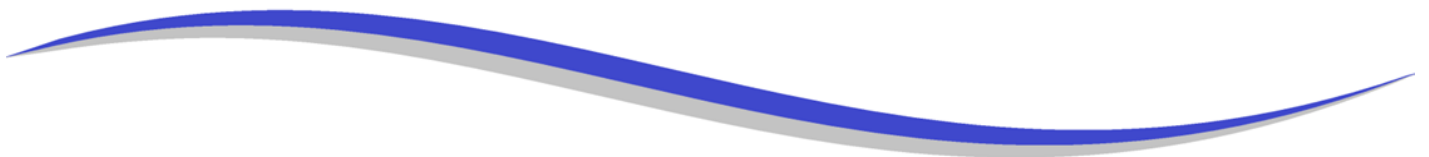




BAAL News

Issue 124
Summer 2024



British Association for Applied Linguistics

Promoting understanding of language in use.

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Editorial

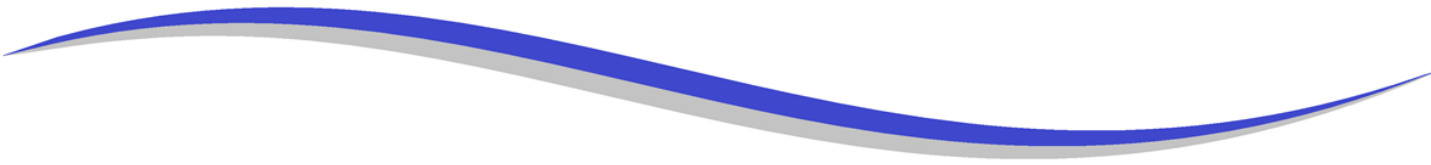
The field of Applied Linguistics stands at a critical juncture, driven by dynamic shifts in societal needs, technological advancements, and the ongoing evolution of global communication. BAAL continues to serve as a pivotal force in promoting understanding and innovation in the study of language in use, particularly in these times of profound change. The Summer 2024 issue of BAAL News, Issue 124, not only reflects the association's commitment to fostering research and dialogue within the academic community but also highlights the ongoing efforts to address some of the most pressing challenges in the field today.

The *Member Survey Report*, compiled by Rachel Wicaksono, provides an overview of our membership's demographics, motivations, and levels of engagement. This report offers a narrative about who we are as a community. The survey's findings reveal a diverse membership, with a significant representation of early-career scholars and postgraduate students. Crucially, this report underscores the importance of networking and support as key reasons for joining BAAL, highlighting the association's role as a critical hub for professional development and scholarly exchange.

Among the highlights of this issue are the reports on recent BAAL seminars and workshops, each offering a window into cutting-edge research and practices in applied linguistics. The BAAL-Cambridge University Press seminar on *Virtual Exchange (VE)*, organized by Marina Orsini-Jones, stands out as a particularly timely event. The seminar brought together participants from across the globe to explore VE as a tool for promoting Equality, Diversity, and Inclusion (EDI) in language education. The event's hybrid format allowed for rich, cross-cultural exchanges, and the discussions centred on how VE can both empower and marginalise, depending on its implementation. Another significant event was the BAAL-Cambridge University Press seminar on *Language and Onward Migration*, co-organized by Petros Karatsareas, Vally Lytra, and Adriana Patiño-Santos. This seminar brought applied linguistics into dialogue with migration studies, offering fresh insights into the linguistic experiences of onward migrants. The event's interdisciplinary approach, which combined sociolinguistic and migration studies perspectives, allowed for a nuanced exploration of how language practices are shaped by migration trajectories. Equally noteworthy is the seminar on *Multimodality in Applied Linguistic Research*, reported by Polina Mesinioti and Jo Angouri. This seminar addressed the growing interest in multimodal approaches within the field and focused on bridging the gap between theory and practice. This report emphasises the need for applied linguists to engage with issues of materiality, particularly in increasingly digitised and visually oriented environments.

Furthermore, the BAAL Researcher Development Workshop series also receives well-deserved attention in this issue. The workshop on *Qualitative Methods in the Psychology of Language Learning and Teaching*, co-organized by Charlotte Morriss and Veronika Derecskey, provided early-career researchers with essential tools for engaging with qualitative research in educational settings. Another important workshop was the *Researching Pedagogy in TESOL*, organized by Kristy Suet-sin Cheung. This event brought together doctoral students to explore innovative methodologies in TESOL research, particularly in relation to the latest trends such as multilingualism, translanguaging, and the use of AI in language education. Another standout workshop was the session on *Interdisciplinary Approaches in Applied Linguistics*, led by Joana Almeida and Yvette Wang. This event offered doctoral students and early-career researchers practical guidance on how to integrate insights from multiple disciplines into their research. The workshop's focus on interdisciplinarity is particularly relevant in today's academic landscape, where complex problems often require collaborative solutions that draw on diverse perspectives. Furthermore, the workshop on *Q Methodology for Applied Linguists*, organised by Nicola Morea and Xinran Wu, provided participants with an introduction to Q methodology, a mixed-methods approach that is gaining much traction in our field.

This issue also features a piece about the *NéALA2025 Conference* on 'The Natural and the Artificial in Applied Linguistics' which is particularly significant for BAAL, as it tackles the crucial intersection of AI, digital tools, and language practices—areas that are rapidly reshaping the landscape of applied linguistics. Next, the report on *The Scottish Languages Review* underscores this journal's revitalized commitment to bridging research, practice, and policy in language education, offering BAAL members a valuable platform to contribute to and shape the ongoing dialogue on innovative approaches to language learning both within the UK and internationally.



The *Multilingualism in Focus* section features the fascinating study *Guan and Habitus* by Angie Baily who delves into the unique role of the Chinese concept of *guan* in shaping family language policies. This contribution, with its bilingual presentation in both English and Chinese, not only offers a deep cultural and linguistic exploration but also serves as a powerful example of how heritage languages can be preserved and passed down within immigrant communities. Following from this, Ben Rampton and Mel Cooke's *Call to join a new Coalition for Language Education* is a powerful invitation for BAAL members to unite across sectors and disciplines, advocating for a more inclusive, dynamic, and responsive approach to language education in the UK. Finally, Marta Martín-Gilete's PhD report presents an insightful exploration of how integrating metaphor into topic-based EFL teaching can significantly enhance language learners' proficiency.

This Summer issue of BAAL News captures aspects of the deep transformation and reflection within the field of Applied Linguistics. As our globalised world continues to evolve, so too must our approaches to studying language in society. This issue not only showcases the innovative research and dialogues that are shaping the future of the discipline but also reinforces BAAL's vital role in fostering a vibrant, supportive, and inclusive community of scholars. The rich array of seminars, workshops, and reports featured here underscores the association's commitment to addressing the pressing challenges of our time, from the integration of AI in language practices to the critical exploration of multilingualism and migration. As we move forward, it is clear that the work of applied linguists is more pivotal than ever, offering crucial insights that bridge cultural divides, empower marginalised voices, and advance our understanding of language in all its complexity. BAAL clearly stands at the forefront of this endeavour, guiding the field with a steadfast dedication to both academic excellence and social relevance.

With warmest wishes,

Sal Consoli



Member Survey Report

(By Rachel Wicaksono, York St John University)

In January 2024, we launched the BAAL member survey and a link to the survey was sent to both new and returning members after the completion of their membership payment. We would like to extend our thanks to the 206 returning members (RM) and 168 new members (NM) who completed the survey!

The questions we asked you were:

1. How long have you been a member of BAAL? (RMs only)
2. How would you describe your gender?
3. How would you describe your career stage?
4. What type of institution are you affiliated with? (please choose the answer that best describes your institution)
5. What is your specific area of expertise within applied linguistics? (please select up to three options)
6. Why did you join BAAL in the first place? (Please tick as many as relevant)
7. Have you taken part in the following activities or initiatives organised or supported by BAAL in the last 3 years? (Please tick as many as relevant)
8. BAAL has identified the priority areas through the AGM feedback, conversations with BAAL members and EC meetings. These are: multilingual representation as a key initiative to decentre the role of English and to make other languages visible; implementing the BAAL Equality, Diversity and Inclusion statement in BAAL activities; supporting and recovering from the pandemic; engaging with and influencing UK government and HE policies and developing an international outlook. We would welcome your feedback on the above priorities, for example, are there any other priorities that you think BAAL could do consider or approach the existing priority differently?

A brief summary of the results follows.

New members

Around 75% of NM identify as female. Of the career stages, the most frequently selected is 'postgraduate study', followed by (in order), early career, mid career and established/senior. Almost all NMs are affiliated with a university. The most popular reason for joining is 'networking and support', though all the other options (except 'I don't remember') were considered relevant. The activity that most NMs have interacted with is the annual conference, followed by our Twitter feed, and our EC events. Very few respondents answered the question about BAAL's priority areas.

Returning members

Most RMs (around 55%) have been a member of BAAL for between 1 and 4 years. Around 25% have been a member for 5 and 9 years. Around two thirds of RMs identify as female. Unlike NMs, RMs are split fairly equally between career stages. Almost all RMs are affiliated with a university. The most popular reason for joining is 'networking and support', though all the other options were considered relevant. The activity that most RMs have interacted with is the annual conference, closely followed by membership of a SIG, reading/sharing info on BAALmail, and reading/contributing to the BAAL Newsletter. 17 respondents commented on the priorities; most were in favour, and there were some other very interesting individual comments. We discussed your answers to the member survey at our Executive Committee meeting in May 2024. It looks as though some of our student members join BAAL for a year and then do not renew. However, our RMs tend to remain a member for a significant period of time, progress in their career, and are very engaged in a wide range of BAAL activities/initiatives. In our discussion, therefore, we focussed on the issue of how to encourage more members to renew beyond their first year, and transition from student membership to full membership. We came up with a list of ideas of how we can achieve this by: better promoting BAAL's existing opportunities; trying some activities again that have gone well in the past; and starting some new activities. Please come and meet members of your Executive Committee at our stand in the exhibition hall at the BAAL conference in September (at the University of Essex). We will bring our list of ideas to encourage more members to renew and we look forward to hearing yours!!



BAAL-Cambridge University Press Seminar

Virtual Exchange as an Equality, Diversity and Inclusion compliant approach to language education: a Global South-North research-informed seminar.

(By Marina Orsini-Jones, Coventry University)

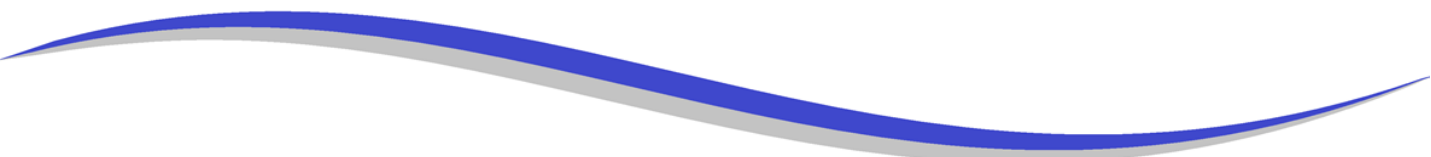
It was a privilege to be given the opportunity to organise and host the BAAL-Cambridge University Press seminar: *Virtual Exchange (VE) as an EDI-compliant approach to language education: a Global South-North research-informed seminar* on the 14th June 2024 (<https://baal-cup.coventry.domains/>). The seminar was delivered in hybrid mode. Fifty five participants attended, twenty four of whom came in person to the Languages Centre at Coventry University. Attendees joined from Higher Education institutions located both in the UK (e.g. Birmingham, Coventry, Leeds, Open University, Northumbria, Stirling) and all over the world (e.g. Algeria, Brazil, China, Kuwait, Portugal, South Africa, Switzerland, Spain, Türkiye). The audience included tenured academic staff, early career researchers, doctoral students and learning technologists - this provided an opportunity to reflect on the seminar topic from a variety of learning, teaching, and research viewpoints. VE is gaining traction as a sustainable, equitable, inclusive and transformational postmodern approach in language education that allows for powerful intercultural knowledge-sharing, while also fostering the acquisition of transversal skills such as resilience, flexibility, and respect for 'the other'. However, the aim of the seminar was also to discuss whether or not issues of unequal access and digital inclusion/exclusion are adequately addressed in VE theorisation and practice in the field of language education and beyond.

The EVOLVE project defines VE as:

a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology (<https://evolve-erasmus.eu/about-evolve/what-is-virtual-exchange/>).

The first speaker was Dr Mirjam Hauck, Associate Head of School, Internationalisation, Equality, Diversity and Inclusion, Open University and President of the European Association for Computer Assisted Language Learning (EuroCALL), with her talk: *Language education for Critical Global Citizenship through Virtual Exchange*. Dr Hauck pointed out that while VE practices can promote EDI, VE is not inherently equitable and inclusive. It can reproduce colonial power dynamics, perpetuate existing exclusion/inequalities, and even create new, digital inequalities (Satar & Hauck, 2022). She proposed her model of Critical Virtual Exchange (CVE) and asked the audience to analyse VE case studies in her workshop and discuss whether or not their features reflected a CVE approach. Dr Müge Satar, Reader in Applied Linguistics at Newcastle University and Acting Dean of Global, reported on the results of her recent research on VE: *An inclusive and multiliteracies-informed Virtual Exchange pedagogy through digital cultural artefacts*, she illustrated how the co-creation of digital artifacts in VE can promote inclusion and stated that language educators need to go beyond digital and multimodal literacy, and develop critical digital literacy (CDL) (Bilki et al., 2023). She invited the audience to reflect on how topics such as family, friends, and folklore can be addressed at a deeper intercultural level, avoiding stereotyping 'the other'.

After the lunch break, the co-tutelle (Coventry University/Universidade Federal do Espírito Santo) doctoral student Carlos Alberto Hildeblando Júnior provided a VE 'taster' based on his thesis work (Hildeblando Júnior, 2023): *Practising VE 'in action' with VETSDELTA (Virtual Exchange as a Third Space to Decolonise ELT) – Topic: Native-speakerism*. Participants worked in Zoom breakout rooms to carry out tasks. Each group reported in writing on a shared Padlet wall and then fed back orally on their exchange in the interesting plenary feedback session that followed. The audience gave very positive feedback on this VE taster, participants who were new to VE in particular, who stated they were inspired to adopt this pedagogical approach in their practice.



Prof Ana Cristina Biondo Salomão, Assistant Provost for International Affairs, from the Universidade Estadual Paulista and coordinator of the Brazilian Virtual Exchange Program (BRaVE), spoke next and delivered an interactive lecture-workshop on *Global-South/North perspectives on VE pedagogical models*. She challenged the audience to reflect on bias in South-North exchanges, starting with an analysis of world maps, that often misrepresent the Global South. She then illustrated very powerful interdisciplinary VEs led by Global South institutions (e.g. <https://www.fmb.unesp.br/#!/noticia/2178/brave-brazilian-virtual-exchange---internacionalizacao-em-casa>), where, for example, students reading medicine in the UK and Brazil discussed their different approaches to epidemiology. Participants commented that the examples provided illustrated well how the United Nations Sustainable Development Goals (SDGs) can be embedded into South-North VEs to address global challenges. Dr Kyria Finardi, Postgraduate Lead at Universidade Federal do Espírito Santo (UFES), Brazil, Vice-President of AILA and pioneer in the decolonisation of ELT, delivered her talk *Post-pandemic Virtual Exchange as a Third Space for English Teacher Education: Reflections on South-North technology-supported encounters and challenges*. She discussed how VE offers a transformational Third Space (Wimpenny et al. 2022), supporting the cross-disciplinary development of intercultural competence across shared multicultural and multilingual learning environments. She illustrated a British Academy/Leverhulme funded research project that investigates how VE can empower women (<https://female-voices.coventry.domains/>). She also invited the audience to reflect on the potential (and challenges) inherent to the integration of a combination of VE and AI into the HE curriculum, illustrating some of the issues arising with AI-generated pictures. The discussion that followed focused on the VE/AI interface.

Dr Lynette Jacobs, Acting Director and Research Portfolio Lead in the Office for International Affairs at the University of the Free State in South Africa (VE expert not involved in language education) led the round table with very thought-provoking questions, e.g.: ‘As linguists, could you give consideration to how to ‘depower’ English in VE?’. An interesting discussion followed, Dr Finardi proposed the use of the intercomprehension pedagogical approach in language education VEs, rather than translanguaging, to foster an appreciation of languages as linguistic repertoires instead of named languages. Dr Hauck pointed out that translanguaging and intercomprehension are only mutually exclusive if we understand language education within the written/oral dichotomy, excluding the wider semiotic ‘armoury’ available for communication purposes, particularly in VE in the digital age, that offers a variety of digital communication modes, as well illustrated by Dr Satar in her talk. Dr Salomão reported that BRaVE tries to promote the use of translanguaging, which is fluid, and the use of Portuguese in exchanges with Portuguese-speaking countries in Africa; however, she also mentioned that sometimes decolonisation can be challenged from within in the Global South, as some of her Brazilian colleagues would prefer to work with institutions in the Global North and use English in VE and there is a need to change mindsets. Dr Jacobs concluded by challenging us further and proposing we destabilise English by carrying out VEs in languages other than English that VE participants are not familiar with. The discussion concluded with Dr Satar suggesting that it would be difficult to remove the power from English, but that learners could be made aware of the symbolic power of English in a critical way through VE and reflect on what actions they can take to destabilise it. The feedback on the seminar was very positive, we are grateful to BAAL and Cambridge University Press for having sponsored the event.

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BAAL-Cambridge University Press Seminar

Language and Onward Migration: Bridging Applied Linguistics with Migration Studies

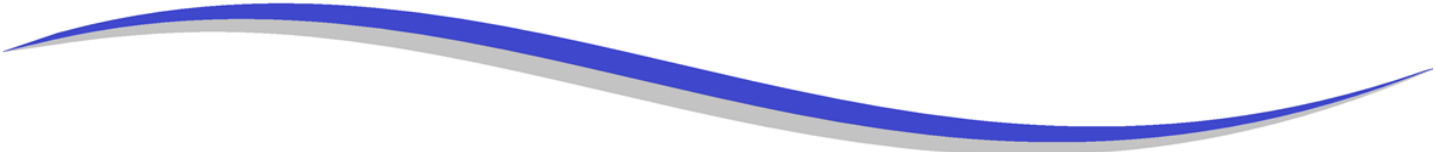
By Petros Karatsareas (University of Westminster), Vally Lytra (Goldsmiths University of London), and Adriana Patiño-Santos (University of Southampton)

In February 2024, we were delighted to host this BAAL–CUP Seminar at the University of Westminster in London. Onward migrants (OMs) are people who, after spending time in one migratory destination, remigrate to a new one. Some OMs move directly from a place of origin – for example, their country of birth – to a first destination, and from there to a second one. Others reach their most recent place of settlement after spending short periods in intermediate destinations, previous migratory destinations, and/or their places of origin (Ahrens & King, 2023).

Applied and sociolinguistic research has highlighted some of the ways in which OMs use the linguistic resources they acquire along their migration trajectories to socialise, create networks, and construct sites, places, and spaces of socialisation as distinctively, but not exclusively, ethnic spaces (Márquez Reiter & Patiño-Santos, 2021). Onward migration can also reconfigure OMs' linguistic repertoires, either by prioritising the dominant language of the destination country over that of the country of origin (Goglia, 2021) or by introducing new linguistic resources into previously established migrant communities and changing attitudes towards (the maintenance of) heritage languages (Sankaran, 2021). Scholars in migration studies have also identified language as a key element that shapes the experiences of OMs. Linguistic differences can create divisions between OMs and other migrant groups articulated around socioeconomic status, provenance, and differences in the experiences and trajectories of migration (Della Puppa, 2021; McIlwaine, 2020).

The seminar contributed to this emergent body of scholarship by bringing together two lines of theoretical work to discuss the dynamic, complex, fragmented, and temporary trajectories of OMs. First, advances coming from applied linguistics and sociolinguistics that foreground the truncated, deterritorialised, and mobile nature of postmodernist linguistic practices and resources, and the tensions between fluid and fixed forms of language and identity (Blommaert, 2010; García & Li Wei, 2014). Second, advances in migration studies that have moved away from conceptualisations of migration as a linear event with one point of departure and one destination which occurs only once in a person's life and is permanent (Jeffery & Murison, 2011; King & Karamoschou, 2019). Over two days, 42 participants from Austria, France, Greece, Italy, the UK, and the US from across applied linguistics and migration studies worked together towards a more nuanced understanding of the language and onward migration nexus. Twelve oral presentations showcased original research drawing on the study of underexplored migratory trajectories, including the migration to the UK of Albanians from Greece, Bangladeshis and Brazilians from Italy, Colombians from Spain, East Timorese from Portugal, and Sri Lankan Tamils. Other contributions examined the communicative practices of people who move between West Africa, North Africa, and Western Europe; the role of language skills in dequalification processes among highly qualified migrants in Austria; and, early childhood education and care for Syrian refugees in Lebanon. The presentations helped to achieve the following objectives:

1. To advance our understanding of the ways in which OMs are (un)able to mobilise all the different forms of language that they acquire and develop during their life courses to
 - A. communicate ways of being;
 - B. develop forms of linguistic and intercultural awareness that enable them to thrive in the societies, communities, and spaces they inhabit;
 - C. address needs and achieve aspirations linked to migration, such as improving their socioeconomic conditions.



2. To highlight some of the ways in which OMs' linguistic repertoires are linked with experiences of racism, xenophobia, and other types of discrimination as well as downward occupational mobility.

3. To foreground ways in which OMs' repertoires are linked with positive migration-related experiences, including senses of belonging, community building, achievement, and advancement in life.

The seminar additionally featured two interdisciplinary in-conversation sessions and two methodology workshops. Adriana Patiño-Santos facilitated the conversation between Rosina Márquez Reiter (The Open University) and Cathy McIlwaine (King's College London), who came together around their common interest in researching onward Latin Americans moving from southern Europe to London, albeit from different disciplinary perspectives (sociolinguistics and geography, respectively). Vally Lytra facilitated the conversation between Prue Holmes (Durham University) and Manolis Pratsinakis (Harokopio University of Athens), who reflected on their individual trajectories as researchers in applied linguistics and migration studies. The in-conversation format was extremely successful and captivated everyone present. Both conversations critically reflected on the affordances, limitations, and possibilities that can come from working together across traditional disciplinary boundaries and from harnessing the combined benefits of qualitative and quantitative methodologies. All four invited speakers emphasised the challenges and ethical dilemmas in researching migrant experiences and the nuances of multilingual research practices, underscoring the importance of understanding cultural and linguistic differences and emphasising the need for methodological adaptability in migration research. A comprehensive approach that combines both micro and macro perspectives – of the type that is applied by ethnographic and survey-based studies, respectively – as well as insights from both social and interactional data was put forward as the best way to holistically capture the experiences and challenges faced by onward migrants. The methodology workshops offered a platform for participants to develop their knowledge of and skills in two methodological approaches to the study of the language and (onward) migration nexus. Prue Holmes further facilitated the workshop *Researching in multilingual environments of onward migration: negotiating positions of linguistic power*, introducing participants to the 'researching multilingually' framework, which focuses on how researchers draw on their own and others' multilingual resources in the researching, reporting, and representation of people where multiple languages are at play (Holmes et al., 2013). Manolis Pratsinakis led the session *Mixed methods and sampling techniques in the study of language and onward migration*, honing in on large-scale surveys and respondent-driven sampling (RDS), a method that utilises social networks to produce data for 'hidden' or 'hard-to-reach' populations such as OMs who are not captured by national statistical data and/or who may be of undocumented status .

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BAAL-Cambridge University Press Seminar

Multimodality in Applied Linguistic Research: Current Trends and Methodological Implications

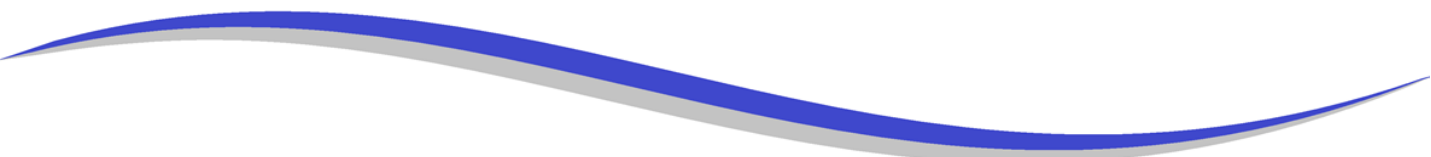
By Polina Mesinioti (University of York) & Jo Angouri (University of Warwick)

In April 2024, we had the privilege of hosting an online BAAL/Cambridge University Press seminar entitled *Multimodality in Applied Linguistic Research: Current Trends and Methodological Implications*. Multimodal approaches have been steadily evolving in the last twenty years in a range of fields, including, among others, linguistics, communication and media studies, sociology, and organisation studies, all of which articulate and ‘operationalize’ multimodality differently (Bezemer & Jewitt, 2018). Linguistic research has so far privileged certain semiotic resources, such as verbal cues, gaze, and gesture, while issues of materiality have traditionally been underrepresented, particularly in the field of discourse studies (De Fina & Georgakopoulou, 2020). Despite multimodal approaches being on the rise, the relationship between theory and analytical operationalisation needs further articulation. This seminar aimed to start addressing this gap, focusing on methodological implications, and bringing together theory and practice. Core issues addressed included theoretical approaches and cutting-edge debates, transcription approaches, and practical recommendations.

To facilitate discussions and maximise engagement, our seminar involved a variety of theoretical talks, practical workshops, and breakout sessions. We had the honour of being joined by two guest speakers with valuable experience in multimodality, with their contributions shedding light on various research settings and methodologies. Sophia Diamantopoulou (UCL Institute of Education), in her talk, *The multimodality of English language learning: A social semiotic approach*, provided an overview of multimodal theories and methods underpinning applied linguistic research, before zooming in on Gunther Kress’s (2010) multimodal social semiotic theory for communication and discussing its implications for the school subject of English. Our second guest speaker, Dr Marina Cantarutti (University of York), in her talk, *The multimodality of everyday cooperative (inter)action: a conversation-analytic perspective*, reviewed key Conversation Analysis/Interactional Linguistics contributions to multimodal studies, illustrating key findings and challenges. Professor Jo Angouri (University of Warwick), joined by Linyu Liu (Aalto University), provided an overview of multimodality and leadership in institutional settings, before drawing attention to material aspects of interaction, analysing the use of smoking spaces in a corporate setting. Finally, Dr Polina Mesinioti conducted a hands-on workshop on video recorded clinical encounters, walking attendees through data collection, transcription, and analysis, with a focus on ethical considerations in multimodal research undertaken in sensitive contexts. The speakers’ joint expertise and perspectives facilitated the discussion of methodological issues and questions related to multimodal applied linguistic research.

Approximately 40 participants, including PhD students, early career researchers (ECRs), and senior academics, attended at least some of the sessions. Attendees were given numerous opportunities to raise questions relevant to their own research, engage in discussions, and reflect on key theoretical and methodological issues. We also held three breakout sessions on ‘Methods for multimodal analysis’, ‘Language Learning and Multimodality’, and ‘The ethics of multimodality’, providing participants with opportunities to discuss topics of interest, build connections, and plan next steps. We concluded the seminar with group discussions and plans for an edited collection on methodological considerations of multimodality in applied linguistics, which we have now started organising. The seminar achieved the following objectives:

- To provide an overview of multimodal theories and methods underpinning applied linguistic research.
- To address practical implications, illustrating the ‘how-to’ aspects of conducting multimodal analyses.
- To provide PhD students and ECRs with networking opportunities.
- To start discussions on an edited collection on multimodal methodologies used in applied linguistic research, bringing together experienced and early career researchers.



Overall, the seminar covered timely issues of multimodality and materiality in applied linguistic research with a strong focus on practice. We are grateful to BAAL and Cambridge University Press for the opportunity to host this seminar, to our speakers, and participants for allowing critical reflections to come to the forefront. Polina would also like to thank the University of York for their administrative support. We look forward to furthering the dialogue on this important topic.

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BAAL Researcher Development Workshop

Entering the Dragons' Den: Pitching Qualitative Methods in Psychology of Language Learning and Teaching Research

By Charlotte Morriss (University of Leicester) and Veronika Derecskey (University of Nottingham)

On the 10th of June 2024, workshop leaders Veronika Derecskey (University of Nottingham) and Charlotte Morriss (University of Leicester) hosted an all-day BAAL Researcher Development Workshop: *Entering the Dragons' Den: Pitching Qualitative Methods in Psychology of Language Learning and Teaching (PLLT) Research* at the University of Nottingham, UK. This workshop topic was initially conceptualised by a group of inter-institutional doctoral candidates and early-career researchers interested in showcasing qualitative methods in PLLT and developed with workshop Co-Applicants Deborah Kelland (Queen Margaret University), Denny Vlaeva (University of Nottingham), Dr Bochra Kouraichi (University of Sfax) and Dr Christine Muir (University of Nottingham).



Further support was kindly provided by the workshop volunteers Siying Shen (University of Leeds) and Sundus Alzouebi (University of Warwick). Additionally, we extend our sincere gratitude to the University of Nottingham and the Centre for Research in Applied Linguistics for their instrumental support in the making of the workshop.

Over the past 20 years, there has been a growing shift in the number of qualitative studies in teaching and learning settings (Gass et al., 2020). Using theoretical advances from second language acquisition, qualitative research in classrooms and other teaching contexts has provided a much-needed perspective in understanding how language learning outcomes and experiences may be enhanced. For instance, qualitative research methods are especially well-suited to capturing dynamic and emergent interactions (Creswell & Creswell, 2017) present in the classroom and among teaching and learning stakeholders. In relation to PLLT, Dewaele (2023, p.4) has outlined potential directions for the applied linguistics field in the 'cross-fertilization between the various branches of applied linguistics and the various branches of psychology, more specifically educational psychology, positive psychology, cultural psychology, social psychology and personality psychology.' Given the growth of qualitative research in teaching and learning settings and further interdisciplinary research avenues becoming apparent in the field, it is becoming increasingly fruitful for early qualitative researchers to engage with innovative qualitative methods in PLLT. Therefore, this workshop aimed to meet the research-development needs of BAAL's PGR and ECR members holistically - not only by showcasing current qualitative methods in PLLT, but also through building capacity for grant bidding (guided by the expertise of senior researchers) to support and sustain future qualitative PLLT research.

The University of Nottingham was chosen as the workshop location due to its central location in the UK to promote in-person attendance and networking throughout the day. Further, hybrid sessions were included where possible to foster inclusion, accessibility, and encourage wider participation during this event.

Dr Sal Consoli (University of Edinburgh) started the day with a motivating plenary entitled *Methodological Innovations in Qualitative Research for the Psychology of Language Education* and a tribute to the esteemed late Professor Zoltán Dörnyei and his ongoing legacy in PLLT. The plenary highlighted how an innovative qualitative researcher is “well-informed, open-minded, critical, progressive, adaptable, reflective, and ethical” and how these qualities can be used to tackle the difficult questions we face as researchers. Moreover, the plenary outlined how reflexivity may help unpack the humanity in PLLT research, thereby pushing the edge in qualitative methodologies.



Session 2 featured Quick-Fire and poster presentations, which provided opportunities for discussion surrounding the attendees’ in-progress qualitative projects. These presentations gave insights into the emotional and motivational aspects of language teaching and learning, highlighting the importance of complexity in student engagement as well as the emotional demands and coping strategies of language teaching practitioners. The focus of session 3 was ‘Funding Challenges and Opportunities’ for the in-person attendees. This collaborative session was led by Dr Muir and aimed to build awareness of key small grant funding concepts. In small groups, the attendees collaborated to prepare a short ‘Dragons’ Den-style’ funding pitch aimed at fictional funders. The session ended with a lively roundtable discussion with the attendees and Dr Muir and Dr Consoli. All the attendees greatly benefitted from the discussions and expert insights relating to early-career funding challenges and opportunities.



The attendees were affiliated with universities in the UK and internationally from over 20 different higher education institutions. It is clear from the engagement during the workshop and feedback afterwards, that the workshop was particularly impactful for the attendees. In-person feedback commended how the workshop provided highly relevant interdisciplinary knowledge exchange. On the feedback form, one attendee greatly appreciated how the workshop allowed attendees to “get familiar with cutting-edge research using qualitative methods.” Another attendee, who was unable to attend in person due to disability, appreciated the morning hybrid format and explained how their PhD would “directly benefit from the ideas presented in the plenary and Quick-Fire sessions.” Given the success of this workshop, it is hoped there will be further showcasing opportunities for PLLT qualitative researchers in the future. Additionally, we endorse expanding methodological training for PGRs and ECRs in PLLT, as well as building awareness of the value that qualitative methods have in interdisciplinary research.

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BAAL Researcher Development Workshop

Researching pedagogy in TESOL: A Methods-Sharing Event for BAAL doctoral students

By Kristy Suet-sin Cheung (University College London)

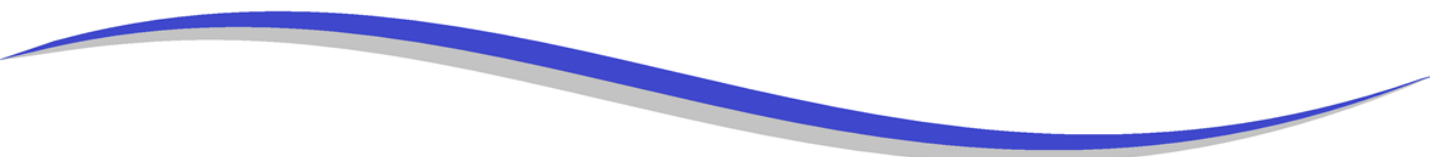
On 22nd June, 2024, I had the opportunity to host the BAAL Researcher Development Workshop 2024: *Researching pedagogy in TESOL: A Methods-Sharing Event for BAAL doctoral students* at the Institute of Education, University College London. Recent decades have seen the thriving development of new trends emerging in the realm of TESOL, with multilingualism, translanguaging, and generative AI as just a few of the most popular examples. However, TESOL as a field of research has been difficult to define, as pedagogical



concerns often take priority, and the wide range of research included in TESOL makes for a rather disparate research community. While acknowledging the critical development of these new areas of interest in the field, many parts of the world are still striving to teach English as a mandatory second/foreign language. In various TESOL courses offered, most students, who either aspire to become teachers (pre-service) or are already practising teachers, are still asking the very same question – 'How can I teach English to speakers of other languages more effectively?' In other words, 30 years after the notion of post-method was first conceptualised (Kumaravadivelu, 1994, 2006), teachers are still looking for the 'right method' (Littlewood & Wang, 2022). Against this backdrop, this workshop gathered researchers interested in pedagogical practices and explored how TESOL research can address the latest trends while still providing strong pedagogical implications. With the support from the London TESOL Research Forum (LTRF), eight senior members of LTRF and 17 doctoral students from the BAAL community joined together to achieve the following aims:

- To share and discuss the current work that PhD students researching TESOL are engaged in;
- To address different research methodologies that have emerged due to recent technological developments in the field of TESOL;
- To connect TESOL PhD students members of BAAL with colleagues in the TESOL research community.

The first two presentations were given by Ting Zeng and Rebecca Moden from the Institute of Education, UCL. They presented on *Impact of timing of modelling on L2 writing processes and products: A task-based study* and on *Learning to use single words and formulaic sequences creatively in second language writing through explicit instruction: A mixed methods study* respectively. After the coffee break, Mengqi Feng from King's College London discussed the findings from her project, titled *Exploring the value of AI-powered applications for Chinese ESL learners' development of intelligible English pronunciation*. The final doctoral presentation of the morning was delivered by Kristy Suet-sin Cheung from UCL, who presented her project *Exploring intended constructive alignment in Hong Kong secondary education through the lens of TBLT*. In these presentations, specific teaching methods, as well as the role of new technology, i.e. artificial intelligence in English language teaching, were explored. After each presentation, a senior member of LTRF facilitated a 10-minute discussion. Following these presentations, the workshop featured a special session titled *(Who leads) the TESOL teaching-research nexus?*, delivered by Prof Jim McKinley from UCL. This segment provided valuable insights into the evolving research engagement of English language teachers. Due to practitioners' tendency to find less relevance in TESOL research than would be expected, McKinley recommended in this session that researchers should allow teachers and teaching backgrounds to shape TESOL research, whilst also striving to learn what teachers are looking for within publications (see also Hall, 2023). This presentation served as a timely reminder of how to bridge the teaching-research nexus (see McKinley, 2019), as most participants in the event were first teachers, then researchers.



The afternoon session resumed with presentations focused on TESOL research methods. Mohamed Makram Mareye from the University of Surrey discussed the impact of a multicultural international education-based program on enhancing the teaching competencies of preservice English language teachers in Egypt. Alexander Black from UCL, based in Mexico, introduced an arts-based approach, adopting poetry and theatre production as data collection tools, to research washback from English Language testing in Oaxaca, Mexico. The final presentation was delivered by Yibei Wang, also from UCL, who presented on using multimodal analysis tools to explore translanguaging practices in a Chinese Complementary School in London. These three presentations demonstrated how uses of innovative research methods can bring new understanding to some established areas in TESOL.

The day ended with one-to-one mentoring sessions. These personalised interactions allowed presenters to receive tailored feedback on their research projects from the senior members of LTRF. Meanwhile, joined by Prof. Heath Rose, doctoral attendees who had not presented discussed their own research interests, linking their studies to teaching methods and discussing whether they can incorporate innovative research elements in their projects. Overall, feedback on the event was positive. Attendees expressed their appreciation for the value of the one-to-one mentoring sessions. The opportunity to engage with senior figures in the field was particularly valued, with one attendee noting the privilege of presenting to academics who had significantly informed their research. Moreover, one participant reflected on the importance of community-oriented events in the isolated and isolating doctoral research journey, stating, "These kinds of community-oriented events are such a lifeline."

In summary, this workshop successfully created a supportive environment for doctoral students to explore and discuss cutting-edge research in TESOL pedagogy. The combination of presentations, personalised mentoring, and a collaborative atmosphere provided invaluable professional development and fostered a sense of community among emerging scholars. Last but not least, it is important to state that without the funding from BAAL and support from the senior members' of LTRF, this event would not have been possible. Special thanks are due to Prof Ben Rampton, Prof Constant Leung, Dr David Wei Dai, Prof Heath Rose, Prof Jim McKinley, Dr Luis Carabantes, Mr Nathan Thomas and Dr Viktoria Magne for all their valuable support throughout the event.

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BAAL Researcher Development Workshop

Q Methodology for Applied Linguists: Principles and Applications

By Nicola Morea (University of Reading) & Xinran Wu (Xiamen University)

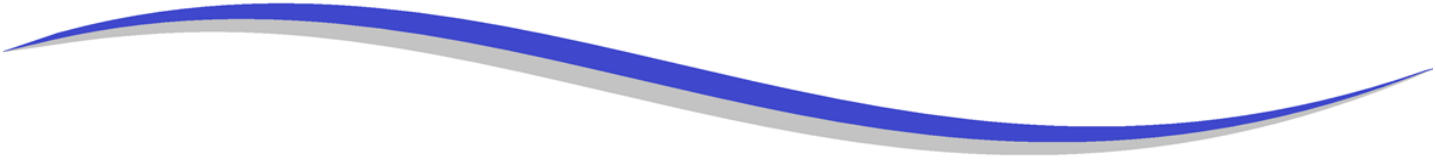
The online workshop *Q Methodology for Applied Linguists: Principles and Applications* took place in May 2024 over three weeks. Q methodology (Q) is a mixed-methods, participant-centred research methodology designed to systematically study human subjectivity. Fundamentally, it involves the application of the Q-sort method (whereby participants rank-order a set of statements on a topic based on their viewpoints) and by-person factor analysis to statistically reveal and qualitatively describe group-level similarities and differences in stakeholder perspectives. As evidenced by a surge in theoretical and empirical studies in applied linguistics (AL) (Morea & Ghanbar, 2024; Morea, 2022), Q is growing in popularity in the field as an alternative to administering large-scale questionnaires to capture and quantify psychological and affective traits. The potential of Q for AL lies both in its participant-centred approach (with participants being directly involved during the data-collection and interpretation stages) and in its ability to capture the complexities of human viewpoints.

Being a relatively novel addition to AL's methodological repertoire, training on Q is rarely provided at universities. As a result, doctoral students and early-career researchers interested in Q must rely on self-learning, either in isolation or by proactively creating networks with fellow researchers. This workshop thus offered BAAL members, and particularly students and early-career researchers, with the opportunity to receive formal training on this methodology. Specifically, the workshop introduced and explained the principles of Q methodology (Q), whilst providing participants with hands-on experience of conducting a Q study, from research design to data collection, analysis, and interpretation.

Although capped at 30 participants, we received interest from more than 100 applied linguists. Thirty doctoral students and early-career researchers were invited to the workshop, of whom around 20 joined during the three workshop days. Participants varied in terms of specialist areas, university affiliations and country. The 12-hour online workshop consisted of six sessions. The first, introductory session covered the fundamentals of Q, from its origins to its key features. Stress was placed on the epistemological and methodological tenets of Q, and an argument was made to distinguish between Q-methodology research and research simply adopting the Q-sort method. Session 2 focused on the process of designing a Q-set (i.e., the set of statements that Q-study participants are asked to rank-order into a Q-sort).

Participants were introduced to concourse theory, a Q-specific approach for sampling statements from a variety of sources (e.g., academic literature, newspapers, websites). Attention was given to quality-assurance practices to refine a Q-set, which are occasionally neglected in Q AL research (Morea & Ghanbar, 2024). Participants were provided with a preliminary Q-set and worked collaboratively to identify problematic statements or add new items. Session 3 focused on the data-collection phase of a Q study, and participants engaged with a Q-sorting activity as research participants. Session 4 provided participants with practical experience of the most important stages of Q-factor analysis. Using the free software KADE (Banasick, 2019), participants practised conducting Q-factor analysis on the Q-sorts they produced in Session 2. Finally, Session 5 focused on the final stage of a Q study, namely the interpretation of the retained factors.

Participants worked collaboratively and interpreted a number of Q factors originated from the sorting activity conducted in Session 2. The concluding session provided participants with an opportunity to reflect on what they had learnt. The session also introduced more advanced topics, such as the applications of Q in longitudinal and experimental research. After six sessions, the participants not only built a good theoretical foundation of the methodology, but also had first-hand experience of data collection, analysis, and interpretation.



Feedback from participants was collected via an online, anonymous questionnaire at the end of the workshop. Participants' feedback was extremely positive. All participants strongly felt that the workshop provided them with both theoretical information and practical experience on Q, with 75% of respondents assigning a score of 10 out of 10 for workshop quality (with 8/10 being the lowest score). When asked to provide additional comments, participants highlighted the interactive nature of the workshop, its hands-on approach, as well as the clarity with which the workshop content was presented. Additionally, several participants expressed their wish to receive further training on Q.

When considering the implications for applied linguists, the keen interest in the workshop from the BAAL community confirms both the attention that this methodology is receiving in the field of AL and the lack of university-based training on Q. The decision to cap participant number to preserve the interactive nature of the workshop meant that a considerable number of interested BAAL members (most of whom are doctoral students and early-career researchers) were unable to receive training on Q. As a result, we believe there is scope to respond to the interest and needs of the BAAL community by either re-proposing this workshop in the future or expanding it to involve a larger number of participants. Finally, we would like to take the opportunity to thank BAAL for sponsoring this Researcher Development Workshop.

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BAAL Researcher Development Workshop

How to use an interdisciplinary approach in applied linguistics research

By Joana Almeida & Yvette Wang (University of Warwick, UK)

On 21st May, the BAAL Research & Development workshop on interdisciplinary approaches in applied linguistics research was organised by Joana Almeida and Yvette Wang from the University of Warwick. The workshop gathered 9 PhD candidates and early career researchers (ECRs) from different higher education institutions in the UK, Australia and New Zealand, the latter of which as visiting scholars in the UK. While Interdisciplinarity has gained increasing ground in higher education, there has been limited academic support and training provision on how to conduct interdisciplinary research. A harsh reality for doctoral students and ECRs in Applied Linguistics, is that on the one hand, most doctoral programmes are strongly framed by disciplinarity and designed to socialize them as the disciplined researchers; on the other hand, they are expected to go beyond disciplinary boundaries and their post-PhD applications are often evaluated in relation to their interdisciplinary skills and experiences.

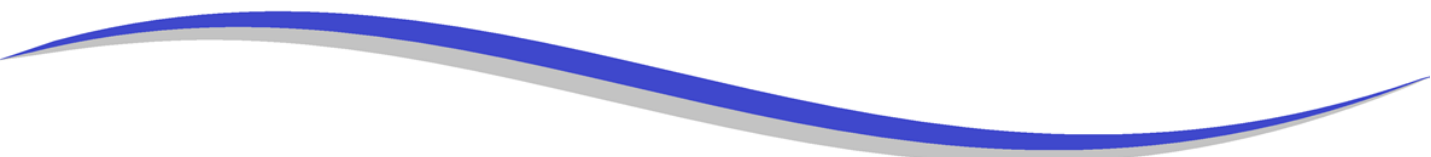
Given this backdrop, this 7-hour workshop was developed to respond to the pressing need for hands-on academic support on how to effectively use interdisciplinary approaches in Applied Linguistics research. For these purposes, the workshop was organised into four main activities that aimed to equip participants with interdisciplinary research skills and tools that could foster their research development, namely by: (1) examining their areas of research interest through an interdisciplinary lens, and (2) providing hands-on sessions and resources on how to use interdisciplinary approaches in Applied Linguistics research. This approach was meant to help doctoral students and ECRs to investigate their research problems more comprehensively, even if these are primarily rooted in Applied Linguistics. Simply put, the workshop aimed to guide participants in integrating insights from different disciplines by applying the steps of the interdisciplinary research process (Repko & Szostak, 2020) so as to address their research problems more comprehensively, i.e., against variables of interest rather than pre-set mono-disciplinary frameworks (Almeida, 2020).

Workshop activities included:

- a teaching session on the differences between interdisciplinarity, multidisciplinary and transdisciplinarity, as well as the steps of the interdisciplinary research process;
- a group activity to develop a joint interdisciplinary research project (reflecting participants different research interests and experiences);
- a group presentation about the developed research projects;
- a hybrid round table and Q&A session with guest speakers from Applied Linguistics, Psychology and Sociology. The invited guest speakers were: Prof Richard Smith (University of Warwick, Applied Linguistics), Prof Emeritus Martyn Barrett (University of Surrey, Psychology), and Dr Rachel Lewis (University of Warwick, Sociology).

During the group work, participants gathered in groups of three and followed the first three steps of the interdisciplinary research process to develop their group project, namely: (1) defining the problem or research question, (2) justifying the need to use an interdisciplinary approach, and (3) identifying relevant disciplines. All groups had the opportunity to present their project and receive feedback both from the workshop organisers and keynote speakers. At the end of the workshop, during the roundtable, keynote speakers shared their personal experiences of multidisciplinary, interdisciplinarity or transdisciplinarity, depending on their personal work experiences.

To assess the usefulness of the workshop and potential impact of interdisciplinary approaches on Applied Linguistics research, a brief online questionnaire was distributed to all participants.



Their feedback was overwhelmingly positive, with participants rating the usefulness of the workshop for their research development as 4.8 out of 5, and emphasizing aspects such as the workshop organisation, hands-on activities, collaboration and networking with peers, input from speakers across different disciplines.

In terms of the implications for Applied Linguistics research, participants pointed out the potential of interdisciplinary research in developing more informed solutions and a holistic understanding of complex social phenomena or problems, making applied linguistics research more relevant through its connections to different disciplines or areas of study, broadening the scope of Applied Linguistics research through the integration of diverse concepts, methods, and insights. At the same time, participants also highlighted the role interdisciplinary approaches may play in making Applied Linguistics research less unfamiliar to those outside the discipline.

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NéALA2025 conference – The Natural and the Artificial in Applied Linguistics: A Time of Paradoxes.

By Anissa Hamza-Jamann, Alex Boulton, Gregory Miras (CNRS Université de Lorraine)



AFLA (the *Association Française de Linguistique Appliquée*) is the sister AILA affiliate of BAAL in France. We are organizing the [NéALA2025 conference](#) and calling for innovative and insightful academic proposals. The conference theme, *The Natural and the Artificial in Applied Linguistics: A Time of Paradoxes* will explore the impact of AI and digital tools on language use, teaching, and learning. NéALA2025 seeks to contribute to this debate of the continuum between the natural and the artificial in applied linguistics.

The idea of a contemporary paradox raises issues about the shift between the natural and the artificial in applied linguistics. A link can be perceived as an opposition, an interdependence, a complementarity or even a transformation that may require critical scientific analysis. The emergence of large language models (LLMs) such as ChatGPT (Casal & Kessler, 2023) formulating credible answers has plunged the world into wonder on the one hand and panic on the other, undermining the place of human creation. Yet for Poibeau (2023, online) "[w]here creativity is concerned, I don't think we can attribute such a quality to a machine. To be creative, you need to have a goal, an intention, which artificial intelligence systems don't have. They are 'only' mathematical models, and the intention remains with the human who sets the theme. Should we seek to go beyond this? That's an ethical question that remains open to debate." NéALA2025 seeks to contribute to this debate by questioning the continuum between the natural and the artificial in applied linguistics (Finardi, 2023).

We invite BAAL members to join leading experts and researchers in a dynamic exchange of ideas and findings in one of the three strands relating to the overall theme of "natural" and "artificial" in applied linguistics: *Strand 1: The challenges of naturalness in applied linguistics; Strand 2: The place of AI in human activities; Strand 3: The unexpected (unthinkable) in the digital world and beyond*. The conference accepts proposals in French and English. Our three plenary speakers are: Thierry Poibeau (CNRS & ENS-PSL & University Sorbonne Nouvelle) who will speak about the impact of AI on society from the perspective of Natural Language Processing; Karèn Fort (Loria, Sorbonne University) who will question the ethical dimensions of AI, and Sal Consoli (University of Edinburgh) who will discuss the case of narrative inquiry and researcher reflexivity in light of AI developments.

Submit your proposals to NéALA2025 and join us from 2nd to 4th July 2025 at the Université de Lorraine (Nancy, France – 90 minutes from Paris by high-speed train or 90 minutes from Luxembourg Airport by train). Discover the city where AILA was created in 1964, the beauty of the Lorraine region and the original quiche!

Website: <https://neala2025.sciencesconf.org/?lang=en>

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Rediscovering the Scottish Languages Review: Sparking Fresh Conversations in Language Learning

By Fhiona Mackay; David Roxburgh; Paul Hare and Lynne Jones (Scottish Languages Review Editorial Team at the University of Strathclyde)

The [Scottish Languages Review \(SLR\)](#) is a journal dedicated to promoting innovative and reflective approaches to language education nationally and internationally. It has been a resource for educators, researchers, and policymakers interested in the field of language learning and teaching. Since its inception in 2003, SLR has aimed to bridge the gap between theory and practice by providing a platform for the exchange of ideas and experiences within the language education community. With the latest edition of the SLR now available to readers, it is actively seeking to broaden its audience and appeal to a more diverse readership. The upcoming issue, planned for Autumn/Winter 2024, aims to not only uphold the fostering of dialogue and innovation in language education but also to expand its reach, inviting future contributions and engagement from a wider range of educators, researchers, and practitioners. As its Editorial Team, we are keen to give you an insider's view and share our insights, advice, and visions for the SLR.

Fhiona Mackay, Director of Scotland's National Centre for Languages (SCILT) and the Confucius Institute for Scotland's Schools, emphasises the SLR's role in bridging gaps between research, practice, and policy, "The SLR is more than just a journal; it's a conversation starter, a place where the theoretical meets the practical in ways that can genuinely impact language learning and teaching. We're looking for contributions that challenge the status quo and offer fresh insights into language education from Scotland, the UK and globally." Reflecting on the SLR's commitment to diversity and accessibility, Paul Hare, a Senior Language Teaching Fellow in Italian at Strathclyde, is keen to emphasise that the team want the Review to become a platform where anyone with a stake in language education, whether they are classroom teachers, researchers, or policymakers, can share their work and contribute to the wider conversation. For him, "It's about creating a rich tapestry of experiences and insights that can inspire and inform."

Lynne Jones, Professional Development Officer at SCILT, discusses the updated submission guidelines and what they mean for potential contributors with the aim of encouraging a broader range of voices to become involved, "Whether it's sharing an innovative teaching method, a piece of cutting-edge research, or reflections on policy, we want the SLR to represent the diverse landscape of languages education today." The team has revamped the SLR webpage to invite a wider range of articles in 4 key categories:

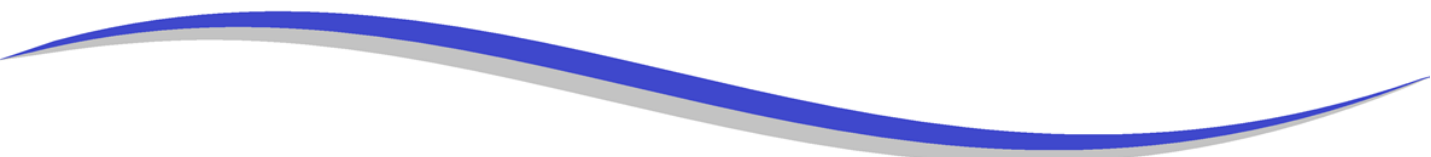
Research working papers: These might be in the form of summaries of empirical research, case studies, action research or research vignettes;

Practice insight working papers: These will be focused on relevant teaching and learning practices;

Thought pieces: These offer opportunities for contributors to share opinions, reflections or critiques of teaching and learning practice, research and/or policy; and

Book or conference reviews: These focus on books or events which relate to practice, policy or research around languages education.

Finally, David Roxburgh, Principal Teaching Fellow in the Strathclyde Institute of Education, speaks to the collaborative nature of the review process and the value it adds to submissions when stressing that contributing to the SLR is an opportunity for professional growth and development. "Our review process is designed to be constructive, to help authors refine their work and ensure that the articles we publish are not only of high quality but also meaningful and relevant to our readership." To that end, the editors are keen to receive interest from those wishing to act as reviewers and will support those new to that role.



As the SLR starts this new phase of its journey, we are reaching out to teachers, researchers, and practitioners everywhere to get involved and collaborate to shape the future of how we teach and learn languages. By means of inspiration and illustration of the varied nature of the SLR, the current edition covers a diverse range of themes including exploring the experiences of visiting Chinese exchange teachers in Scotland; the contradiction between Scotland's emphasis on play-based learning and its absence in language teaching; arguments for expanding intercultural understanding, to facilitate the development of the tools learners require to communicate out with the boundaries of their own cultures; and a review of an international symposium on Arabic language learning shedding light on the partnership efforts to introduce the language and culture into schools, and sharing insights on common challenges and solutions.

With the Team leading the changes, the SLR is all set to continue its tradition of sparking discussions and embracing new ideas in language education. To submit or discuss ideas for new articles in future editions, contributors can get in touch at scilt@strath.ac.uk. For more information on submission guidelines and themes, please visit: <https://bit.ly/SLR-SCILT>.



Multilingualism In Focus

"管"与惯习：在爱尔兰养育多语言华裔儿童

Guan and Habitus: Raising multilingual children of Chinese heritage in Ireland

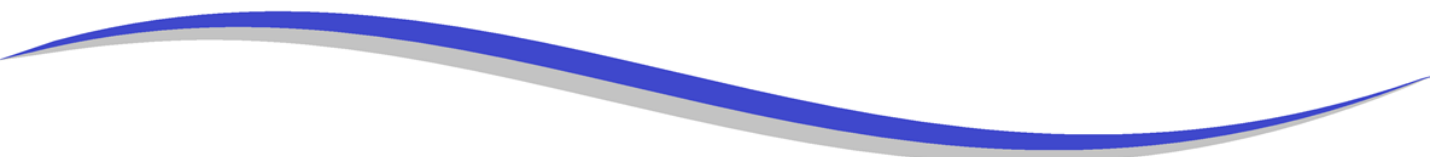
By Angie Baily (University of Bath)

Abstract: My study focuses on Chinese immigrant families in Ireland, and explores the Chinese concept of *guan* and the role it plays in Family Language Policy (FLP) in relation to Heritage Language (HL) development. Using a mixed-method approach, it examines the role of parental *guan* in FLP decision-making, its influence on children's language development and also explores how adolescent children view *guan*. By engaging in indigenous and culture-based child-rearing philosophies, the study moves beyond Western cultural beliefs to highlight the role of culturally specific language practices and their implications for language maintenance. The findings revealed the positive and inextricable link between *guan*, cultural values and language transmission within immigrant families.

我的博士研究专注于爱尔兰的中国移民家庭，主要探讨中国的“管”这一概念在家庭语言政策（FLP）中的作用，以及其与传承语言（HL）发展的关系。研究采用混合方法，探讨父母的“管”在FLP决策中的作用、它对儿童语言发展的影响，以及青少年对“管”的看法。通过探讨本土和基于文化的育儿哲学，该研究超越了西方文化信仰，突出了文化特定语言实践及其对语言维护的影响。研究结果揭示移民家庭中“管”、文化价值观和语言传播之间存在的积极且密不可分的联系。

In recent years, Ireland has witnessed an unprecedented rise in the migration of people and families transforming the linguistic and cultural landscape. This has impacted all sectors of society from healthcare and education to families and individuals, influencing even the languages spoken within the home domain. Within my own home, as an Irish-born and raised woman married to a Chinese man, I exclusively speak Mandarin Chinese with our children. Curiously, I found myself frequently questioned not about my connection to China, but rather about my children's Chinese proficiency. The answer is a simple yet profound concept: *guan*. My doctoral research explored how the practice of *guan* (管), an indigenous Chinese socialisation concept rooted in cultural beliefs, is practiced by Chinese immigrant parents and perceived by their adolescent children. 管是一个中国的育儿概念，广义上指爱，引导，养育，训练和管教 (Chao, 1994) . 反之，这个概念也可被解读为，如：过度管束 (Chao & Tseng, 2002) 和权威型教养 (Yi, 2013). *Guan* is a Chinese parenting concept broadly translated as love, guide, nurture, train, and govern (Chao, 1994). Conversely, it can be interpreted as excessive control (Chao & Tseng, 2002) and authoritative parenting (Yi, 2013). While *guan* has been studied in the field of parenting, little is known about the role of parental *guan* and its potential to influence language practices in the home.

Many existing theories of family language policy are built upon “Western-centric, canonic epistemologies” (Rafael, 2019) often overlooking the cultural nuances inherent in diverse family dynamics. 随着其在全球范围内日益增长的影响力，中国吸引了许多研究者的关注，可能是亚洲研究最多的地区。但是，人们对家庭中隐含的文化复杂性和习俗（例如，管）以及这些是否影响家庭所选择的语言政策知之甚少。 With its growing influence worldwide, China attracts a lot of attention from researchers and is possibly the most studied region in Asia, yet little is understood about the implicit cultural intricacies and practices embedded within the family and whether these impact on the families' chosen language policies.



By adopting indigenous and culture-based child-rearing philosophies, I aimed to highlight the role of parental *guan* in heritage language (HL) development and its perception as (un)necessary or (in)effective by their adolescent children. Viewing it through Bourdieu's habitus and a Confucian lens, I sought to deepen our understanding of why some family language practices are successful while others are not.

The study combined qualitative and quantitative data to understand and interpret the practice of *guan* in the home domain. Questionnaires were filled out by 91 families and 9 adolescent participants. Additionally, I used semi-structured in-depth interviews and focus group discussions from six families in rural Ireland. In my pursuit of understanding the dynamics of *guan*, my immersion in the study was my guiding light but also almost blinded me from my research questions. The data collection confronted me with unforeseen challenges and I had to ask myself was I becoming too involved in the research and potentially (mis)leading the data. Although I believed I understood my participants' way of thinking, I wondered was I flawed with a Eurocentric lens, tarnishing both my understanding of what my participants believed, and even more unethically, was I in danger of leading them away from their understanding of their home practices and interpreting them incorrectly? These questions challenged me to delve deeper into the complexities of reflexivity and positionality - something I still struggle with.

The research revealed that parents' ideologies and consistent investment in children's linguistic and educational development in terms of time and effort significantly influence HL acquisition. *Guan* was observed to encompass a mix of authoritarian and authoritative parenting styles. Also, visible is the parents' strong belief that despite the discomfort *guan* may implicate, it is necessary for children to grow in the 'right' direction. Such strong beliefs are often reflected in their high expectations for their children's education and language development. Furthermore, adolescent participants viewed parental *guan* positively, perceiving it as both effective and necessary in developing and maintaining the HL and on keeping them on the right track. According to this belief, strong and effective *guan* is not contingent on parents' educational or socio-economic background and has the potential to support all migrant families who endeavour to have their children speak the HL.

The study responds to the linguistic and demographic changes in Irish society and makes an important contribution to knowledge about indigenous practices which may support the multilingual development of children in transnational families. Its focus on families in rural Ireland provides scope to develop the HL in the absence of large communities and language schools. Critically, the article expands on current scholarly discussions of identity, beliefs, and agency within the field of family language policy.

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Call to join a new Coalition for Language Education

By Ben Rampton & Mel Cooke (King's College London)

UK language education faces major challenges – it is underfunded, straitjacketed by regulation and assessment, and it is often seriously out of step with the realities of contemporary linguistic experience. It is common to find individuals who learn or teach language in different types of class during the week, and families where everyday, people bring the experience of different kinds of language learning to the evening meal. But in addition to narrow instructional regimes and often adverse working conditions, the institutional segmentation of language education itself inhibits the creative and critical synergies potentially available within this dynamic (and stratified) plurality.

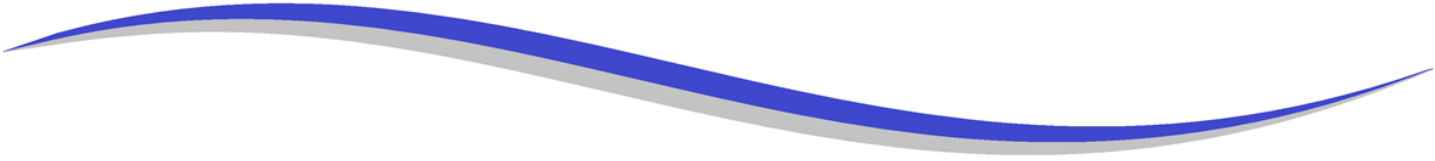
A lot of individuals, organisations and associations now recognise this problematic situation, and over the last few months, a coalition has emerged, seeking to generate a stronger, clearer sense of the bigger picture, to add weight in interaction with local and national policy makers, and to build new habits of cross-sectoral conversation between English, EAL, EAP, EFL, ESOL, HHCLs, MFL, BSL, reaching across primary, secondary, further, supplementary and higher education, whether state-funded, not-for-profit or commercial.

There is robust support for this initiative in the [initial consultation](#) that we ran last summer, and earlier this year in March, the emerging Coalition agreed a '[Founding Statement](#)'. Its growing list of signatories includes individuals, academic units, NGOs and BAAL, ALL, BALEAP and NATECLA (so far). Currently, we are developing a website, exploring different ways of connecting, and planning publications and events – including one at the BAAL AM in September. We would very much welcome your participation as an applied linguist – in the words of the last of our six 'Fundamental Tenets':

“Universities have many of the same issues to consider as other educational institutions. But academics often still have more autonomy than colleagues in other sectors, and they can be well positioned to bring systematic and potentially illuminating theories and accounts of language development and cultural change to discussions of language education. Collaborative dialogue with non-academic stakeholders is crucial to this, influencing university research, teaching and teacher training, feeding into policy, practice and intervention beyond. Students, too, can introduce a vital understanding of contemporary diversity, themselves playing a significant role developing partnerships with organisations and groups outside.”

Six general tasks for the Coalition have been identified so far:

- 1) *Identifying collective problems* in open, reflexive and action-oriented discussion;
- 2) *taking action on policy*, activating our expertise, advocacy and/or ground-level organising skills to engage with policy actors across a range of different levels and locations;
- 3) *reinvigorating models of language for education*, recognising the dense interweave of structure, activity and culture in communicative practice, along with its multi-modality and multi-mediation, also ensuring that our models resonate across the curriculum as well as in areas like health and social care;
- 4) *engaging with linguistic stratification & diversity*, developing capacities and confidence across a plurality of styles and forms of communication, standard and vernacular, promoting strong sociolinguistic reflexivity right across the board;
- 5) *probing traditional boundaries*, looking to expand communicative repertoires in partnerships connecting education to homes, workplaces, communities and diasporas, as well as different sites and levels of education;
- 6) *supporting language teachers & professionals, and enriching teacher education*, pushing for much more ITT and CPD tuned to our tenets, for broader recognition of teachers', own linguistic repertoires, for more interaction with research, as well as decent pay and conditions



This might look like quite a challenging agenda, but around the UK (and beyond), it is not hard to find the commitment, values, ideas, research *and* linguistic realities required to take it forward. A Coalition can help to bring all of this together, ultimately broadening and enriching UK language education. If you would like to sign up, have a look at our [Founding Statement](#), and then email ben.rampton@kcl.ac.uk and melanie.cooke@kcl.ac.uk with your name and organisation, maybe also indicating how you might be able to contribute to this collaborative endeavour.

Further references

Coalition for Language Education 2024 [Founding Statement for a Coalition for Language Education](#). *Working Papers in Urban Language & Literacies* 323 (at www.wpull.org)

Rampton, B. 2023. [A new coalition for language education?: Report on an initial consultation](#) *Working Papers in Urban Language & Literacies* 321 (at www.wpull.org)



PhD Report

Topic-based teaching of metaphor in an EFL syllabus: A longitudinal study of achievement at B2 level

By Marta Martín-Gilete (University of Extremadura)

This doctoral thesis presents a longitudinal study analysing the impact of integrating cognitive-linguistic (CL) oriented methods into a topic-based EFL syllabus, aligned with the CEFR B2 level descriptors. It explores how CL-inspired activities enhance natural metaphor usage among L2 learners as their language skills develop, focusing on conventional metaphors. This quasi-experimental study involves 40 Spanish-speaking secondary school students preparing for B2 level, comparing the vocabulary growth of 20 students receiving explicit metaphor teaching (experimental group) with that of 20 students engaging in a standard communicative vocabulary approach (control group). The results reveal that metaphor-mediated instruction enhances metaphor usage frequency and diversity in topic-based contexts, increasing learner confidence and vocabulary depth in both speech and writing. However, increased metaphor usage is not always directly tied to the teaching-learning process. Discourse nature and task conventions also play key roles, and may not necessarily indicate a deeper understanding of metaphors or the ability to deploy them in context. This study highlights the challenges of CL-inspired instruction, which primarily focuses on the conceptual dimension of metaphor, in ensuring consistent accuracy in L2 production of linguistic metaphors. This suggests a need for a more holistic approach that fosters not only deeper cognitive engagement but also teaching lexico-grammatical patterns and pragmatic aspects. Using topic-based metaphors does not automatically lead to higher performance in speech and writing, particularly with unconventional metaphors, as per standard assessment criteria. This suggests a potential mismatch between the importance of metaphor in L2 learning and its assessment in real-world testing environments.

Key words: Cognitive-linguistic inspired instruction; Metaphor production; Standard L2 assessment.

You may access relevant references and read more about my PhD project here:

Martín-Gilete, M. (2024). *Topic-based teaching of metaphor in an EFL syllabus: A longitudinal study of achievement at B2 level*. [Unpublished doctoral dissertation]. University of Extremadura. <http://hdl.handle.net/10662/19203>

A Note from Marta Martín-Gilete:

For those who have not met me yet, my name is Marta Martín-Gilete. I am a junior lecturer in the Department of English Studies at the University of Extremadura, Spain, where I teach undergraduate courses in English Language and Applied Linguistics. My main research interests concern applied linguistics, cognitive linguistics, and figurative language. I am an active member of the “English Language and Applied Linguistics” research team at our university. My research includes projects on applied metaphor research, L2 vocabulary acquisition, and discourse analysis, often in collaboration with local and international colleagues, many of whom are BAAL members. My open-access publications can be accessed here: <https://dehesa.unex.es/browse?type=author&authority=ad55f0ed-8156-4932-9231-8988b323bcc6>

I am excited to share the recent completion of my doctoral thesis on the application of metaphor in teaching of English as a foreign language (TEFL), which has been awarded Cum Laude with International Mention by the Doctorate Programme in English Linguistics Studies at the University of Extremadura. My PhD dissertation is available for open access here: <http://hdl.handle.net/10662/19203>. I am deeply grateful to my academic supervisors, Dr. Fiona MacArthur and Dr. Ana M^e Piquer-Píriz, for their invaluable guidance and support. Their introduction to the world of metaphor studies and applied linguistics has been fundamental in my academic journey. I am also grateful to the members of the examination board and international external examiners for their enriching feedback and suggestions for further research.

If you are interested in my research or wish to discuss potential collaborations, please feel free to email me at mmgilete@unex.es or connect on X: @mmartingilete. I look forward to exchanging ideas and exploring how my findings might complement your research.



Book Reviews

Poole, R. (2022) *Corpus-Assisted Ecolinguistics*. London: Bloomsbury. ISBN 9781350138551. 224 pages.

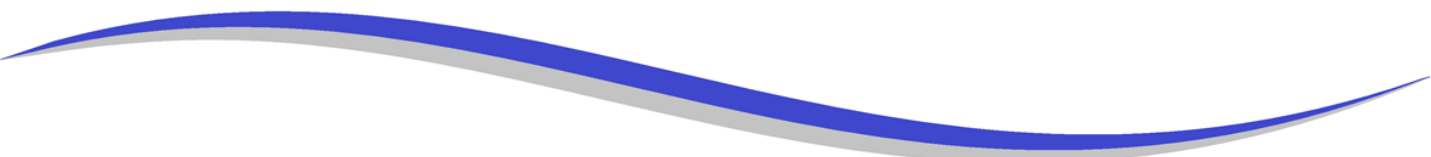
Poole understands ecolinguistics as the study of how we speak about the relationships between humans and animals, plants, natural resources, and the environment in general, and how this influences how we think and therefore how we act. Much work on ecolinguistics was inspired by Halliday (1990), who argued that linguistic patterns can construe reality in “a way that is no longer good for the health of our species”. The field, though relatively new, is extensive. Chen (2016) and Penz and Fill (2022) survey dozens of articles. Two journals published special issues on ecolinguistics, *Language Sciences* in 2014 and *Text & Talk* in 2022. Poole’s book appears in the series *Advances in Ecolinguistics*, which itself contains ten books (Poole is co-editor). Poole himself has published a further half-dozen articles on ecolinguistics, and his on-line bibliography contains over 600 titles: https://www.zotero.org/groups/4469955/ecolinguistics_bibliography/.

Ecolinguists not only describe texts, fiction and non-fiction, which happen to be about biodiversity, climate change, natural resources, tourism, and so on. They aim to change the world, by showing that everyday language use often embodies destructive worldviews. Studies assume at least a weak form of the Whorfian hypothesis: language supports the social construction of reality. Such studies are almost inevitably socio-political: they try to raise awareness of ecological crises, encourage alternative ways of talking about the world, and ultimately change people’s behaviour. Ecolinguistics therefore has much in common with critical discourse analysis, which studies how stylistic choices express, often subconsciously, ideological assumptions. Poole explicitly adopts a socio-political stance. He talks of the “exploitation and destruction of the environment” and of “the ecological crisis which the world now faces”. He wants to show how language can “mediate our perceptions” and perpetuate “troubling conceptualizations”.

He reviews three areas in some detail: the history of ecolinguistics from Humboldt via Haugen to Halliday; standard work on corpus compilation, corpus-assisted textual analysis, collocations, keywords, semantic tag analysis, and statistical comparison of texts with reference corpora; and studies of the discursive representation of ecological crises and other cultural and political issues. And he provides four independent case studies, all based on American data. He uses large reference corpora to study representations of North America from the 1800s onwards, as shown by evaluative adjectives collocating with the word *wilderness*. Frequencies change from *vast* and *great*, via *distant* and *barren*, to *national* and *designated*, which indicate the legal status of areas of land. Some interpretations seem only indirectly inferred from the empirical data. He attributes religious meanings to some collocates (*savage*, *desolate*), and interprets others (*pristine*) as apparently positive, but implying that humans are separate from the natural world. He admits perhaps over-emphasising the single eco-keyword *wilderness*.

He reviews examples of new nature writing, climate crisis and eco-science fiction, and discusses a bestselling 2018 novel, *The Overstory* by Richard Powers. A semantic annotation of the text with Rayson’s WMatrix software shows that grammatical patterns which attribute animacy and agency to trees and forests occur significantly more frequently than in a multi-million word corpus of contemporary American fiction. He discusses newspaper articles about cows escaping from slaughterhouses. The comparison with large corpora is, he admits, not really necessary to explain some obvious puns (moving/mooving, stake/steak a claim) and phraseology which compares animals fleeing slaughter to human fugitives from justice. The small text collection, originally designed for a classroom activity on language awareness, makes the point by itself that the articles are not objective journalism, but turn animal suffering into whimsical comedy.

He analyses 800,000 words of blog posts, between 2010 and 2020, by environmental groups campaigning for the protection of places of cultural value. He identifies place names and their collocates (again using WMatrix), and combines this with geo-tagged data on their location, to study how divergent ways of naming places can “influence perception and action”.



He notes that integrating computer-assisted discourse analysis with geo-referencing generates so much data that many alternative patterns could have been studied, possibly with different qualitative interpretations.

These studies provide excellent examples of how individual words and collocations express affective meanings. Only one study discusses grammar, although it is arguably most valuable for ecolinguists to reveal grammatical choices since, as Halliday (1990) shows, they are typically far below the level of consciousness, and accessible only with descriptive linguistic methods.

After 30 years of ecolinguistics, it is reasonable to ask whether methodological and theoretical issues with such socio-politically motivated work have been clarified. Poole explicitly states his own ethical framework, but never directly discusses whether his analyses are replicable, independently of his own views. Nor does he say exactly how language use affects habitual thought. He illustrates clearly how information can be differently coded, and it is entirely plausible that our everyday language habits manufacture attitudes and beliefs. But he provides no non-linguistic evidence of how people respond to texts (advertising, news reports, whatever) which spread “troubling conceptualizations”, or of how they respond to linguistic analyses of such language. After all, he quotes a sentence from Powers’ novel (three times): “the best arguments in the world won’t change a person’s mind”. The case studies are good examples of the well-known definition of applied linguistics: “the theoretical and empirical investigation of real-world problems in which language is a central issue” (Brumfit 1995: 27). But I would have welcomed Poole’s more explicit thoughts on the theoretical assumptions which underlie his empirical studies.

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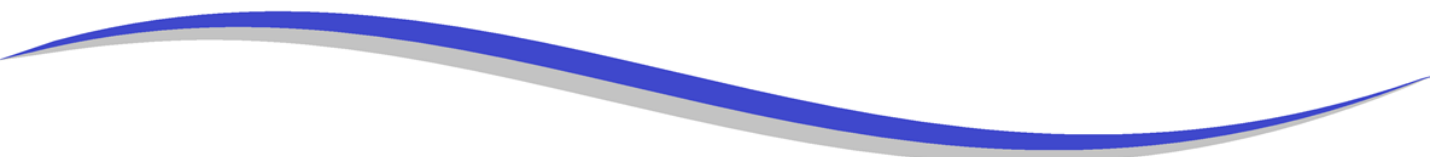
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Michael Stubbs, University of Trier, Germany.

Burton, Graham (2023) *Review of Grammar in ELT and ELT Materials*. Bristol: Multilingual Matters. ISBN: 978-1-80041-527-0. 208 pages.

Grammar lessons are often received with an air of inevitability by students. Few relish them, with most resignedly accepting their necessity, like a routine dental appointment. Teachers, meanwhile, depending on their background and entrance to the profession might also dislike or even fear grammar teaching, with some teachers afraid of questions that they cannot answer. Nonetheless, students rely on teachers and course materials for reliable, accurate models and for practice of relevant, useful grammatical structures. This book has three stated aims: (1) to understand how the consensus of a canon of ELT grammar developed, (2) how it looks today, and (3) question if the canon reflects the ‘empirical evidence on how grammatical competence develops in English language learners’ (p.19).

The early part of the book provides the reader with a historical background to the topic. Chapter two, for example, places grammar in its broadest possible context from the broad understanding the Ancient Greeks had through to the development of Pedagogical Grammar more recently.



The content, design and sequencing of this latter idea is discussed before moving onto a detailed exploration of the concept of Competency Levels and how these influence, and are influenced by, the publishing industry. Burton highlights the ‘number of restrictions’ (p.36) that are placed on materials writers by publishing houses meaning that coursebook coverage of certain items (progressive forms, for example) can ‘simplify or misrepresent’ them (p.37).

Then, in chapter three, Burton talks us through the development of an ELT Grammar Canon from the earliest formal description of English in the late sixteenth century, plotting the changing approaches, audiences and foci of Grammars. Particularly interesting for me in this section was seeing how the grammatical knowledge of teachers themselves has changed over time: Burton makes reference to the ‘Question Box’ of *ELT Journal* which ran from its first issue until the 1980s. He presents a selection of questions, asked by teachers at the time, the answers to which seem ‘simple’ (p.49). Thus, a knowledge of ‘ELT grammar had yet to be formed’ (p.49). Another theme that is traced here, is how the grammar book has changed according to the needs of its users, first teachers of English, and latterly the students themselves.

In the second section of the book, Burton turns to the data collected from interviews and case study explorations of the presentation of three grammar topics in a range of coursebooks and grammar publications. Firstly, the interviews with authors and editors, ‘key figures in the ELT publishing industry’ (p.64) of whom eight are named and two remain anonymous. The interview procedures and questions are shared, along with an overview of thematic analysis and the ways that the researcher has assured rigour in what is always a subjective process in order to arrive at the two main themes ‘influences and input’ and ‘ELT past and present’ (p.68). These two chapters, discussing ‘The Canon Today’ and ‘The Canon in the Past and Present’, share the data from the interviews which ‘relates to these themes’ (p.69) and consist of extracts from the interview transcripts, with authorial commentary, and grouped to help the reader understand the basic themes that arose from the data. Although quite lengthy, these sections are very readable and are interesting insights into some key perspectives and history about how ELT grammar has arisen. Indeed, for an ordinary classroom teacher or a staffroom of teachers, the issues and questions raised in these chapters could form the basis of some important discussions or CPD sessions.

Then, we are presented with case study analyses of the three grammatical topics from historical (pedagogical) grammar sources. Burton explains that these topics arose out of the interview data. As before, some of the discussion here could prove a very fertile basis for practitioner discussion and debate, such as the section discussing the inadequacy of the system we use for the teaching of conditionals or the seeming misrepresentation (as compared with the English Grammar Profile) in coursebooks of ‘actual usage’ (p.124) when it comes to certain structures of relative clauses. Perhaps not surprising, but nonetheless quite telling, is that ‘there is a high level of agreement on coverage [... and] strong agreement on ordering’ (p.134) in coursebooks regarding the case study grammar topics, which leaves me thinking that there is an interesting future study to be done to contrast grammar coverage and ordering on a broader range of grammar topics in different coursebook series. Especially so, given the suggestion that the English Grammar Profile suggests that learners are far more capable than the coursebooks might lead us to believe (p.134).

In the final chapter, Burton presents his conclusions on three questions posed at the beginning and how the study reported in the book has addressed them. He acknowledges the limitations of the study and goes on to argue that the contextual ‘norms and needs’ (p.173) bind course designers and those ‘producing mainstream ELT materials’ (p.173). Despite answering his stated questions, Burton left me with more questions and this is why I feel that this is a necessary book: we cannot keep teaching grammar topics in the same way as before simply because that is what we have always done. If sequencing, coverage and examples are supported by corpus data then all is well, but if not, then we need to rethink what we teach.

Chris Richards, British Council School, Madrid.

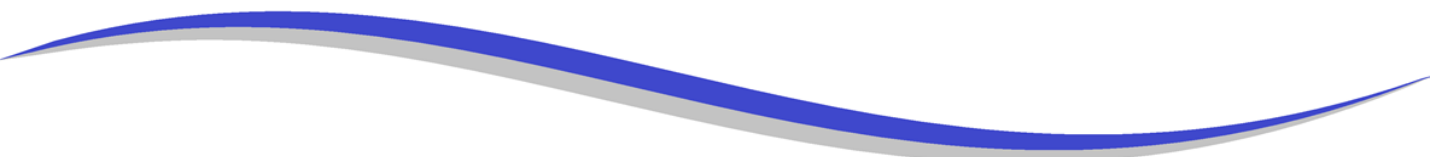


Walkinshaw, I. (2022) *Pragmatics in English as a Lingua Franca: Findings and Developments*. Berlin, Boston: De Gruyter Mouton. ISBN: 9781501512520. 239 pages.

It is Taguchi and Ishihara's (2018) call to re-examine pragmatic competence from a non-essentialist viewpoint that runs through *Pragmatics in English as a Lingua Franca*, and this conceptualisation of ELF pragmatic competence as a co-constructed, fluid and negotiated construct that is socially situated and shaped by the linguistic and cultural repertoires of the interactants is explored and illustrated by the contributing authors. The book is divided into three sections that approach this broader view of ELF pragmatics from different angles: theoretical, pragmalinguistic, and sociopragmatic.

Part 1 considers this re-conceptualised view of the ELF pragmatic construct through the lens of theory and methodology. In the first chapter, Jenkins describes how accommodation theory principles and concepts such as convergence and divergence are reflected in ELF communication, drawing on studies of her own and others for illustration. Jenkins argues that, while ELF communication reflects the strategies and functions of non-ELF communication (e.g. bi- or multilingual societies), "ELF is different", and she identifies five categories in which accommodation functions in ELF contexts. Moving to strategies that are used to negotiate meaning in the next chapter, Kaur reviews studies in the field to present comprehensive lists of strategies under two main categories: comprehension-enhancing and rapport and solidarity promoting pragmatic strategies, suggesting that these help to manage the diverse nature of ELF communication context and, as such, contribute to making communication effective. Both Jenkins and Kaur make recommendations for areas where ELF pragmatic research is needed, including, amongst others, migration, social media, lower proficiency ELF users, and use of extra-linguistic strategies. The following chapter addresses research methodology head on. Pitzl argues for a trans-cultural approach to researching ELF interaction and, as this will entail a shift in research techniques, presents micro-diachronic analysis as a methodology that can rise to the challenge of investigating the complex, fluid, negotiated and multilingual construct of ELF pragmatics. How the proposed methodological framework can be applied is demonstrated through the section on case studies. In the last chapter, Haugh calls for research into ELF pragmatics to take an evidence-based approach to identifying sequential practices in situated ELF interactions. He illustrates this through a study on (im)politeness in ELF interaction, using the study to argue that ELF speakers do not simply ignore politeness norms in a 'let-it-pass' fashion, but that they draw on more generalised norms learnt from individual experience communicating in ELF contexts. All four chapters recommend a re-consideration of current models or methodological techniques.

In part 2 of the volume, there is a shift towards exemplifying the linguistic features of ELF pragmatics, presented in three different research studies. In the first, Lewis and Deterding investigate Other Initiated Repair (OIR) sequences, including responses, amongst speakers from nine different countries who were engaged in a picture-description task. Two interesting findings emerge: first, that the participants' use of OIRs was not very different to the patterns identified in English L1 corpora; second, that lower proficiency speakers have few effective strategies for repair available to them, and that instructors should include this in their teaching. In the following chapter, Ji's study draws on data from the Asian Corpus of English (ACE), specifically TV talk shows and official seminars, to investigate pragmalinguistic features that contribute to normalising the conversational flow. Ji concludes that the effective use of explicitness and employing a range of collaboration strategies leads to overall clarity with little misunderstanding. The last of the chapters in this section is Thompson's comparative study of interjections in the ACE and a non-ELF American conversation corpus. Findings show that interjections are far fewer amongst ELF users than their non-ELF counterparts, with the former employing more complete syntactical forms to express emotions, for example. The three studies highlight the range of pragmalinguistic strategies drawn on by ELF speakers to get meaning across successfully.



The contributions in part 3 of the book extend beyond examination of the speech events themselves to consider the broader social context. Focusing on politeness, Walkinshaw, Qi and Milford ELF investigate whether speakers discard their own cultural norms in favour of achieving clarity of meaning in the context of talk about personal finance, considered a taboo topic in some societies. Their comparative study illustrates how native-speaker cultural norms are not necessarily reflected in what is considered appropriate in ELF speech, but that moral and relational considerations apply in terms of what is acceptable. Taguchi's chapter exemplifies two key characteristics of ELF sociopragmatics: first, that they are not relative to native-speaker norms and, second, that they are constructed in situ. She describes a personal experience as a researcher that shifted her perspective on pragmatics from an etic, SLA oriented approach in which native-speaker pragmatic norms were the goal to an emic, ELF approach that highlights the construction of norms and appropriacy by the speakers involved in the interactions. In the final study, Xu's research in which Chinese speakers of ELF reflect on their interactions shows a strong awareness of the existence of and difference in social norms, as well as a sophisticated ability to make judgements about which aspects of their own or other cultures to include, adapt or discard in relation to the interlocutors and the situation. The studies highlight that ELF competence includes an ability to modify and adapt interactional behaviour in relation to the social attributes of the speech event and the interlocutors.

Pragmatics in English as a Lingua Franca illustrates the trajectory of thought around English language pragmatics. It shows how the view of a static, native-speaker benchmark in which difference was considered pragmatic failure has shifted dramatically to the recognition of an ELF pragmatic construct that is continually shaped by the wider context in which the speech event occurs. The book presents a range of studies focused on Asian speakers of ELF that motivate and demonstrate ELF pragmatic competence as co-constructed, fluid and negotiated. The volume presents insight into current theories and studies in ELF pragmatics and provides a steer for future research in the area.

Sheryl Cooke, British Council.



BOOKS AVAILABLE FOR REVIEW

The following books are available for review. If you would like to review one of them, please contact the Reviews Editor, Dr Argyro Kanaki, School of Education and Social Work, University of Dundee (a.kanaki@dundee.ac.uk). Your review should be submitted as an email attachment in MS Word within two months of receiving the book. If you would like to review a book that is not on this list, it may be possible to obtain a review copy or access to a digital edition from the publisher, so please send full details of the publication to the Reviews Editor.

Blumczynski, P. (2023). *Experiencing Translationality Material and Metaphorical Journeys*. London: Routledge.

Bortone, P. (2023). *Language and Nationality Social Inferences, Cultural Differences, and Linguistic Misconceptions*. London: Bloomsbury Publishing.

Deignan, A., Candarli, D. & Oxley, F. (2023). *The Linguistic Challenge of the Transition to Secondary School A Corpus Study of Academic Language*. London: Routledge.

Deumert, A. & Makoni, S. (Eds) (2023). *From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives*. Bristol: Multilingual Matters.

Gordon, C. (2023). *Intertextuality 2.0 Metadiscourse and Meaning-Making in an Online Community*. Oxford: Oxford University Press.

Grieve, J. & Woodfield, H. (2023). *The Language of Fake News*. Cambridge: Cambridge University Press.

Lambert, C., Scott Aubrey, S. & Gavin Bui, G. (Eds) (2023). *The Role of the Learner in Task-Based Language Teaching Theory and Research Methods*. London: Routledge.

Macknish, C. J. (2023). *Reflective Practice in TESOL Service-Learning*. Sheffield: Equinox Publishing.

May, S. & Caldas, B. (Eds) (2022). *Critical Ethnography, Language, Race/ism and Education*. Bristol: Multilingual Matters.

Neumaier, T. (2023). *Conversation in World Englishes Turn-Taking and Cultural Variation in Southeast Asian and Caribbean English*. Cambridge: Cambridge University Press.

Pfenninger, S. E., Festman, J. & Singleton, D. (2023). *Second Language Acquisition and Lifelong Learning*. London: Routledge.

Rudge, L. A. (2022). *Exploring British Sign Language via Systemic Functional Linguistics A Metafunctional Approach*. London: Bloomsbury.

Seedhouse, P. (Ed) (2023). *Video Enhanced Observation for Language Teaching Reflection and Professional Development*. London: Bloomsbury Publishing.

Shaules, J. & McConachy, T. (2023). *Transformation, Embodiment, and Wellbeing in Foreign Language Pedagogy Enacting Deep Learning*. London: Bloomsbury Publishing.

Skutnabb-Kangas, T. & Phillipson, R. (Eds) (2023). *Handbook of Linguistic Human Rights*. Wiley-Blackwell.

Tolchinsky, L. & Berman, R. A. (2023). *Growing into Language Developmental Trajectories and Neural Underpinnings*. Oxford: Oxford University Press.

Will, L., Stadler, W. & Eloff, I. (Eds) (2022). *Authenticity across Languages and Cultures: Themes of Identity in Foreign Language Teaching and Learning*. Bristol: Multilingual Matters.

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



BAAL News Submission Deadlines

As always, the BAAL newsletter welcomes submissions from members—these can be reports about 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:

6 January 2025 for the Winter Issue 2023

Please submit all material by email, with the subject line 'BAAL news' to the Newsletter Editor.

Unless there is a very special reason, please submit material in Calibri, 11pt, left aligned (not justified). Contributions are limited to a maximum of 1000 words. Thank you.



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The aims of the Association are to promote the study of language in use, to foster interdisciplinary collaboration, and to provide a common forum for those engaged in the theoretical study of language and for those whose interest is the practical application of such work. The Association has over 750 members, and awards an annual Book Prize. Individual Membership is open to anyone qualified or active in applied linguistics.

Applied linguists who are not normally resident in Great Britain or Northern Ireland are welcome to join, although they will normally be expected to join their local AILA affiliate in addition to BAAL. Associate Membership is available to publishing houses and to other appropriate bodies at the discretion of the Executive Committee. Institution membership entitles up to four people to be full members of BAAL.

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