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BaaL

British Association for Applied Linguistics

Promoting understanding of language in use.

http://www.baal.org.uk

THE BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

Membership
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 three people to be full members of BAAL.

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Editorial

Dear All,

Welcome to the Summer 2008 issue of *BAALNews*.

Highlights of this issue include a report on a recent seminar organised by the BAAL Special Interest Group *UK Linguistic Ethnography Forum*, which brought together scholars from the UK and France. You will also find a call for proposals for the next round of BAAL / Cambridge University Press sponsored seminars, which will be held in 2009.

For the holiday season we're delighted to be able to offer you a double helping of humour courtesy of Michaels Swan and Stubbs, both of whom offer interesting new interpretations of canonical literary texts. On a no less edifying note, this issue also reviews new publications in the fields of pragmatic stylistics, vocabulary knowledge and reflective teaching, a selection that attests to the impressive range and diversity of current work in applied linguistics. No doubt this range and diversity will be on full display at the BAAL annual conference this September, details of which you will also find within these pages. We hope to see you there!

Nicholas Groom
Newsletter Editor

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Chair's Report

Report from BAAL Chair January to May 2008

I have had a number of requests during this period to attend meetings and respond to surveys, not all which I have been able to do myself. I would like to record thanks to Lynne Cameron, Ron Carter, Svenja Adolphs, all of whom have stood in for me in various capacities.

Academy for the Social Sciences
The Academy has completed its joint AcSS– ESRC Public Engagement and Knowledge Transfer Project. The report will be presented at a meeting in June, and suggestions of other presentations at the meeting were solicited. BAAL has suggested: the Committee for Language in Education, and a collaborative project on language in complementary schools.

AILA
BAAL has made the following nominations for the AILA Executive Board:
  Martin Bygate (Vice-President)
  Gabrielle Hogan-Brun (Member at Large)

Both the above have agreed to stand for election.

ESRC
Svenja Adolphs kindly agreed to respond to the ESRC survey on postgraduate funding on BAAL's behalf. She composed a careful response to a number of questions relating to the ESRC's current 1+3 scheme.

Svenja stressed the importance of postgraduate and research funding in Applied Linguistics and the need to recognize that students in this area might be found in several different parts of any university, often to the disadvantage of the discipline. She noted that students who have completed the first year of the 1+3 scheme are usually very well prepared for their PhD, but also that the ESRC emphasis on generic social science research training can have negative implications for the subject-specific training needed to undertake the research for the degree. Asked about possible changes to the allocation of resources e.g. via a block-grant scheme she was cautiously positive but noted that the possible difficulties associated with a dispersed discipline would need to be addressed.

AHRC
The Block Grant Partnership scheme (which comes into effect next year) requires universities to specify numbers of studentships in given subject areas. It seems to be difficult to reconcile what BAAL members might think of as a single area (English Language / Linguistics) and what the AHRC sees as three separate areas (English Language and Literature / Linguistics / Translation and Interpreting). I have written to the AHRC on BAAL's behalf to ask for clarification of this issue.

Research Excellence Framework
I responded to HEFCE on BAAL's behalf with respect to the proposed Research Excellence Framework. I sounded notes of caution regarding quantitative measures of research and expressed a hope that the QR system

would continue in some form.

I learned that HEFCE had been asked by the European Science Foundation to nominate a member of its Linguistics committee, but too late for BAAL to have an input into the nomination process. It became apparent that there is no Applied Linguist currently on the committee, and also that there is only one person from each country. I have written to the chair of the committee suggesting that the President of the French Applied Linguistics Association be invited to join the committee (as France at that point appeared to have no representation).

Susan Hunston
May 2008

Conference news

BAAL 2008 SWANSEA (11ᵗʰ – 13ᵗʰ September)

BAAL 2008 will be held in Wales' second city of Swansea, situated on the South Wales coast. The conference theme is "Taking the Measure of Applied Linguistics". Plenary speakers are Charles Alderson (Lancaster University), Ben Rampton (King's College London), and Alison Wray (Cardiff University).

The local organising committee includes representatives of all areas of applied linguistics at Swansea University. Tess Fitzpatrick and Jim Milton are the local organisers. Further members of the LOC include Nuria Lorenzo Dus, Geoff Hall, Paul Meara, Chris Shei and Cornelia Tschichold.

The University campus is located in coastal parkland, between the five-mile-long beach of Swansea bay and 100 acres of parks and gardens. The city centre is within reach of the campus by foot or by bus. The nearest airport, outside Cardiff, is served by regular flights with low-cost airlines from cities across Britain and Europe, including Belfast, Glasgow, Newcastle, Edinburgh, Cork, and Dublin.

297 abstracts were submitted to the conference organisers and 200 were accepted. The conference organisers made an effort to raise the profile of posters at their conference and will organise a much larger poster presentation session this year than usual. There will also be a prize for best poster displayed at the conference. The winner will receive £50 and a book.

BAAL gives two international scholarships (one of which is the Chris Brumfit award) and ten UK student scholarships. This year there were 38 international scholarship applications and 29 UK applications. A scholar from Russia, Svetlana Gorokhova, and one from Iran, Seyyed-Abdolhamid Mirhosseini, received an international scholarship award each.

As in previous years, the 2008 meeting in Swansea will result in a CD-ROM with extended abstracts (ca. 1,000 words) of accepted papers, as well as pictures and other impressions from the conference.

BAAL 2009 NEWCASTLE (3ʳᵈ - 5ᵗʰ September)

BAAL 2009 will be held at Newcastle University. The conference theme is "Language, Learning and Context". Newcastle's School of Education, Communication and Language Sciences is a dynamic research centre, and has had a long association with BAAL. The University campus is located in the city centre close to a wide range of cultural, culinary and shopping attractions, and within easy reach of railway and bus stations. We are confident that it will provide an inspiring conference experience too.

Erik Schleef

BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

CAMBRIDGE
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BAAL / Cambridge University Press Seminar Programme 2009

Call for seminar proposals

As part of its commitment to research in Applied Linguistics, BAAL is pleased to announce that financial support from Cambridge University Press and BAAL will be available for up to three seminars in 2009. BAAL now invites proposals for the 2009 seminars, in all areas of applied linguistics, to be submitted to Caroline Coffin (Seminar Organiser) by 12th October 2009 (address below).

These notes are intended as guidelines for the submission of proposals by seminar co-ordinators. They outline the sort of meeting that BAAL is particularly keen to encourage and the support that BAAL can offer.

Financial template

Applicants will need to follow (with modification if necessary) the financial template available on the BAAL website at http://www.baal.org.uk/seminars_finance.doc.

Structure

BAAL is interested in promoting in-depth discussion of research topics in a format which is different from the opportunities provided at the Annual Meeting and in other seminar programmes.

Members preparing proposals for BAAL / Cambridge University Press seminars should bear in mind the following:

1. Proposals should investigate emergent, timely or relevant methods or topics.
2. Seminar meetings should be small enough that all the participants can interact with each other. We recommend meetings of ideally 15 – 25 people.
3. They should be held in a place accessible to the majority of members (i.e. they should normally take place in the UK).
4. At least two of these places should normally be reserved for student members of BAAL.
5. Seminar meetings should include an opportunity for people to meet informally. For this reason, two- or even three-day meetings are preferable to one-day, non residential meetings.
6. Interdisciplinarity is valued - as evidenced, for example, in meetings organized across special interest groups or which are jointly organised with another learned society.
7. Seminar organisers might want to restrict invitations to participate in the seminar to invitees with special expertise. However, if this is the case, then care should be taken that the seminar does not become

accessible only to those with detailed specialist knowledge. Organisers should specify whether they plan attendance to be by invitation only. Normally, at least one BAAL committee member should attend a seminar.

8. Innovative formats are welcome.

9. The time allocated to papers / presentations should be long enough for useful discussion to take place afterwards. This probably means not all participants will be able to present papers, and organisers will need to select.

10. The seminar may have concrete academic outcomes – e.g., formation of a group, publication of a monograph. Please specify if you think this will be the case.

Please note - an institutional department is not normally able to apply for funding until two years have elapsed since its last award.

Financial support
Financial support for 3 seminars which are successful in the competition takes the following forms:
a) a repayable float of £500
b) a non-repayable grant of £450

In addition, 2 runners up in the competition for the main funding may be awarded BAAL support:
• a repayable float of £500 (These additional awards will be made at the discretion of the BAAL Executive Committee)

These grants are intended to be used towards the costs of bookings, insurance, invited speakers, support for postgraduate students and so on. The grants will automatically be made on request to the BAAL Treasurer by any seminar co-ordinator whose proposal is adopted for the BAAL / Cambridge University Press seminar programme.

Organisation
Once accepted for BAAL / Cambridge University Press sponsorship, seminar co-ordinators will receive guidelines on the organisation of seminars. At this point, the following should be noted:

• BAAL will advertise any seminars adopted for the programme in its own national publicity. Any local publicity should state that the seminar is supported by BAAL and Cambridge University Press.

• BAAL does not expect to make a financial profit out of the seminars, and will not cover any loss made by a seminar. Proper accounts explaining how BAAL grants have been spent will need to be provided to BAAL treasurer Richard Badger - R.G.Badger@education.leeds.ac.uk.

• Report on the seminar will be required for publication in Language Teaching and in the BAAL newsletter within 4 weeks of the seminar having taken place.

Seminar Proposals
The seminar programme is the subject of an open competition. BAAL members are invited to submit proposals for seminars for the 2009 programme by **12 October 2008**. All bids will be scrutinised by the Executive Committee. The results will be announced in January 2009.

Please submit proposals by email. They should not exceed 2000 words in total and should include the following information:

- *Seminar Title*
- *Date*
- *Place*
- *Name / Institution of Seminar Co-ordinator(s) (only proposals submitted by BAAL members can be considered)*
- *Full contact details (email and postal addresses and telephone number)*
- *Objectives of the seminar*
- *Rationale*
- *Organisation*
  - *numbers – organisers are encouraged to be realistic about likely numbers and particularly to avoid over-estimating likely interest*
  - *participants – e.g., by invitation or application, keynote speakers, etc.*
  - *length of event / sessions, number of papers, discussion groups, workshops*
  - *projected costs to participants (if any)*
- *Co-operation with other learned societies or interest groups*
- *Proposed use of sponsorship money, including projected costs where possible*

Proposals or enquiries to:
Caroline Coffin

Ethnographies of literacy / Ethnographies de l'écrit: an Anglo-French dialogue

A BAAL *UK Linguistic Ethnography Forum* seminar

Organised by Literacy Research Centre, Lancaster University 8th May 2008

This seminar brought together members of the Lancaster Literacy Research Centre and the BAAL Special Interest Group *UK Linguistic Ethnography Forum* with members of the *Anthropologie de l'Ecriture* group based at the *Ecole des Hautes Etudes en Sciences Sociales* in Paris. The event attracted 23 participants with an interest in exploring commonalities and points of potential development across French and British traditions of ethnographic research in writing practices.

Papers were presented in two panel sessions. The first, 'Writing and the interface between institution and individual', included presentations by Béatrice Fraenkel, drawing on speech act theory to develop the notion of 'acts of writing; Uta Papen on patients' experiences of health texts; David Pontille on the hidden writing work behind biomedical databases; Karin Tusting on the challenges of writing in the workplace for childcare staff; and Nathalie Joly on administrative and practical demands on farmers' writings. The second, 'Personal writing', included presentations by David Barton on new vernacular writing practices online; Aissatou Mbodj-Pouye on personal notebook keeping practices in rural Mali; Julia Gillen and Nigel Hall on the insights Edwardian postcards can offer into ordinary writing; and Philippe

Artières on historical examples of the medicalisation of personal writing.

The event was set up as a bilingual seminar, and participation by speakers of either language was facilitated in a range of different ways. Papers were circulated in advance of the seminar, with English translations provided of papers prepared in French. On the day our two interpreters, Frédérique Guéry and Cindy Schaller, provided excellent simultaneous interpreting of papers and plenary discussions. Organising a bilingual event of this nature was a new venture for the Literacy Research Centre, and although it took some extra preparation we were very pleased with the results. We would be happy to share our experiences of this with others in BAAL thinking of setting up such an event.

The papers generated lots of fruitful discussion. The two areas (New Literacy Studies and Anthropologie de l'Ecriture) have developed on the basis of different disciplinary and theoretical traditions, with some overlap (for instance, the work of Jack Goody was a common starting-point, but had been responded to differently in the two countries). Given the different influences, similarities between our methodological approaches, topics of interest and key questions were striking, and we hope to build on these with research collaborations in the future. The event also enabled us to identify key points of difference between the traditions, often identified by theoretical terms which initially appeared similar but which were revealed through discussion to index

quite different conceptual networks, such as 'literacy events' and '*actes d'écriture*' (writing acts). Some concepts which were developed within one tradition were taken up by the other with interest, such as the French concept of the *injonction d'écrire* (injunction to write) which proved very useful in exploring some of the literacy events described by British-based researchers. These discussions are to be pursued in a range of different ways, with joint publications and research bids being actively worked on at the moment.

Karin Tusting, David Barton, Uta Papen & Julia Gillen
Lancaster Literacy Research Centre

DRACULA AND EARLY PRAGMATIC THEORY

Bram Stoker's *Dracula* (Stoker 1898) is usually interpreted as a tale of Gothic horror or, by imaginative critics, as a tale of reverse colonialism (East attacks West), racial conflict (Attila the Hun versus Anglo-Saxon Victorians), bureaucratic power (keep your records in order), a recipe for garlic soup, and much more (Hindle 2003). However, previously unknown correspondence by Stoker, which was discovered blocking a mouse-hole in a flat he once inhabited in London, confirms what some have long suspected.

The novel is a collage of two quite separate books. At the same time as he was writing *Dracula*, Stoker was working on the applications of pragmatic theory to language teaching, and two quite separate manuscripts became muddled. His correspondence complains of the incompetence of his cleaning lady, and the most obvious explanation is that she dropped two manuscripts which were on his desk, and the resulting muddle was sent to the printers, leading to the version of the book which we now have. There are two main textual arguments for this interpretation of events.

1. The lengthy quotes from the Dutchman Van Helsing have long been recognized as transcribed spoken data from a project in which Stoker was involved. He was investigating English-Dutch interlanguage, some eighty years before work by Corder (1989). There are many references in the book to new techniques of audio recording, which could be used for the first time in the late 1800s to make accurate records of spoken language. It is quite implausible that the characters in the book could have remembered Van Helsing's language in such detail. If the book is seen as a novel, this makes no sense. But when it is realised that these passages are from another book entirely, everything falls into place. Part of the research project involved English as a lingua franca in intercultural communication, as we see in this fragment of a conversation between a Scottish ship's captain and Van Helsing (Stoker 1898 / 2003: 370):

(1) Ship's captain: "It's no canny to run frae London to the Black Sea wi' a wind ahint ye, as though the Deil himself were blawin' on yer sail for his ain purpose. An' a' the time we could no speer a thing."

Van Helsing: "Mine friend, that devil is more clever than he is thought by some; and he know when he meet his match."

2. What has been less widely recognized is the originality of Stoker's ideas on phraseology. Jonathan Harker, a young English solicitor, is visiting Count Dracula in his castle, in order to help him with the purchase of a house in London. Dracula has been planning to move house for some time, and has therefore been learning English, but he realises that his command of

the language is inadequate (he reaches level C1 in the Common European Framework of Reference for Languages). His knowledge comes from an impressive collection of English literature in his library, but he knows that there are significant differences between written literary English and colloquial spoken English. He has not been able to spend time in an English-speaking country (he has problems crossing rivers), there are few native English speakers in the area (most of those who used to travel through on holiday have fallen ill), and cuts at the University of Transylvania have meant job losses in the English Department. (It transpired that a major transdisciplinary research project on transfiguration entranced the Minister of Education and transformed funding policy. In a move to introduce new blood and to give a more transparent profile to the University, money was transferred to transcultural, translational, transcendental and transylvanian studies.)

In a lecture at a phraseology conference, Sinclair (2005) drew attention to the following crucial exchange between Harker and Dracula (Stoker 1898 / 2003: 27):

(2) "But, Count," I said, "You know and speak English thoroughly!" He bowed gravely.

"I thank you, my friend, for your all too-flattering estimate, but yet I fear that I am but a little way on the road I would travel. True, I know the grammar and the words, but yet I know not how to speak them." [Emphasis added.]

It would be another thirty years before Ludwig Wittgenstein (who lived in a hut in Norway, not in a castle in Transylvania) put forward a similar theory:

(3) "Die Bedeutung eines Wortes ist sein Gebrauch in der Sprache". (The meaning of a word is its use in the language.) (Wittgenstein 1953: §43.)

Harker is hesitant to correct his host's English and suspicious of Dracula's motives for keeping him locked up in the castle, but the Count merely wants some conversation practice, and after a month Harker is allowed to return safely to England. As the count says:

(4) "You shall, I trust, rest here with me a while, so that by our talking I may learn the English intonation. And I would that you tell me when I make error, even of the smallest, in my speaking."

Dracula implies here that he also wants help with pronunciation. He has particular difficulty with labio dentals and inter-dental fricatives (which are infrequent in Romanian). His dental problems are due to a lack of dentists in Transylvania. You can see the problem: "Open wide please, Sir! Ow! You seem to have bitten my finger. Well, not to worry

..." But after all the dentists had turned into vampires, they had little interest in fixing teeth.

In summary: The novel has traditionally been interpreted as a collage of different fragments: letters, telegrams, memoranda, diary extracts and the like, written by different characters. It is indeed a collage, but from different books. Some passages (transcribed conversations, memoranda on using new audio-recording techniques for research on spoken language, and on the problems of representing the International Phonetic Alphabet on standard typewriters) come from the unpublished book on pragmatics and language teaching. The book also reports some cutting edge research on improving language learning by blood transfusions from native speakers, but this proved to be a pedagogical dead-end.

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Michael Stubbs

LETTERS TO THE EDITOR

Dear BLAA NEWS

Maybe, you not usuly publishing leters from student. But we wish say thankyou. What is hapen, our teacher,Jane see genial articl by Swan Micheal in BLAA NEWS No. 88, how use litteratur in langaug teaching. And she say, OK, Elementl Clas, less go for it, try out Swann methode. So first we reading all Sharksper. simplefy ed, take two weeks, then we do rollplay. Result: blowing mind. Principl Mr Galbone and all techers watch our preformanc, say, we are thunderstroke. Exsampl from transcrip is folwing, we think it spek for self.

Your truely

Elmental Clas, ACNE School, Bonger Regis

ROLL PLAY

Scena: The El Senor Steak House and Pizza Parlor.
MAC BET, LADY MAC BET, HAMLET and JOHN FROM GANT are eating.

   (Entering KING REAR, THE FOOL, SHERLOCK, RICHARD NO 3.)

KING REAR:	Hello. Been for walk in country. Raining cat and dog.
LADY MAC BET:	Hello, boys. Richard, you walking funy.
RICHARD:	Got bad back.
MAC BET:	Clarnce no coming?
RICHARD:	No. Clarnce doing total imersion tonihgt.
FOOL:	What is black and dangeros?

   (Enters DESEMONDA)

DESEMONDA:	Hello. You talking about my husban?
KING REAR:	You got problem with husban? Me, is daugthers. Like tooth of snake.
DESEMONDA:	Yeah, husban flip. Also many troubles whit laundry. One andkerchif -
LADY MAC BET:	That's remind me. I must wash hands. Where I can wash hands?
HAMLET:	In upstairs.

   (Exits LADY MAC BET)

DESEMONDA:	Hello, Hamlet. Say, you looking depress. How's your father?
HAMLET:	Not so good. Hit the bucket.
DESEMONDA:	Oh my good gracios! What's happen?

HAMLET:	Ear infection.

(Enters WAITER)

WAITER:	Special tonite, leg of frog and chips.
KING REAR:	Leg of frog is OK.
RICHARD:	Eye of newt and green salad.
FOOL:	Single to Waterloo.
JOHN FROM GANT:	No, at the station is yesterday.
SHERLOCK:	For me, sixteen ounce steak.
MAC BET:	I lost my knif.
WAITER:	I bring other one.

(Exits WAITER, enter LADY MAC BET)

LADY MAC BET:	Hamlet, where your girl frend?
HAMLET:	Gone swiming.
LADY MAC BET:	I must wash hands.

(Exiting LADY MAC BET, enters WAITER with knif)

MAC BET:	Is this a knif what I see in my front?
KING REAR:	Mac Bet, you got same problem like my frend Glocestour. Trouble with eyes.
SHERLOCK:	Who are going to party in afterwards?
RICHARD:	Not me. Heating gone to blink in students club. Now is like winter in the discotek. Bloody Englan.
JOHN FROM GANT:	No, England is nice place. England is OK. I like England. England is like, how can say, like prety stone in water.
DESEMONDA:	You feeling OK, Gaunty?
FOOL:	You have temperatura?
JOHN FROM GANT:	At the doctors is yesterday.
RICHARD:	Gotta go. Look, bloody raining again. Hope bus is coming soon. A bus, a bus, I give anything for a bus.

(Exit RICHARD)

HAMLET:	I also gotta go too. Goodnight. See you tomorrow.
DESEMONDA:	Goodnight, prince sweetie. We shall meet at Filippo's.

(Exits HAMLET)

FOOL:	Me, too. *(Exit, singing)* Hey, ho, raindrops is falling in my head.

Michael Swan
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Book Reviews

This volume, a welcome addition to the series 'Edinburgh Textbooks in Applied Linguistics', focuses on the contribution that pragmatic theories can make to the interpretation of literary texts. Black gives special attention to the analysis of fictional narrative, narratorial authority and focalisation.

Across eleven chapters the key topics covered include the role of context, Grice's co-operative principle, relevance theory, echoic discourse, metaphor, symbolism, parody, and 'psychonarration'. The book begins with a discussion of the nature of literary discourse, showing how literature draws on devices available in the language to create its own context and imaginary construct of the real world. Black argues that a full definition of context 'needs to be sensitive to the whole range of experience and knowledge we bring to any discourse'(p.151), including literary discourse. She thus argues that the discourse analytical approach of Brown and Yule (1983) is less effective for literary study than the relevance theoretic approach of Sperber and Wilson (1986/1995) or that of Werth (1999), whose view of context is the most all-encompassing. Werth considers that the elements of encyclopaedic memory, along with memory of preceding discourse, and any other aspects believed to be relevant all become activated by the discourse recipient in the process of interpretation.

The reader of a literary text plays what Black terms a 'duplicitous' role, both accepting the fact that the text does not refer to the real world and being prepared to bring to it a special kind of attention and search for meanings. Although literature differs from other discourses, the ways in which literary discourse is interpreted are essentially rooted in the processing of ordinary language. Thus she argues that pragmatic theories usually applied to ordinary interactions (primarily spoken) can also be useful as an interpretive tool in the study of written texts. In Chapter 2 Black looks mainly at Grice's co-operative principle, discussing how it can throw light on certain literary effects. For example, the use of metaphor can be seen as flouting the maxim of manner, as does the decision to use a non-chronological order when narrating a story. Readers assume (from their experience of ordinary interaction) that such flouts generate implicatures and so are guided to search for possible meanings.

Black suggests that interpretive effort is also assisted by relevance theory (Sperber and Wilson 1986/1995), which she maintains makes a particularly important contribution to the analysis of indirect discourse in all its varieties ('echoic language'), as well as illuminating in particular the uses of irony and metaphor. From a relevance perspective any utterance can be positioned on a continuum according to how far it is literal or loose in expression. The looser the type of expression, the more interpretive effort it requires and the greater the number of 'weak' implicatures it can generate.

Figurative language, such as the use of metaphor, can be placed at the looser end of this continuum, thus demanding more interpretive effort but also potentially rewarding the reader with richer and more complex contextual effects. Relevance theory, especially as developed by Pilkington (2000), also helps explain the fact that different readers can reach different interpretations. They may expend varying amounts of processing effort, or be satisfied with a greater or lesser number of implicatures, or access different information from the encyclopaedic memory. Black's discussion of relevance theory also incorporates a critical comparison with Bakhtin's (1981) insights into hybrid discourse, which situate discourse more successfully, in her view, within historical and sociolinguistic contexts.

One of the strengths of the book is its wide use of examples from literary texts to test the usefulness of the pragmatic theories discussed. Authors cited include both canonical (Woolf, Golding, Lawrence, Joyce) and contemporary voices (Cope, Rankin, Ishiguro, Rushdie). Analyses of extracts include a thoughtful exploration of symbolism, critiquing Eco (1984) and using Golding's *Lord of the Flies* to explore elements in a text that are open to optional symbolic interpretation. Literature students are also likely to appreciate the chapter on 'Psychonarration', in which Black discusses the various means used by narrators to represent the consciousness of fictional characters (examples from Austen and Woolf here are illuminating). While this is territory

covered in other textbooks (e.g. Simpson, 2004), Black provides a perceptive and well illustrated account.

In discussing the extent to which a pragmatically oriented approach enhances our understanding of the language of fictional texts, Black does not attempt to impose artificial structures (categories, maxims etc) on the complex phenomenon of literary reading. She acknowledges that literary response is always individualised and also influenced by cultural and other factors. However, the book is successful in showing how many of the procedures involved in interpreting ordinary language may also play a distinctive part in the way we read a literary work.

Pragmatic Stylistics will be of interest to those studying or teaching stylistics and literature within Applied Linguistics and related courses. Its generous range of topics and literary examples would also, I think, appeal to students of English literature with an interest in linguistic theory. However, one unfortunate drawback of the work (as a textbook) is that there are no exercises and activities for class work or private study – teachers using this text would therefore need to supply their own.

Bakhtin, M. (1981) *The Dialogic Imagination*. Trans. C. Emerson and M. Holquist, Austin: University of Texas Press.

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Daller, H., Milton, J. & Treffers-Daller, J. (2007)(eds). *Modelling and Assessing Vocabulary Knowledge*. Cambridge: Cambridge University Press. ISBN: 978-0-521-70327-7; £21.10 paperback. 274 pages.

A few years ago I decided to enrol in a PhD programme focusing on vocabulary. I felt confident that my graduate studies and years of teaching experience would help me write a research proposal with ease. Confronted with the blank page, however, I began to doubt. Six years studying vocabulary? Was the subject complex enough to spend such a long time on it? It took me only a few days of reading to realize that the question I should have asked was the exact opposite. Would a few years be enough to grasp at least a general idea of such a fascinatingly complex subject? It was an overwhelming but very exciting prospect.

Modelling and Assessing Vocabulary Knowledge is a collection of papers which successfully conveys the complexity of the subject, presenting novel approaches to the present concerns of the field and re-evaluating existing principles. The book begins with a detailed introduction aimed at providing "a point of entry for non-specialists in the field" (p.1), explaining the conventions and terminology of vocabulary study. It also summarizes each chapter in detail, allowing the readers to select or re-organize their reading according to their interests. This introduction is followed by five sections.

Part 1, "Fundamental Issues", also serves an introductory function. In this chapter, Nation discusses the issues that affect the validity of vocabulary measures: learner attitude and individual variability, the appropriateness of frequency data, the selection of suitable units of counting, the use of multiple measures in vocabulary assessment, the influence of L1/L2 test formats, and the importance of testing vocabulary in use. These central issues are addressed by the rest of the authors throughout the book.

Part 2 focuses on "Vocabulary and Learner differences". Milton analyzes the effects of individual variability on tests that predict vocabulary knowledge based on frequency bands, studying the differences found in the 2000-word level in particular. Eyckmans, Van de Velde, van Hout and Boers investigate the validity of the Yes/No vocabulary test, considering the testees' bias towards a positive or negative response, based on individual response styles or attitudes.

Part 3, "The unit of assessment and multiple vocabulary measures", contains five chapters. Richards and Malvern address issues of reliability and validity in language measurement, advocating the use of multiple measures "derived from a coherent theoretical model" (p.92). Van Hout and Vermeer evaluate existing measures of lexical richness and suggest that the inclusion of a frequency factor could improve their validity. Fitzpatrick examines the validity of the *Lex-30* test and moves on to question the value of concurrent validity studies used in L2 vocabulary testing. Tidball and Treffers-Daller compare list-based and list-free measures and agree with other authors on the need for using appropriate frequency lists and applying multiple measures for vocabulary knowledge. Daller and Xue study lexical richness and oral proficiency, reaching similar conclusions to the previous study and questioning the validity of TTR as a measure for spontaneous speech data.

Part 4, "Metaphors and measures in vocabulary knowledge", examines the lexical network metaphor using principles derived from graph theory. Wilks and Meara challenge some of the assumptions behind the concept of vocabulary network and recommend a long-term approach to the exploration of ideas in vocabulary research. Schur analyses the organization of lexical networks and indicates their structure is similar to that of small-world networks, "dynamic networks which are neither completely regular nor completely random" (p.183).

Part 5 deals with "Vocabulary measures in use." Hacquebord and Stellingwerf study the addition of a vocabulary test to the standardised reading test used in Dutch schools, with the aim of evaluating reading strategies. Lorenzo-Dus argues for a combined methodological approach for the assessment of vocabulary and oral proficiency. Daller and Phelan analyse teachers' judgements of lexical richness to see which aspects of it are considered more important.

In spite of being aimed at a "wider audience" (p.1), *Modelling and Assessing Vocabulary Knowledge* is not an easy book. Readers with an interest in research but unfamiliar with the field of vocabulary may benefit from the clear and comprehensive explanations in the introduction. For an even wider audience, however, this introduction may not be enough. Uninitiated readers may still have to struggle to follow the statistics and formulae used by the authors. Thus, the book may only be easily approachable for those used to reading research.

This audience is likely to be satisfied. The book fulfils its promise to introduce "the concerns, new approaches and developments in the field of vocabulary research and testing" (p.1). The subjects selected for each of the sections reflect topical research areas in vocabulary. The articles exploring each topic present valid (though, of course, not indisputable) arguments supported by relevant data. Yet the book's most appealing characteristic is, in my judgement, its critical spirit. The authors do not take any idea, methodology or material for granted, no matter how long it has been accepted

and used. Prevailing concepts are re-evaluated and suggestions are made not only with regard to further avenues or topics for research but also concerning research methodologies. The result is a thoroughly stimulating read.

Reading this book took me back to that initial overwhelming but exciting encounter with the subject. It clearly shows vocabulary is indeed "a lively and vital area of innovation in academic approach and research" (p.1). *Modelling and Assessing Vocabulary Knowledge* is a highly recommendable book for anybody with an interest in vocabulary research.

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Farrell, T. C. (2007) *Reflective Language Teaching: From Research to Practice***.** London: Continuum. ISBN: Hb 0826496571. £75.00 Pb 082649658X. £19.99 Pages: 202

Thomas Farrell has made a significant contribution to the literature on reflective teaching in this volume by using a case-study approach to make research findings more accessible and meaningful for the readers (any second language teachers interested in pursuing their own professional development). As the subtitle (*from research to practice*) suggests, *Reflective Language Teaching* takes us from examination of the nature of reflection to practical ways in which it might be realised in teaching practices, and thus offers a 'hands-on' manual of professional reflection that will be invaluable for teacher training and for individual teachers.

The research-practice progression is immediately apparent in the overall structure of the book, as (after the initial introductory chapter), Chapters 2 to 7 outline how teachers can reflect ON various aspects of their work: the self (Chapter 2), beliefs (Chapter 3), narratives (Chapter 4), language proficiency (Chapter 5), metaphors and maxims (Chapter 6), and classroom communication (Chapter 7). Chapters 8 to 13 then suggest how teachers can reflect WITH professional tools such as action research (Chapter 8), teaching journals (Chapter 9), teacher development groups (Chapter 10), classroom observations (Chapter 11), critical friendships (Chapter 12) and concept maps (Chapter 13). The final chapter (Chapter 14) provides a framework for reflective language teaching and outlines a sample workshop.

These practical chapters in the second half of the book are particularly welcome, since rather than taking a top-down 'expert-led' approach for professional development (which rarely impacts on actual teaching) they offer a bottom-up approach, showing teachers how to devise their own non-threatening tools. This is done through investigating their own teaching experiences as a basis for critical examination, finally enabling them "to act in a more deliberate and intentional manner" (p. 9).

The overall emphasis of the book is mirrored in the format of each chapter as the relevant topic is introduced, the main research findings itemised, and various case studies presented and discussed. The (anonymous)

participants in the studies then provide their reflections, leading to practical suggestions by the author, which prepare the readers for consideration of their own practices through a number of reflective questions. The conclusion in each chapter is followed by a 'chapter scenario', which presents 'real-life happenings of language teachers', compiled by the author during his 25 years of teacher education around the world. The practical and user-friendly format makes the book readily accessible, especially for readers who might be linguistically challenged by other texts (see Chapter 5), while providing useful references for those teachers who wish to learn more by reading the original research.

A further bonus for EFL teachers who happen to be working in Asia is that many of the author's examples come from the time when he was teaching in that region, so that teachers of all levels of proficiency and with varying years of experience can read about ways in which problems with which they are all too familiar have been approached. It is good, therefore, to see adequate space given to practical means of reflection, including some (e.g. as teaching journals, teacher development groups, and critical friendships) which might be unfamiliar to many such teachers.

Chapter 5 (co-authored with Jack Richards) deals with the concept of *Teachers' language proficiency* - a sensitive issue for 'non-native speakers' of English, who (especially in Asia) are typically over-aware of their deficiencies. In view of the recent focus on Global Englishes (Pennycook, 2006),

English as an International Language (EIL), and English as a Lingua Franca (ELF), it might have been helpful to remind readers that the majority of communication in English occurs between L2 speakers and that proficiency for teaching is more a matter of low-contextual, plurilingual competence than of high-contextual fluency.

Given the number of excellent books which already exist on the topic of teacher reflection (e.g. Goodwyn 1997; Richards and Lockhart 2000; Roberts 1998; Wallace 1991), one might at first be excused for asking what this text has added to the literature, especially since practical suggestions and reflective tasks can be found in abundance in the texts of Tanner (1998) and Waijnryb (1993). Rather, the importance of this book lies in its case study approach, which provides instances of real-life teachers initiating and participating in the very process which is at the core of this field. Referring to the 'problem-setting' concept of Clarke (1995:245), in which teachers "come to new understandings of situations and new possibilities for action through a spiralling process of framing and reframing" (cited on p. 3), Farrell treats us to examples of this process in each chapter, as in-service teachers deal with problems that arise in their settings.

This book thus provides a user-friendly manual for teachers interested in examining their day-to-day practices with a view to introducing positive changes. The case-study approach is extremely welcome, exemplifying the methods proposed by the author, who

draws from his experiences over his teacher training career. As he suggests, this book is to be recommended for individual teachers, for teacher development courses, and even for administrators who want to provide practitioners with the means (and opportunities) to think critically about their work.

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Wallace, M. (1991) *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.

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Publications Received

The following books have been received for review. If you would like to review one of these books, please contact Dr Guoxing Yu, the Reviews Editor, Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA. Your review should be submitted as an email attachment in MS Word to Guoxing.Yu@bristol.ac.uk within two months of receiving the book.

Bousfield, D. & Locher, M. (2008) *Impoliteness in Language: Studies on its interplay with power in theory and practice*. Berlin: Mouton de Gruyter.

Codo, E. (2008) *Immigration and Bureaucratic Control: Language practices in public administration*. Berlin: Mouton de Gruyter.

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Williams, E. (2006). *Bridges and Barriers: Language in African education and development*. Manchester: St. Jerome Publishing.

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