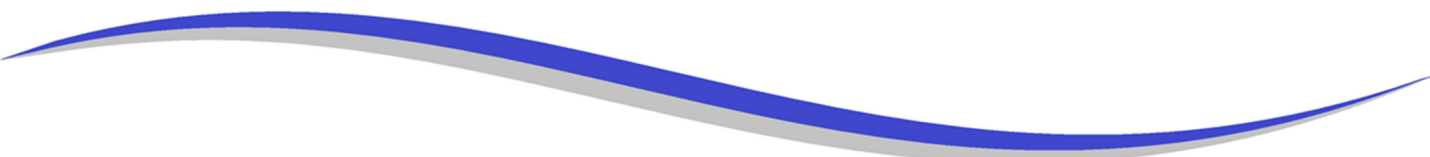
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Chris McGuirk, University of Central Lancashire

Pennycook, A. and Otsuji, E. (2015). *Metrolingualism. Language in the city.* **London: Routledge. ISBN 9781317530312. 216 pages.***

This is a timely, important and readable book which sets out a case for reconceptualising language as fluid, dynamic processes of meaning-making, situated in particular spaces and involving a mix of what we would traditionally categorise as different languages, registers, styles, and modes. The argument is not new but reflects those made in recent years by a number of researchers – Jan Blommaert, Adrian Blackledge, Suresh Canagarajah, Angela Creese, Ofelia Garcia, Jens Normann Jørgensen, Li Wei – to name but a few. However, this book breaks new ground by focusing not primarily on how individuals' communicative repertoires cut across existing language categorisations but on how language can be understood in relation to the spaces in which interactions occur and the activities it accompanies.

Pennycook and Otsuji lay out their priorities by opening the first chapter in Sydney market with a colourful description of social diversity, movement, and vegetables. Language is from the start situated within city workers' acts of *metrolingual multitasking*, a term the authors use 'to capture the ways in which linguistic resources, everyday

tasks and social space are intertwined' (p.2). The book aims to understand everyday multilingualism in Sydney and Tokyo by developing 'an understanding of the relationship among the use of such diverse linguistic resources (drawn from different languages, varieties and registers), the repertoires of such workers, the activities in which they are engaged, and the larger space in which this occurs' (p.3).
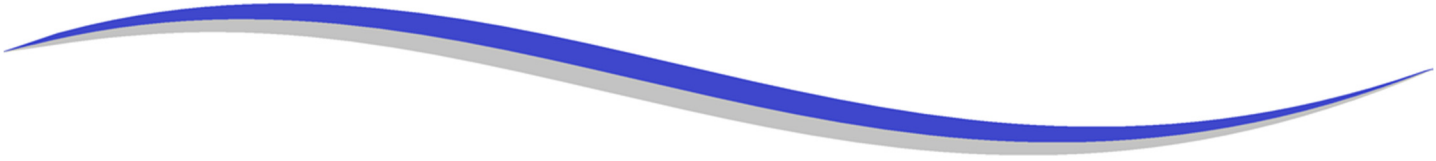
The authors' concept of *spatial repertoires* is elaborated through colourful descriptions of restaurant kitchens in Sydney and Tokyo, where bits of languages make up the resources available to the kitchen staff – from *mozzarella* and *carpaccio* in an Italian restaurant to the Polish, Spanish, Hindi and English that staff pick up from each other. The focus on spatial repertoires is a deliberate attempt to reinstate the social element lost in discussion of individual repertoires and to show that languaging is not simply the result of individual agency but that it emerges within spatially-ordered social interactions. Individuals do not only 'bring' linguistic resources to a kitchen, but draw on the local emergent resources that become available because of a particular activity taking place among particular people:

"a repertoire is not exclusively owned and controlled by a person … but rather is a product of the multitasking interactions … and the dynamic movement of people, objects, and activities" (p.83).

Pennycook and Otsuji's focus on spaces, rather than individuals, means they are able to provide only a snapshot of an individual's repertoire and missing from this book are insights into how their participants – Mama in Tokyo's Mediterranean restaurant *Carthago* or Nischal in Sydney's Greek pizzeria *Patris* – language in digitally-mediated spaces or at home. Neither starting point – the space nor the individual – is better than the other, but the choice highlights the complexity and selectivity involved in understanding everyday city workers' language use.

The chapter on 'convivial and contested cities' is a most welcome addition to the book, not only because it expands the focus on the functional to the convivial (as the authors point out) as well as to the commensal, but because it touches on the discrimination and difficulties that sit alongside conviviality in most city spaces. Research into contexts of urban superdiversity is invaluable in highlighting how diversity is 'commonplace' for many people and that they can rub along quite well despite their differences, but this understanding of human interaction must also account for times when people rub each other up the wrong way. Pennycook and Otsuji look at everyday racism from the perspective of fluidity and fixity: while their focus is on the fluidity of everyday metrolingualism in the city, people themselves orient towards fixed categories and differences which can be invoked convivially but which can also be a source of discrimination and distrust. They re-examine the fluidity and mobility of the city neighbourhoods in terms of tension, division and exclusion, contestation of identity, and negotiation of claims to the city. They look also at miscommunication though the example of confusion across at least three languages as to whether a dish contains 'red celery' or 'rhubarb' (pp.124-128). It would be really interesting to see these arguments extended into an account of metrolingualism that integrated all elements from the start: the functional and the dysfunctional, the convivial and the discriminatory, an account which would circumvent an overly celebratory stance of city life.

This thoughtful and thought-provoking book takes an important step in attempting to raise awareness of the ways in which people in superdiverse city spaces use and perceive of their rich language resources. I will be interested to see where the authors – and other researchers – go with 'metrolingualism' and related ways of reconceptualising language. At its heart, this book is bent on making the case for metrolingualism as a description of fluid, flowing

urban language practices. While it does this effectively, it also does it somewhat repetitively, so that by about Chapter 3, I find myself thinking 'yes, yes, I get it, metrolingualism is about the resources deployed alongside everyday activities and objects by ordinary people to get things done' – 'yes, language use flows with the rhythms of the city' – now what? Linguistic ethnography is at the exciting stage of having challenged existing categories and ideas about languages and posited instead new models which focus on people's repertoires and on the exploitation of often diverse resources in situated acts of meaning-making. Yet this book – and others – paradoxically helps to reify the distinctions between languages as an analytical focus over other potential areas of investigation, be that stylisation, evaluative language, phonology, metaphor. As linguistic ethnographers increasingly take metrolingualism and related ideas about languaging as the norm – as the means rather than the ends of a research agenda – it will be interesting to see what further insights about language and people these ideas can generate.

Caroline Tagg, Open University

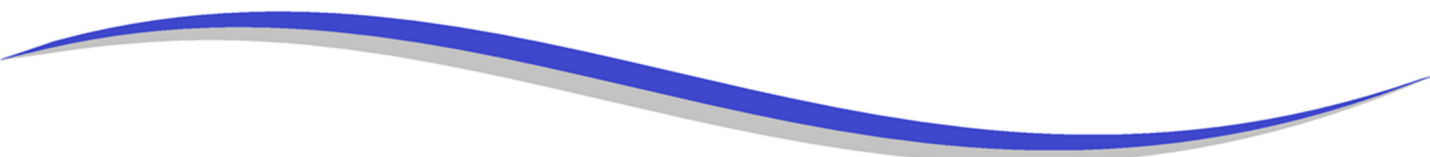* A version of this review appeared on the [TLANG Blog](#) in April 2016.

Benati, A. G. and Angelovska, T. (2016). *Second language acquisition. A theoretical introduction to real world applications.* **London: Bloomsbury. ISBN 978-0-5672-0019-8, 183 pages.**

The title of the book makes use of a phrase which derives from the influential and widely quoted Christopher Brumfit who famously defined Applied Linguistics as: 'the theoretical and empirical investigation of real-world problems in which language is a central issue' (Brumfit 1995, p. 27). The book is informed by an increasing number of findings that have a direct application to classrooms and thus serve as a resource to inform teaching practice.

The overall aim is to provide undergraduate students and trainee teachers with an overview of Second Language Acquisition (SLA) research and theories by identifying the main key issues in this field and by highlighting the classroom implications of this research. The book starts with some general definitions and considerations around the role of SLA and readers are encouraged throughout to reflect critically on the content via a range of activities – including questions and related matching activities, choices and conclusions – all of which focus on how SLA theories can be applied in classroom situations and beyond.

The first chapter has four aims: to define the term SLA; to provide a brief account of main contemporary theories in SLA; to offer a basic model of SLA so that readers may understand its key elements; and to reflect on practical applications and implications of SLA theory and research.

In the second chapter, the main similarities and differences between L1 and L2 acquisition are presented. The question of whether L1 and L2 acquisition are similar or different processes is fundamental in this field of enquiry. The reader is introduced to important topics, such as innate knowledge of the learner, Universal Grammar, Chomsky's innatist position, initial state for L2 acquisition, Fundamental Differences and Similarities Hypotheses and the constraints inherent within the process of acquiring a second language (transfer and markedness). The extent to which the factor of age may account for any differences and the potential confounding factors are also discussed. The last section of the chapter extends the SLA discussion to the field of third language acquisition.
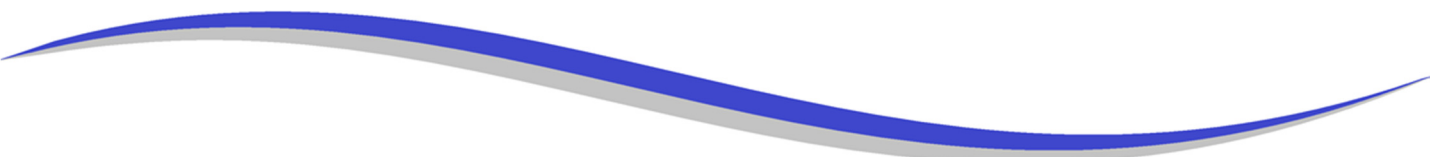
Chapter 3 examines how individuals process information in SLA. Input is a key ingredient in SLA, but learners do not process all the input they are exposed to thanks to a number of linguistic and processing factors constraining the way learners process information and language. The authors outline that the role of instruction in SLA is limited. This is due to many external factors (access to good input language) and internal factors (natural processes and universal properties of the target language). The 'individual differences' between learners are discussed and refer to a number of personal characteristics that might affect human thinking and behaviour. However, the authors suggest that these have not consistently been found to be a predictor of success in second language acquisition. They go on to provide a brief overview of five individual differences: age, language aptitude, working memory, learning strategies and motivation.

Chapter 4 deals with what the authors claim to be the most fundamental issue in SLA: the development of the internal language system. They go on to describe how finding out about the rules that L2 learners apply in the process of second language acquisition can happen through collection, analysis and description of samples of learner language. The learner language is called the developing system and/or interlanguage. This chapter illustrates the concept of the developing system, including its characteristics and the processes operating in it, as well as the various types of transfer. In addition, it focuses on explaining how L2 learners consolidate and modify their existing linguistic knowledge and how they generate new knowledge. Differences between stages and ordered SLA development are then explained. This chapter also deals with cognitive theories of SLA and how they explain the process of language learning. The section on real-world applications summarises the theoretical explanations (and their practical implications) before presenting their potential applications to the teaching of second languages.

Chapter 5 explains how individuals learn to communicate in a second language, how they socialise and adapt to the rules of a particular speech community and what the communicative competence they are aiming to acquire consists of. The chapter appeals to accounts of functionalist approaches to language. The concept-oriented approach is explained and the roles of interaction and socialisation in the process of a second language acquiring (form-function mappings and expression of meanings) are examined from functionalist perspectives. The importance of extending SLA in today's multilingual world is explained and attempts to distinguish between terms such as bilingualism, heritage language and multilingualism are made. The last section of this chapter covers the real-world applications of all theories and approaches, and practical implications for teaching are illustrated.

Chapter 6 provides an evaluation of what we know in SLA, highlighting the principal real-world applications and implications. The authors explain how research into SLA has laid the groundwork for many important discoveries. Even though research has expanded enormously since SLA was first established as an area of study, the authors claim there is ongoing debate- and many controversies about some of its key issues. They go on to say that this is partly due to the complexity and the multifaceted nature of the field. Studies on SLA have increased in quantity as researchers have addressed a variety of topics, asked new questions and worked within multiple research methodologies and from a variety of academic disciplines (e.g. linguistics, applied linguistics, psycholinguistics, psychology, and education). Because of this multidisciplinary work, we are in a better position – according the authors – to argue that learners acquire a second language through many interactive factors, namely: exposure to language input; making use of existing knowledge of their native language; and access to universal properties.

Despite the proliferation of books on this topic, most of which provide an extremely complex account of associated theories and sometimes fail to emphasise the crucial interplay between how people learn languages and the most effective way to teach them, this book demonstrates that knowing how languages are learned helps language instructors to develop a more innovative and effective way to teach foreign languages and to create the necessary conditions for students to learn more efficiently and appropriately.

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Jodi Wainwright, Bourges, France

PUBLICATIONS RECEIVED

The following books have been received for review. If you would like to review one of them, 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.

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.

Isaacs, T. and Trofimovich, P. (Eds) (2016). *Second language pronunciation assessment*. Bristol: Multilingual Matters. [Open access eBook available at: http://www.multilingual-matters.com/display.asp?isb=9781783096831.]

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

Matsuda, A. (Ed.) (2017). *Preparing teachers to teach English as an International Language*. Bristol: Multilingual Matters.

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

Pfenninger, S. E. and Navracsics (Eds.). (2017). *Future research directions for applied linguistics*. Bristol: Multilingual Matters.

Tieken-Boon van Ostade, I. and Percy, C. (Eds). (2017). *Prescription and tradition in language. Establishing standards across time and space*. Bristol: Multilingual Matters.

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:

BAAL / Cambridge University Press Applied Linguistics Seminar Programme 2017-2018

Forensic Intersections:
Interdisciplinary and Multimethod Studies in Language and Law

CALL FOR PAPERS

Date: 20 April 2018, 9:30-17:00

Venue: The Crime and Security Research Institute, Cardiff University

Hosts: School of English, Communication and Philosophy, Cardiff University

Description: Forensic linguistics is a field that is rapidly expanding and diversifying. In tandem to the disciplinary expansion of forensic linguistics, a number of other scholarly traditions from both within and without language studies have recently found scholarly salience in legal language. We believe that the study of the language of the law is greatly strengthened through intersections, where scholars work together across disciplines, mixing methods, and ensuring robust analysis by triangulating data sources. This seminar will highlight the array of work now being undertaken at the legal-linguistics interface, with new approaches and methods being applied to powerful, socially fundamental texts.

Three keynote speakers have been confirmed:

Prof. Stuart Macdonald (Swansea University): Purposive and performative persuasion: the linguistic basis for criminalising the encouragement of terrorism

Prof Jemina Napier (Heriot-Watt University): The merits of triangulation: Investigating legal interpreting with deaf sign language users

Dr David Wright (Nottingham Trent University): "Two guys asked me 'how old are you babe?'": Linguistic, psychological and legal perspectives on the street harassment of children

Call for papers: We now welcome abstracts for three additional papers during which research and/or tools may be presented. These must relate to the seminar's focus on interdisciplinary and multimethod studies in language and law. It is our hope that speakers will expand their contributions for a special issue co-edited by the hosts in the future. *If you are interested, we invite you to submit a 200-word (approx.) abstract to pottsa@cardiff.ac.uk with the subject line "Forensic Intersections abstract" by 19 February 2018.* Notifications will be made by the end of February. Reimbursement for travel of up to £80 will be available for speakers. Priority will be given to a student member of BAAL for one presentation slot; if this is your status, please indicate this in the covering email.

Seminar Co-ordinators: Amanda Potts [contact: *pottsa@cardiff.ac.uk*], Michelle Aldridge-Waddon, Chris Heffer, Frances Rock; *Cardiff University*

BAAL News Submission Deadlines

As always, the BAAL newsletter is looking forward to receiving submissions from members, be they reports from events, 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 2018 for the Summer Issue 2018 (appears in July 2018)

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.

How to join BAAL

Please complete a membership application form, which can be found on our website:

http://www.baal.org.uk/join.html

Please send the completed form to:

Andy Cawdell at BAAL Administration Office
Dovetail Management Consultancy
PO Box 6688
London SE15 3WB
phone 020 7639 0090
fax 020 7635 6014
e-mail admin@baal.org.uk

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

ASSOCIATE MEMBERS
Please apply in writing to BAAL Executive Committee or via the e-mail address given.

SUBSCRIPTION RATES
Individual   - £50

Reduced rate (students, retired, unemployed)
            - £20

Individual by Direct Debit
            - £48

Institutional (up to 4 persons in the institution)
            - £120

Associate (e.g. publisher)
            - £125

BAAL membership includes membership of BAAL Special Interest Groups (SIGs) and/or of the postgraduate group.

You will automatically be subscribed to the *baalmail* list unless you tell us otherwise. Payment must be included with your membership application/renewal form. Cheques should be made payable to 'BAAL'.

We strongly encourage members to pay by direct debit; you can download a form from our website at www.baal.org.uk

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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The British Association for Applied Linguistics

BAAL webpage: http://www.baal.org.uk

BAAL email list: BAALMAIL@JISCMAIL.AC.UK
                                   For further details go to: https://baal.org.uk/baalmail/

CLIE (Committee for Linguistics in Education) email list:
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