

BAAL News

Issue 104 Winter 2013/2014



British Association for Applied Linguistics

Promoting understanding of language in use.

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Editorial

Dear BAAL members,

Welcome to the 104th issue of the newsletter. The BAAL AGM at the annual meeting in Edinburgh brought changes to the Executive Committee: Caroline Coffin (Secretary), Caroline Tagg (Seminar Coordinator), Hilary Nesi and David Evans (ordinary members) have left the EC. Dawn Knight, formerly Meetings Secretary, succeeds Caroline Coffin as the BAAL Secretary; Alex Ho-Cheong Leung has joint the EC as the new Meetings Secretary. Li Li has joint to EC and taken over from Caroline Tagg as Seminar Coordinator. Maria Leedham and Gary Quinn were elected as ordinary members. You can find the full list of EC members on our website: http://baal.org.uk/committee.html

The current newsletter includes reports from last year's BAA/CUP seminars, SIG events, as well as book reviews. As before, you are most welcome to contribute by submitting items—be it book reviews, reports from BAAL and SIG events, or work in progress you would like to share with other BAAL members.

Please also note the Call for Papers for this year's BAAL annual meeting at Warwick, as well as a call for proposals for a new funding opportunity: The BAAL/ Routledge Research Development Workshop fund.

With best wishes,

Sebastian Rasinger Newsletter Editor



47TH ANNUAL MEETING OF THE BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

****CALL FOR PAPERS****

Learning, Working and Communicating in a Global Context

Dates: 4-6 September 2014

Venue: University of Warwick, Coventry

This year's conference is organised by the Centre for Applied Linguistics at the University of Warwick. Warwick is a modern campus university that is currently rated as 3rd in the world in the Quacquarelli Symonds ranking of the top 50 universities under 50 years old. Set in a leafy, self-contained campus, the venue is ideally located within ten minutes from Coventry railway station and central to England's motorway network with easy access to the M1, M6, M40 and M42. Birmingham airport is 45 minutes away by train. The campus is easily accessible by car and there are regular buses to local tourist attractions such as Kenilworth Castle, Warwick Castle and Shakespeare's birthplace, Stratford-upon-Avon. We promise a memorable social programme which will include our gala dinner and entertainment.

DEADLINE FOR RECEIPT OF ABSTRACTS: 1 March 2014

PLENARY SPEAKERS

Paul Baker, Lancaster University, UK Suresh Canagarajah, Pennsylvania State University, USA Michael Haugh, Griffith University, Australia

LOCAL ORGANISING COMMITTEE: Tilly Harrison , Stephanie Schnurr , Sue Wharton Jo Angouri CONFERENCE WEBPAGE: <u>http://www2.warwick.ac.uk/fac/soc/al/research/conferences/baal_2014/</u>



BAAL/CUP Seminar

Conceptualizing multilingualism under globalization: membership claims, social categories and emblems of authenticity

11th and 12th June 2013 at the MOSAIC Centre for Research on Multilingualism, University of Birmingham, Edgbaston, Birmingham.

Seminar Co-ordinators:

Prof. Angela Creese, <u>a.creese@bham.ac.uk</u> Prof. Adrian Blackledge <u>a.j.blackledge@bham.ac.uk</u>

The University of Birmingham's MOSIAC Centre for Research on Multilingualism and the IRiS Institute for Research on Superdiversity hosted a two day seminar at the School of Education, University of Birmingham. The seminar was organized in collaboration with the Linguistic Ethnography Forum.

Seminar abstract:

In complex societies people belong to, or are ascribed membership of, multiple social categories. The papers presented in this colloquium ask questions about the value and force of social categories. They consider how and why people claim or reject membership of those categories, and how trajectories of belonging change across time and space. They interrogate the stability of membership of social categories, and of the categories themselves. Furthermore, the papers engage with the implications of these questions for social policy. In this seminar the presentations consider how membership of social categories is negotiated in the delicate weave of social interaction. The papers argue that analysts may gain purchase on what we commonly refer to as 'identity' by attending to acts of performance and construal through which emblems and social personae are linked.

Objectives:

- To explore recent research which questions the stability of social categories such as language, community, and ethnicity in contexts of globalization and multilingualism.
- To provide a forum to engage in close analysis of identity and membership claims in linguistic interaction.
- 3. To consider the implications of these discussions for social policy.

The objectives were met in total. The programme (see attached) was designed to allow speakers to present their ideas in depth followed by a generous time for discussion. Each paper had a 45 minute slot followed by 30 minutes of discussion. This allowed for a close engagement with data. The discussant Prof. Jenny Phillimore, (Professor of Migration and Superdiversity, School of Social Policy) attended all papers, and brought a policy perspective to the seminar. The seminar achieved an interdisciplinary focus by bringing together applied linguists with social policy scholars.

Speakers:

- Adrian Blackledge and Angela Creese (University of Birmingham)
- Hugh Escott and Kate Pahl (University of Sheffield)
- Kamran Khan (University of Birmingham)
- Michele Koven (University of Illinois at Urbana Champaign)
- Adrienne Lo (University of Illinois at Urbana Chapaign)
- Ben Rampton (King's College London)
- Caroline Tagg (University of Birmingham)
- Sabina Vakser (University of Melbourne)



Discussant: Jenny Phillimore (University of Birmingham)

Three of the speakers were doctoral researchers: Kamran Khan, University of Birmingham ; Sabina Vakser, University of Melbourne; and Hugh Escott, University of Sheffield.

Eight papers were presented, over two days, plus discussants' remarks. Each morning and afternoon session was chaired by a senior researcher. Three of the chairs held or had held positions on the Linguistic Ethnography Forum Executive Committee (Fiona Copland, Acting Chair; Frances Giampapa, Meetings Secretary; Vally Lytra).

Individual Paper titles and abstracts

'You can tell he's public school': Metapragmatic stereotypes as systems of distinction

Adrian Blackledge and Angela Creese (University of Birmingham)

In this paper we consider the discursive means by which families and peer groups create systems of distinction between categories of persons. This 'metacommentary' serves as a resource to reproduce the existing social order. As such, metacommentary and the representation of metapragmatic stereotypes are recruited in the service of unequal relations with respect to social class, ethnicity, and national belonging. In order to discuss the deployment of these resources we engage with the notion of 'register' and 'stereotypes'. The study reported here is the United Kingdom section of an international linguistic ethnographic research project, 'Investigating Discourses of Inheritance and Identity in Four Multilingual European Settings' (09-HERA-JRP-CD-FP-051).

Language as talisman: Realising materialisations of dialect

Hugh Escott and Kate Pahl (University of Sheffield)

Language as Talisman involved young people from youth centres and schools, together with academics from English and Education departments, and was based in Rawmarsh, Rotherham, UK. We explored the way in which contemporary dialect was understood and then semiotically and materially realised. The project used a collaborative ethnographic approach with a focus on linguistic ethnography (Lassiter 2005). We consider the materially situated concept of language, drawing on a theoretical framework from Blommaert (2008), Kress (2010), and Snell (2013). We apply this understanding to an understanding of language and dialect as a site for belonging and for forging identities.

Ideological Becoming as an entry point to investigating belonging and community

Kamran Khan (University of Birmingham)

Gaining citizenship represents entrance to a national 'community' and a form of legal belonging. My paper examines the process of becoming a British citizen through an ethnographically-informed case study in two Firstly, on an individual level I will explore ways. Bakhtin's notion of 'ideological becoming' using the 'Life in the UK' citizenship test as a 'zone of contact.' I explore how individuals assimilate authoritative discourses promoted by politically and ideologically oriented preparation materials. Secondly, this opens up how a community functions in preparing to pass the test by drawing on their multilingual resources. This not only undermines the ideological nature of such tests, but also shows how multilingualism is used in relation to providing practical assistance. Combined with Baumeister & Leary's theory of belonging (1995), this paper will investigate how such communities provide belonging and multilingual assistance. This is then viewed alongside prevalent political discourse which promotes notions of community, language and belonging.



Between skepticism and credulity: Interdiscursivity, stance, and social category in Luso-Descendants' talk about the supernatural Michele Koven (University of Illinois Urbana Champaign)

Scholars have long discussed the relation between transient micro-interactional footings and how those footings signal "types" of people. I discuss how participants link locally recognized stances and identity categories in Luso-descendants' (LDs) storytellings about potentially supernatural events. In these stories, these young women, daughters of rural Portuguese migrants raised in urban France, must display recognizably skeptical or credulous stances. I investigate how their narrating stances toward narrated supernatural events summon up broader French and Portuguese categories of person. In other words, it is through these stances that they assign each other to and recognize each other in more and less valued identity types. As such, examine the reflexive, interdiscursive work L participants engage in, as they interpret each another's transient footings as signs of each other's inhabitance of more perduring social types.

How not to learn English in South Korea: Gender, modernity, and multilingualism

Adrienne Lo (University of Illinois Urbana Champaign)

In South Korea, multilingualism is often presented as a key emblem of modernity, as an individual's multilingual proficiency elevates his status and the status of the nation. Yet for South Korean women, displays of English can instead frame them as nonmoderns who are linked to chronotopes of postwar South Korean poverty and gendered subjugation. This paper traces the indexical processes through which contemporary South Korean women's language learning trajectories are moralized and they are linked to gendered, sexualized, raced, and classed models of personhood. By showing how women are understood as speakers of restricted vernaculars that tie them to a supposedly bygone past, while men are imagined as speakers of a global standard that links them to the expansive global future, this paper looks at the importance of historical figures of personhood in mediating understandings of authentic multilingualism.

Styling in a language learned later in life Ben Rampton (Kings College, University of London)

This paper tackles the traditional split between sociolinguistics and second language research with an integrated account of linguistic form, language ideology and situated practice - what Silverstein calls the 'total linguistic fact' (TLF). Emphasising one or two of these dimensions to the exclusion of the third leaves us vulnerable to the default interpretations of SLA and sociolinguistics – erasing or romanticising our informants' political, rhetorical or linguistic positioning. But if we pursue the TLF, we can watch what happens in conditions of contemporary superdiversity, where the old predictabilities dissolve and forms, acts and social categories no longer co-occur in the patterns that we once expected. The paper draws on an ESRC-funded project in a London suburb where >40% of the population was born abroad, and explores these issues through interactional and variationist analyses of the stylistic practice of an adult who started to use English in his late 20s.

Negotiating social roles in semi-public online contexts Caroline Tagg (University of Birmingham)

Communication on social media takes place in an environment defined by 'context collapse', whereby various offline audiences (e.g. family members, work colleagues, friends) are brought together into one online space. In negotiating ways to conduct interpersonal relationships within this 'semi-public' environment, users reveal their interpretations of their own social roles, as well as their perceptions of the people and communities with which they interact. For example, a father is likely to be restrained in what he

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posts on a social network site by the knowledge that his children may have access to his posts (even if he is not addressing them directly) and thus he needs to conform to certain expectations of his own parental role. Such practices show how social identities – and claims to authenticity – are interactively coconstructed online through responses to perceived social categories and conventions.

Voices of Russia: The making of a band Sabina Vakser (University of Melbourne)

This paper draws on one case study from my doctoral research to trace the recontextualization of resources in the creation of a 'Russian' band. This trajectory begins in 20th century USSR and ends in present-day Melbourne. I consider how multiple sources of inspiration are 're-sourced' over time and space, serving various social agendas, before leading to the band's inception. These sources include song lyrics, musical genre, tone, style, as well as political struggles, ideas, and even human legacy, all of which become emblematic in the creation of an 'authentic' image of the band. I explore the complexity of this historical echoing, as well as what it might contribute to a deeper understanding of dialogism and authenticity in globalization (Blommaert & Varis, 2011).

Participants

There were 36 delegates. Of these 11 were doctoral students. The seminar was also successful in attracting visitors from overseas including Germany, Brazil (2), Spain, Japan, Portugal, USA (2), South Africa (2), Switzerland. We were able to offer a travel and accommodation bursary to one doctoral researcher (£100).

Financial Support

In addition to BAAL's grant of £750, the University of Birmingham provided a grant to cover the expenses and airfare of the two international speakers (Michele Koven and Adrienne Lo). The University of Birmingham also provided administrative support (Ann Bolstridge) through its new Institute for Research in Superdiversity.

Outcomes

- Plans are in place to organise a 'return' seminar on a related theme at University of Illinois Urbana Champagne 2015.
- Publication of Prof. Phillimore's seminar discussant comments on Kings College London, Working Papers in Urban Language and Literacies -<u>http://www.kcl.ac.uk/innovation/groups/ldc/</u> <u>publications/workingpapers/download.aspx</u>
- Publication of a version of Kamran Khan and Sabina Vakser's presentation in a Routledge volume (Series Editor, Marilyn Martin-Jones). Researching multilingualism: critical and ethnographic approaches (editors Marilyn Martin-Jones and Deirdre Martin).

Implications for Applied Linguistics

The timing of this two-day colloquium was appropriate given current interests in Applied

Linguistics. The seminar used a sociolinguistic and social theory lens to interrogate key questions for late modernity. It achieved an interdisciplinary focus by bringing together applied linguists with academics in social policy and education.

In complex societies people belong to, or are ascribed membership of, multiple social categories. The papers presented in this colloquium asked questions about the value and force of social categories. They considered how and why people claim or reject membership of those categories, and how trajectories of belonging change across time and space. They interrogated the stability of membership of social categories, and of the categories themselves. A number of questions became salient during the colloquium:

- what constitutes 'enough' authenticity to be authentic;
- whether one person's authenticity is another person's inauthenticity;

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whether what is authentic now will be or was inauthentic at another time;whether what is authentic here is inauthentic in another place.

The papers engaged with the implications of these questions for social policy.

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New BAAL/Routledge RESEARCH DEVELOPMENT WORKSHOP PROGRAMME 2014

Call for workshop proposals

As part of its commitment to research in Applied Linguistics, BAAL is pleased to announce that financial support from Routledge and BAAL will be available for one research development workshop in 2014. The workshop will offer training in, or focused discussion of, applied linguistics methods, approaches or fields of investigation to new researchers, including postgraduate students, postdoctoral researchers, early career researchers, and anyone embarking on a new line of research. BAAL now invites proposals for the 2014 workshops to be submitted to Li Li (Seminars Coordinator) by 14 March 2014 (email address below).

These notes are intended as guidelines for the submission of proposals by workshop 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 [insert web address].

Structure

BAAL is interested in promoting in-depth discussion and participation in a format which is different from the opportunities provided at the Annual Meeting and in other seminar programmes. These might include handson workshops or other training events that feature a substantial degree of participant involvement.

Members preparing proposals for BAAL / Routledge workshop should bear in mind the following:

 Proposals should investigate emergent, timely or relevant methods or topics. We welcome evidence of a general need for the workshop, as well as an attempt to cater for participants' specific needs.

- The workshop can be organised by either postgraduate students, or academics, or the two working together.
- The main target participants are expected to be postgraduate students and early career researchers, although a case could be made for targeting other groups.
- The workshop meetings should be small enough that all participants can interact with each other, but without being overly exclusive. We recommend meetings of ideally 15 – 40 people.
- The workshop should be held in a place accessible to the majority of members (i.e. they should normally take place in the UK), and excessive travel or accommodation costs for delegates should be avoided where possible.
- The workshop should include an opportunity for discussion among participants and, where relevant, hands on activities.
- Innovative formats are welcome.
- In selecting speakers, organisers are encouraged to include sessions led by students or early career researchers, as well as those more established in the field.
- The workshop may lead to the formation of a network or group with further opportunities for sharing and learning. In some cases there may be other concrete academic outcomes. Please specify if you think this will be the case.
- The co-ordinators should liaise with the BAAL Seminars Coordinator to ensure that a representative from the BAAL Executive Committee can attend in some capacity for at least part of the event to present on the work of BAAL. The costs should be considered in budgeting for the event.



Financial support

Financial support for one workshop which is successful in the competition takes the following forms:

- a) a repayable float of £500
- b) a non-repayable grant of £1500

In addition, a runner up in the competition for the main funding may be awarded BAAL support:

a repayable float of £500 (This additional award 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 (Michael Daller at <u>M.H.Daller@Swansea.ac.uk</u>) by any workshop coordinator whose proposal is adopted for the BAAL / Routledge workshop programme.

Deadline for receipt of proposals:

14 March 2014

Organisation

Once accepted for BAAL / Routledge sponsorship, workshop co-ordinators will receive guidelines on the organisation of workshops. At this point, the following should be noted:

- Successful workshops should be advertised on BAALmail, and via the postgraduate Facebook group, as a BAAL/Routledge workshop. Any local publicity should also state that the workshop is supported by BAAL and Routledge.
- BAAL does not expect to make a financial profit out of the workshops, and will not cover any loss made by a workshop. Proper accounts explaining how BAAL

grants have been spent will need to be provided to BAAL treasurer Michael Daller.

• A report on the workshop will be required for the BAAL newsletter within 4 weeks of the workshop having taken place.

Workshop Proposals

The workshop programme is the subject of an open competition. BAAL members are invited to submit proposals for workshops for the 2014 programme by 14 March 2014. All bids will be scrutinised by the Executive Committee. The results will be announced by the beginning of April 2014. Workshops must be held by the end of the calendar year (31st December 2014).

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

- Workshop Title
- Date
- Place
- Name/Institution of Workshop 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 workshop
- 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)
 - Proposed use of sponsorship money, including projected costs where possible

Proposals or enquiries to: Li Li (Li.Li@exeter.ac.uk)

BAAL/CUP Seminar

Trajectories – Developing dynamic approaches to textual analysis

This seminar took place on April 19th, 2013 at the Centre for Language and Communication, Faculty of Language and Education Studies, The Open University. The seminar was coordinated by Janet Maybin and Theresa Lillis and there were 28 participants, including 4 postgraduate students, from Universities in Britain, Belgium and South Africa.

Introduction

The overall aims of the seminar were to explore how researchers are currently adopting dynamic approaches to text analysis across local and global contexts and to open up critical debate about the empirical and theoretical value of 'text trajectories' and related notions.

Specific objectives were to:

- Bring together researchers from sociolinguistics, discourse analysis, literacy studies and linguistic ethnography, who have been researching text production and uptake practices in a variety of different institutional contexts
- Explore empirical and theoretical tools for developing dynamic approaches to text analysis
- Explore and discuss the analytic affordances of 'text trajectories' and related notions- *text histories, genre chains, genre suites, text chains*for researching linguistic phenomena
- Determine ways in which research on text trajectories can contribute to, or have an impact on, institutional practices and policies

Five speakers (see below) presented research on a range of different institutional settings: law and policing, medical surgery, academia and social work, journalism, workplace health and safety practices, a self-build project. There was an emphasis across the papers not only on how we can research and theorise dynamic aspects of text production and uptake, but also on how this research can impact on policy and practice. While the speakers employed a range of approaches as delineated above, they all shared a commitment to ethnographically informed close analysis and an interest in how such analysis could feed into issues of specific institutional and broader social concern. Each presentation was followed by discussion and in addition small group discussions half way through the day programme identified emerging points and questions. The seminar concluded with a respondent-led plenary.

Papers and discussion

Frances Rock (Cardiff University) focussed on how textual travel in legal settings has the potential to influence lives in permanent and incisive ways. Using examples of data from her onging research in policing, she focussed in detail on trajectories which are intrinsic to processes of cautioning, interviewing, police training, custody and letters and calls to the police (Rock 2007). In each case she considered the processes and effects of recontextualisation and entextualisation, for instance in the course of text mediation as when police explain the meaning of the caution to suspects. She raised interesting points about processes of personalisation in cautioning, the chaining of texts in interviewing trajectories as police attempt to construct time lines for critical events, the use of hyperlegislative language to establish power and authority and how text trajectories can contain traces of defunct practices which have to be somehow managed in police/suspect interactions. Citing intertextuality in relation to different levels of language (e.g.sentences, stories), Rock drew her presentation together with a quotation from Dorothy Smith (2006:66) 'The magical character of replicable texts...is that they are read, seen, heard, watched and so on in particular local and observable settings while at the same time hooking up an individual's consciousness into relations that are translocal'.

Theresa Lillis (Open University) explored text histories and trajectories in two distinct contexts: academia (writing for publication) and social work (case note recording). She highlighted the value of adopting a text history approach for shifting analytic attention away

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from single texts towards clusters of texts across time and space and for identifying key moments of production and uptake. Stressing the limits of situated local analysis of literacy events (Brandt and Clinton 2002), Lillis considered how texts travel, which parts remained fixed and which changed, in the context of academics pursuing publication in Anglophone journals in a global context (Lillis and Curry 2010). She pointed out the important role of brokers and the epistemological implications of textual changes in the academic articles. In relation to data from case notes by social workers, Lillis illustrated the ways in which instititionally designed software systems prescribed specific text trajectories and emphasised the important influence of real and imagined future text trajectories on the ways in which texts such as case notes are produced and taken up. A key issue she raised was that of professional voice, control and accountability on decisions about what and how to write. Professionalism here involved looking beyond the local and navigating enormous and sometimes irreconcilable tensions.

Jeff Bezemer (Institute of Education) presented a multimodal approach to researching text trajectories, where the analytic focus is on representation, mode, affordance, transformation and transduction, and the gains and losses of particular transformations across modes. Bezemer drew from his research on the negotiation of meaning-making in the operating theatre (Bezemer, Cope, Kress. and Kneebone 2011). Concentrating on surgery training, he examined how nature is turned into culture in charting biomedical categories and how the human body becomes a text which is read through a particular epistemological lens (for example western scientific versus alternative medical models). He highlighted the interpretative skills that trainee surgeons need to develop in shifting between the two dimensional diagrams and images in text books, and the three dimensional nature of actual activity in operation theatres which is further complicated by digital equipment enabling imaging of internal procedures. Bezemer raised questions about how learning occurs across formal training, simulation and practical craft, and how such complex multimodal processes can be recorded and transcribed by the researcher. He demonstrated how he digitally records what people say in relation to

what they do with surgical instruments, facilitating the mapping and analysis of transmodal meaning-making trajectories which are integral to teaching and learning in this context.

Tom Van Hout (Leiden University) examined how text trajectories coordinate workplace institutional activity news production, in the process changing in interpretations and outcomes. He argued that these trajectories are an important focus for research: while textualism dominates current language ideology (Blommaert 2004) and labour is increasingly textualised, workplace writing has been understudied as an expert activity. Drawing from his research on journalists' working practices (Van Hout and Macgilchrist 2010), Van Hout reflected on the use of ethnographic methods to follow news stories across episodes of recontextualisation editing, (drafting, newsroom conferences) in order to investigate how texts are institutionally funneled to materialize as 'news'. He highlighted the tension between pursuing a narrow and deep focus on key informants, interactive observations and computer-assisted micro-level analysis, and the need for repeated observations to establish the historical depth which is practically impossible to attain in real-time and virtual ethnography, where traditional ethnographic concepts of 'place' and 'being there' are complicated by 'media-centric issues of flow and fluidity of information within a networked society' (Murphy 2011: 396). Van Hout highlighted how being a good journalist is predicated on the ways in which texts are processed and transformed across different institutional contexts in the 'fixing' of news.

Catherine Kell (University of the Western Cape) proposed a theoretical shift within Literacy Studies away from the framework of events, practices and domains and towards the role of texts in meaningmaking across space and time. In this context, she suggested that the focus should be on text trajectories, rather than literacy practices as the main unit of analysis, and that shifts in scale were of particular interest in theorising relations of text production and interpretation across different contexts. After reviewing how 'scale' has been conceptualised in sociolinguistics (e.g. Blommaert, 2007; Collins, Slembrouck and Baynham, 2009) and human geography (e.g. Massey, 2004; Marston, Jones and Woodward, 2005), she presented a methodology for tracing text trajectories at the local level within participation frameworks in event-



spaces. This incorporated distinctions of scale in theorising the relation between the local and the global and addressed the role of texts in constructing social processes which have greater durability and irreversibility, or not. She presented contrasting examples of the highly 'scripted' trajectory of a health and safety incident report form in a New Zealand construction company and the 'emergent' trajectory of a woman's complaint about her house in a South African self-build project, to highlight the importance of fine-grained analysis of space and time differentiations, and of how these throw into perspective issues of power across trajectories (Kell in press).

Conclusion

A wide range of interesting questions and issues emerged in papers and discussions throughout the day. These were summed up by Karin Tusting, in her role as respondent, as follows:

- What are the functions of text trajectories in particular contexts? What is the nature of the work involved? What is being fixed, what travels, and why?
- What are the different affordances of different types of texts? For instance what are the effects of mode (e.g. 2D vs 3D), different technologies including software design, numerical representation?
- Who gets to move texts and who gets to fix them? Who has the discretion to produce texts and to change them? Who decides on the material means of production, and on where the texts go next? Who even knows where the texts go – and who doesn't? Who are the brokers; what are the networks; what is the participant framework in the event space?
- How do people learn to move texts, and what disrupts this? How do people learn what travels well – what 'counts' in different settings and what doesn't – and why? How does expertise develop in different contexts?
- What are our fixed points in these trajectories, and how do we fix them as researchers? What do we call the trajectories, and how do we break them down?

We plan to pursue these issues further through publication of a journal Special Issue.

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Janet Maybin and Theresa Lillis

BAAL/CUP Seminar

Narrative inquiry in transnational migratory contexts: Epistemological and methodological issues

The seminar took place on July 8th-9th, 2013, at the University of Southampton. The seminar was coordinated by Adriana Patiño from the Department of Modern Languages at the University of Southampton and Ana María Relaño Pastor from the Department of Modern Languages at the University of Castilla-La Mancha (Spain). Twenty-two people attended the seminar, and 11 presented their papers. Delegates came from the USA, The Netherlands, Brazil, Estonia, Spain, and the United Kingdom.

Introduction

The main aim of this seminar was to approach narrative from an interdisciplinary perspective, including areas from sociolinguistics, linguistic anthropology, discourse studies, psychology, and sociology. Narrative analysis has become one of the most salient, consolidated areas of research and methodological analysis in the social sciences, in particular, in researching identity, social practice, cultural experience and beliefs.

Objectives

The objectives of the seminar were:

- to engage junior and senior scholars in applied linguistics, discourse studies, sociolinguistics, linguistic anthropology, and transnational studies, among other disciplines, in dialogue about the understanding of narrative as object of study in migration contexts.
- to discuss different methodological approaches to narrative in a variety of migration scenarios.
- to put forward a research agenda on narrative and transnationalism, globalization, and diaspora.

Over the last decade, particularly within sociolinguistics, linguistic anthropology and discourse studies, researchers have used narrative analysis as one of the most powerful qualitative perspectives to investigate how people construct and position themselves with respect to different social issues. Narrative inquiry have become relevant in studying transnational migration contexts. It is in such situations that the negotiation of position, stance and identity, knowledge are problematized by participants in their daily life activities and at the same time, methodological reflexivity, on the researcher's side, emerges as central for analytical purposes (De Fina & Georgakopolou, 2012). Despite the importance of narrative as a social practice revealing processes of displacement, settlement, and resistance to social exclusion in migratory contexts (Baynham and De Fina, 2005), narrative as epistemology and methodology in a variety of migration scenarios across the globe is still highly debatable from different perspectives.

This seminar attempted to answer the following questions:

- How have scholars interested in transnational migration used narrative in their research?
- How does narrative as epistemology and a method shed light on key issues such as identity, positioning, stance, and reflexivity in migration contexts?
- How can researchers with an interest in migration challenge current definitions and methodological approaches to narrative?

Among the topics that emerged from the papers relating to presentations were the following:

definitions of narrative narrative models

narrative as social practice narrative and professional identity narrative, migration and the city

Thematic Papers

Day one started with the presentation of our invited BAAL Executive member, Dr. Martin Edwardes, who introduced the audience to BAAL (e.g. aims, organization, annual conferences, SIGs, among others). Papers were organized in three thematic sessions. Day one dealt with the topic 'Narrative, Migration and the City', which consisted of six presentations covering a range of migration locations: Berlin, Barcelona, Southampton, Russia, and Southern England. The presentations offered different approaches to the understanding and analysis of narrative. Day two centered on 'Professional Identities in Narrative', and 'Narrative as Method: Challenges and Dilemmas'. The papers on the first day started with Patrick Stevenson (University of Southampton), whose presentation addressed results from a project on multilingualism and migration in the city of Berlin. He explored these topics through the language biographies of inhabitants of a single apartment block in Berlin. The paper discussed the individuality of language experiences arising from different migration patterns as an important and necessary counterweight to larger scale investigations of language knowledge and language use. Dr. Stevenson's paper was followed by Maria Sabaté i Dalmau (University of Barcelona), who addressed the ways in which multiple socioeconomic and spatial mobility/ immobility experiences get inscribed in Ghanaian migrants' narratives of place, specifically the ways in which they make sense of how they practice, inhabit and embody their local transnational trajectory movements in current global cities. Her work, as Stevenson's, addressed some of the methodological challenges of ethnography. Dan Jendrissek (University of Southampton) delivered the third presentation of the day. His research explored the migration strategies of young, well-qualified migrants

from Poland and Spain who are living and working in the UK. He presented a comparison of individual autobiographical narratives in both cases. The last presentation of the first session was Isabelle van der Bom's (University of Sheffield), which examined worldconstruction in the narrative of a Hong Kong migrant living in Sheffield. She explained how the world-based cognitive model called Text World Theory, not previously been applied to spoken discourse, could be useful for narrative analysis.

Session two of day one included the paper by Nina Kresova (University of Tartu) about the discursive construction of the social categorization of Russian blogger-emigrants, particularly addressing the strategies and devices they use to define and negotiate their in- and out-group relationships in interaction with other bloggers. This presentation was followed by Roberta Piazza's paper (University of Sussex), who was the last speaker of the day. She presented the results of interviews she collected for the study of the construction of identity among female travelers belonging to a mobile community in the South of England. She specifically addressed the ways in which both interviewers and interviewees negotiated identity categories as competent members of the culture of travelers. We encouraged participants to write their questions in post-its that they pinned for us in the conference bulletin board. The questions the participants posed were the following:

1. Should we only focus on what occurs in the interaction? Can we talk about what occurs outside of this? CCA/Discursive psychology/ social psychology?

2. What makes a story or anecdote into a narrative? Is it the application of a framework that makes it "analysed"? Or is an unanalysed story also a narrative? If so, how so?

3. Transition (translation) from participants' to analysts' narratives?

4. Say something more about use of positioning theory and argumentation theory and how they can be operationalised?



These questions were discussed by the keynote speakers in the general discussions sessions of the conference.

The second day of the conference included two sessions, one on professional identities in narrative and another one about the challenges and dilemmas of narrative methodology. Marilisa Birello and Núria Sánchez Quintana (University of Barcelona) presented the results of a larger project carried out in collaboration with Universities in four European cities: Paris, Pécs (Hungary), Trento (Italy) and Barcelona (Spain), about biographical narratives of teachers regarding their beliefs on plurilingualism. Manuel de la Mata et al., (University of Seville), also addressed the results of a large study about community cultural competence of professionals in social services in the city of Seville (Spain). In particular, he focused his presentation on the positions and voices in teachers' narratives and how they related to the construction of professional identity. Kevin Haines (University of Groningen) examined narrative as a tool for investigating and coconstructing the learning experiences of language learners, using data obtained from learning histories and learner journals. The final session of papers presented in day two focused on the dilemmas involved in narrative analysis. Rosa Soriano (University of Granada) addressed the methodological challenges of 'Grounded Theory' for the intersectional analysis of identity. She presented data of her research on Moroccan immigrant women in Andalusia (Spain). Tony Capstick's presentation (Lancaster University) examined the methodological challenges of taking a social practices approach to literacy and what this approach can bring to narrative inquiry in transnational migratory contexts. He discussed the literacy practices of a family from Azad Kashmir, Pakistan, and Lancashire, UK, as they moved between physical and social spaces between the two countries.

Discussions by keynotes

The seminar included two general discussions by the two conference keynote speakers, Professor Alexandra Georgakopoulou from King's College, London, and Professor Anna De Fina from Georgetown University. Each one these sessions took place at the end of the day. Professor Georgakopoulou conducted the first discussion on day one of the conference. She addressed the issue of hybrid identities in mobility processes as "the forgotten reminder of what is 'everyday life". She discussed the importance of addressing narrative as a "fragmented" practice on which people can elaborate on at any time and space. She examined the importance of defining narrative as part of the ethnograhies of mobility and how the concept of mobility would need to be reexamined, specially in transnational contexts, where a new reformulation of time and place is needed. She insisted on the need of further study the entextualization, transposition and recontextualization of narrative and the need to include 'small stories' research in migration studies. She encouraged the study of 'storytelling on the go' and a plausible alternative to understand fragmented and hybrid identities in narrative. She ended her discussion with a reflection about the methodologically grounding of sites as a locus to understand narrative practices.

Professor De Fina's discussion took place on the second day of the conference. She offered a discussion of the main theoretical and methodological issues that emerged from the paper presentations. She started with a discussion about the need to specify how narratives are elicited in different research traditions, and the importance of problematizing the notion of context in narrative analysis. The second issue she considered crucial in narrative analysis was the methodological reflexivity that any narrative researcher should engage in regarding their participants and data collection process. She insisted on the importance of dialoguing and reflecting with ourselves on the impact that we, as researchers, have on the data we collect. In this regard, she argued for the avoidance of linearity and the complexity involved in narrative analysis. The



importance of revisiting and reinterpreting narrative data was also part of the reflexivity process she encouraged researchers to be aware of. Finally the third issue she examined dealt with the need to differentiate the concepts of 'narrative as representation' and 'narrative as social practice'. De Fina supported the notion of narrative as social practice and explained how narrative representations can never be de-contextualized, on the contrary, they need to be understood as practices produced in context, as context-generated, but also as context-generating practices. The format of having general discussions at the end of each day proved to be very fruitful because presenters had the opportunity to further examine their papers with the keynote speakers in a friendly and relaxed atmosphere.

Output

A dropbox account was created to share the seminar material, which included audio-recordings of the presentations and discussions by keynote speakers, power points and photos. The link was sent to all seminar participants. A proposal for special issue or edited volume is under consideration by the seminar organizers.

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BAAL SIG Event

Language Learning and Teaching SIG Conference Report

St. Mary's University College was very pleased to host the 9th annual meeting of the BAAL Language Learning and Teaching SIG on July 4th & 5th 2013. The theme chosen for the conference was "Linking teaching to learning in language education" and was open to the exploration of very different perspectives, from that of regarding learning as a matter of how the human mind processes linguistic data, to that of situating language learning inside its individual, social and cultural contexts. How each perspective connects into and out of pedagogy was an important issue for all presentations.

Sixty-nine proposals for presentations and posters were received, of which 42 were selected through double blind peer review. In addition, a workshop on dyslexia in language learning was offered by Judit Kormos of Lancaster University, focusing on the need for teacher training programmes to include an understanding of the particular problems of dyslexic learners as evidenced by research.

The conference programme also included four eminent plenary speakers: Professor Rod Ellis (University of Auckland); Dr. Leila Ranta (University of Alberta); Professor Jill Wigglesworth (University of Melbourne) and Professor Zoltan Dornyei (University of Nottingham).

Leila presented her survey findings on how teachers themselves regard the relationship between theory and practice, concluding that there are reasons to be pessimistic about how far research has impacted on classrooms; Jill gave a moving account of the current situation in north-western Australia where children whose home language is not Standard English must nevertheless try to cope with schooling (and testing) which is only in that language, despite the research evidence which suggests this is neither fair nor valid; Zoltan revisited communicative language teaching and argued that psycholinguistic research findings have made it possible to speak now of an emerging 'new' CLT; Rod reviewed teacher guides to textbooks to show the gap between the pedagogic discourse to be found therein and the research-based discourse to be found in published research papers. He called for research to address this gap by examining more deliberately (for example in corrective feedback) the assumptions inherent in pedagogic discourse.

The conference attracted 90 delegates. These were established academics and PhD students from all parts of the UK and beyond, including Russia, Sweden, Spain, France, Germany, China, Japan, Belgium, Australia, New Zealand and Canada.

The weather was unusually kind and enabled lunch both days to be taken outside on the deck overlooking the lawns and running track. On the evening of the 4th a four-course conference dinner was served in the grand surroundings of the Victorian Senior Common Room. Delegates were supplied with plentiful coffee, tea and cake at each of the session breaks.

Feedback has been uniformly positive for the venue, the food, and the outstanding quality of the presentations. Delegates have also remarked on the generally cheerful atmosphere created by the team of MA students who made sure that everyone could find their way round the college, stow their luggage, access the wi-fi and do any emergency printing. Special thanks are due to Jessica Jeske whose immaculate attention to detail enabled everything to run so smoothly.

Pauline Foster (fosterp@smuc.ac.uk)



BAAL Book Prize 2013 Joint Winners

Alastair Pennycook (2012) Language and mobility: unexpected places Multilingual Matters

Andrea Tyler (2012) Cognitive linguistics and language learning: theoretical basics and experimental evidence Routledge



BAAL*news* Submission Deadlines

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

Please note that the submission deadlines for forthcoming issues are:

Summer 2014 (appears in July): 30 June 2014

Winter 2014/15 (appears in January 2015): 9 January 2015

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

sebastian.rasinger@anglia.ac.uk

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

Book Reviews

Swann, J., Pope, R. & Carter, R. (eds) (2011). Creativity in language and literature: the state of the art. Basingstoke: Palgrave Macmillan. 349 pages + xviii

Creativity in language raises important issues in linguistics: where does it come from, how does the idea move from brain to speech or page, why are some people good at it, which forms do the readers value, how can we promote it in our learners ... the list is long. From an applied linguistics viewpoint, creativity is the basis for almost all language production; from a psycholinguistic viewpoint, creativity is a vital area waiting to be explored.

The book is divided into four parts: the first two cover creativity in "context and genre", and in "modes, media and technology"; the last two cover interpretations of creativity, and debates about creativity. The first two parts seem to be somewhat arbitrarily divided, both being concerned with the creative process itself. They try to cover a heroic range of subjects: among others, music, poetry, drama, film, sculpture, and personal correspondence. Inevitably, the treatments are idiosyncratic, and the reader has to try to extract a coherent understanding of creativity from this catholic collection. There are some useful general-interest chapters on metaphor (5, Metaphor in Prosaic and Poetic Creativity, Cameron; and 6, Metaphor, Creativity and the Experience of Pain across Genres, Semino), but the other papers all appear to address very different audiences, and in very different ways. It is hard to establish the theme of the book from this range of subjects, and the two parts do not give a clear picture of the process of text creation.

The third part is concerned with reactions to creativity, and it gives several meta-analyses of texts from a

reader's viewpoint. Unfortunately, most of the chapters are third-party critical analyses of texts, so it is not clear what part of the creative process is being addressed in the analyses. Speculation about an author's motivation does not really analyse the creative processes they presumably used in the production of the text. In some of the chapters the reader is also sometimes the writer (chapters 15, The First Three Minutes: Seducing the Audience in 'Arranged Marriage', Jayalakshmi; 19, Practical Measures: Poet as Editor, Sampson; and 22, An A-Z of Textual Recreation, Pope), so there should be an important element of reflection. This is clearly the case in chapter 15, but chapter 19 is more about motivation than creativity, and chapter 22 requires the reader to overlay their own interpretation onto the author's interpretation - it is hard to know whose creativity is being considered. Chapters 17 (How Reading Groups Talk about Books: a Study of Library Reception, Swann) and 18 (Reader Response and the Formulation of Library Judgement, Spiro) are, however, of direct and important interest to applied linguists.

The fourth part is perhaps the most useful in the book, and it addresses some of the assumptions made in the preparation of the rest of the book. Among other noteworthy chapters, Allington (23, *The Production of 'Creativity'*) provides a thoughtful epistemological analysis of the nature of creativity, looking at what we can know about it; and Cook (24, *In Defence of Genius*) provides an important counterpoint to the editorial assumption that creativity is universal and indivisible, arguing that it is neither. The fourth part of this volume provides an important balance to the somewhat disparate other parts; and, while it does not tie the subject matter together into a coherent whole, it does illustrate the definitional problems in this field. As well as covering writing, "Creativity in Language and Literature" does make a small attempt to address creativity in speech (chapters 4, The Bilingual Verbal Art of Fama: Linguistic Hybridity and Creativity of a Hong Kong Hip-Hop Group, Lin; and 7, Word Play across Languages and Cultures, Amritavalli, Upendran & Jayalakshmi); but perhaps it would have been more realistic to concentrate on written creativity - that by itself would have provided a large enough subject for a volume of this size. The objective of the book, according to the title, is to describe what we currently know about creativity in language; but that would seem to be an impossible task without an agreed definition of creativity. The editors have therefore decided to create a book to "draw together a wide but not disparate range of people, activities and institutions", and to provide "one of the shapes of things to come" (p19). However, being creative about the definition of creativity does not necessarily produce a robust description around which to base an academic volume.

So what does this book provide for the applied linguist? An edited volume is usually a collection of styles and approaches, and this is what makes edited volumes so interesting and useful; but this book almost seemed to be a collection of subjects, too. Its wide-range of topics meant that it was not completely clear which audience it was being aimed at; while there is probably something for almost everyone, the lack of focus means that nobody will find more than a fraction of this book immediately relevant to their needs. This book does have a role in libraries, and it is a useful addition to an applied linguistics lecturers' bookshelves: it is the type of book which can provide a relevant chapter for many projects or subjects, and we should therefore see it being referenced in many bibliographies. It does not, however, provide sustained support for any taught course - and it is therefore unlikely to become a recommended course book.

Martin Edwardes, King's College London

Mc Laughlin, F. (ed.) (2009). *The languages of urban Africa*. London: Continuum. ISBN 978-1-8470-6116-4 (Hb), 238 pages.

This edited volume consists of eleven studies about different aspects of the languages of a number of African cities, in Benin, Burundi, Democratic Republic of Congo, Ghana, Ivory Coast, Mali, Morocco (and North Africa in general), Republic of Congo, Senegal, South Africa, and Tanzania. It best represents West Africa and covers historical linguistics and sociolinguistics topics, and issues of language planning and language ideologies. The papers adopt various methods of data collection and analysis.

Mc Laughlin's introductory chapter provides a sound introduction to the theoretical concepts underpinning the papers of this volume and the linguistic landscape of the African city.

Dakubu's chapter explores the four-language system (Ga, Akan, English, and Hausa) in Accra, Ghana's capital, paying special attention to (the sociology of) Ga. It analyses the subtleties of language use, language contact and change, code mixing and code switching, showing that static models of di- or triglossia can only partially describe the dynamics of urban multilingualism.

Hachimi reviews previous research on old-urban varieties in the capital cities of North Africa and focuses on the variety of Fessis in Casablanca in quantitative and qualitative terms. Interestingly, this chapter zooms in on the linguistic behaviour and identities of a number of Fessi female informants, showing their strategic use of certain phonological variables to claim membership of nuanced groups (e.g. 'pure Fessis', 'Fessi-Casablancas' etc.), and also the changing attitudes towards the old urban dialect of Fez.

Bokamba reviews the much-debated issue of the emergence of Lingala in the Congo Basin. Taking a historical approach the chapter discusses hypotheses of pidginisation and creolisation, drawing on previous research and the author's empirical observations. Bokamba argues in favour of the thesis that Lingala developed out of a number of local languages (as opposed to Bolangi, exclusively). In addition, the sociohistorical factors that have contributed to the spread and heightened prominence of Lingala, as well as to its establishment as an urban lingua franca, are presented and it is





predicted that the language's symbolic capital and usage will continue to rise.

Mc Lauglin focuses on the emergence of urban varieties of Wolof, Senegal's major lingua franca and informal national language. An analysis of speakers' understanding of Wolof and its relation to French is provided, which is a welcome alternative to external classifications of code-switching, code-mixing and lexical borrowing. The exploration of the social history of urban Wolof, based on historical and linguistic evidence, is supplemented by a discussion of attitudes to urban and 'pure' Wolof as they emerge from sociolinguistic interviews conducted by the author.

Canut's chapter takes a critical (social constructivist) approach to the construction of discourses of linguistic homogenisation, circulating in educational, academic, media and policy settings in an emerging urban space: Bamako, the capital of Mali. Naturally emerging data are analysed to illustrate cases of multilingual linguistic practices and identity performances which problematise the dominant discourses of homogenisation. Critical Discourse Analysis (e.g. Fairclough 2001) or Membership Categorisation Analysis (e.g. Hester and Eglin 1997) would have provided the tools for the antiessentialist, practice-based approach to 'parole' that the author calls for.

Kube-Borth captures the emergence of the hybrid urban (youth) language Nouchi, spoken in Adidjan, lvory Coast, based on well documented ethnographic interviews with secondary school students. The enquiry focuses on the young speakers' understanding of this variety and on the functions they attribute to it. It is shown that Nouchi functions as an index of lvorian identity that transcends ethnic, social and educational differences, but also as a signal of resistance to the stateimposed hegemony of standard French.

Essegbey discusses the ethnolonguistic vitality of Ga, in Ghana's capital, Accra. The language's vitality is assessed on three criteria: domains of language use, prestige and demographics. Evidence from previous research, anecdotal accounts and findings from interviews with Accra residents of different ethnolinguistic groups, organised by the author, suggest (albeit inconclusively) that Ga could recede in favour of Akan in the future.

Adeniran provides a well-documented, integrated account of societal multilingualism in Porto Novo, the capital of Benin. Survey (questionnaire) data of a large, representative sample of Porto Novo's population are used to provide an insightful overview of the high level of multilingualism in the Beninese capital, as well as the complexities and latest trends in the varieties used in different domains (home, work, education, religion).

Bwenge examines Swahili-English bilingualism in the billboards of Dar es Salaam, in Tanzania. The discussion is contextualised by an account of the changing sociohistorical dynamics between the two hegemonic linguae francae: Swahil and English. This interesting case study focuses on advertisement discourse as it is represented in 52 billboards and shows that the use of Swahili has strong connotations of nationalism and English of elitism.

Der-Houssikian analyses morphological and syntactic innovations in standard Swahili that are specific to Bujumbura, Burundi, in an attempt to chart out the emergent variety of Bujumbura Swahili. Perhaps surprisingly, the author refers to non-standard varieties that challenge the dominance of the standard language (Swahili) as linguistic 'reckless abandon'.

Finally, **McCormick's** chapter examines issues of codeswitching and code-blending among bilinguals in the South African city of Cape Town. The macro-sociohistorical account is supplemented by a close investigation of linguistic practices and changing language attitudes in District Six of Cape Town. The chapter's significance is that it shows how speakers' wellarticulated understanding of the symbolic meaning of each language (English and Afrikaans) does not necessarily determine the local meaning of code switching.

On the whole, this is a much-needed contribution to the field of urban languages in Africa, combining top-down and empirical, micro-analytic approaches to language use. It is accessible to the novice researcher and an additional advantage of the volume is the emphasis it places on accounting for the historical and sociopolitical context that constitutes and is constituted by the linguistic. A more elaborate analysis of how participants employ different varieties and at what ends in the here-and-now of interaction (as McCormick's contribution, for example, insightfully does) would add a very interesting facet to the discussion of many

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chapters. An explicit overview of the theoretical framework(s) and underpinning conceptualisations of language, identity and culture that inform the chapters would have enhanced the analyses, by better showcasing their contribution to the wider field of multilingualism and sociolinguistics. Finally, references to the urban languages of Northeast Africa, or the Horn of Africa would be a welcome extension of this project. Nevertheless, Mc Laughlin (2009) is a valuable reference for researchers and students of African and/or urban languages, not least because it provides various perspectives on a number of under-researched and newly-emerging varieties.

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Anna Charalambidou, University of Surrey



McGregor, W. (2009) *Linguistics: An Introduction*. Continuum. ISBN: 978-1-8470-6367-0. 384 pages. £19.00.

"There are many introductory textbooks on linguistics. Why another?" So asks McGregor in the Preface to his book, but the reason becomes apparent to the reader (or "user" might be a better term since this is a very practical book) very quickly. This work fills a real niche in the market both in terms of its theoretical stance, which is cognitivist and functional rather than generative, and in its pedagogic philosophy. This is very much a teaching textbook, bordering at times on a selfstudy guide. I found the book very engaging to read and think it would be an ideal starting point for a student about to pursue a degree in Linguistics.

The book is divided into three parts: Part 1 (Language: System and Structure) encompasses the traditional introductory topics of Phonetics/Phonology, Morphology, the Lexicon, Syntax, and Meaning; Part 2 (Language: a Human Phenomenon) covers Sociolinguistics, Psycholinguistics, Language Acquisition, and Language in its Biological Context; while Part 3 (Language: Uniformity and Diversity) includes chapters entitled Unity and Diversity in Language Structure, Language Change, and Languages of the World. The preface advises the user to read Part 1 first in order to gain an understanding of the key linguistic concepts, then advises that Parts 2 and 3 can be tackled in either order.

Within each chapter there is uniformity of layout and several features which assist the user in their understanding of a new topic. A "Goals" box outlines what the chapter aims to accomplish, a "Key terms" box" comes next before the meat of the chapter, then there is a "Summing up" section, a "Guide to further reading", and finally an "Issues for further thought and exercises" section.

Within the main body of each chapter there are also text boxes which seem sometimes arbitrary in function. Sometimes they include study skills information, sometimes they recap an important distinction which has just been discussed, and on other occasions they signpost a crucial piece of information which is about to be covered. I felt that a little more uniformity of use would have increased the value of this text box feature.

Returning to the main components of each chapter, I found the "Goals" and "Key terms" to be useful signposts of the content which was to come. However, one feature that I think could be improved is the consistency with which terminology from the "Key terms" section appears in the "Summing up" section for each chapter. The "Summing up" section bolds key vocabulary items which have been discussed, but while for some chapters almost all the "Key terms" are included in the "Summing up" section, other chapters have much less overlap between these two sections.

The "Guide to further reading" was presented as a kind of annotated bibliography which would be very valuable

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to the early-stage Linguistics student, highlighting seminal texts and clarifying authors who took opposing positions on certain issues. The "Issues for further thought and exercises" section is a real strength of the book, sometimes giving extra practice with different data sets and on other occasions suggesting research tasks to broaden the student's knowledge of a key area. No answers are given to these exercises: the rationale for this in the preface is that "it is just too tempting to look at an answer before thinking a problem through" (p. xv). I disagree with this approach and feel that, for some of the exercises, it is demotivating for the student not to have some indication of what is expected as an answer. An easy way to have avoided students looking up answers too guickly might have been to put the answers on the website which accompanies the book: thus making them accessible but not temptingly close at hand while reading.

The website is another pedagogic feature of this book, allowing students to access further information on certain topics and to attempt multiple choice questions to check their understanding. There is a mouse symbol (or, as McGregor would correct me, an iconic sign) in the margin to highlight when additional information is available online. Personally I felt that the website was the weakest feature of the book. The URL given in the printed copy was incorrect and I was not redirected automatically to the correct page: I had to do a Google search to find the website for myself. The mouse symbol is not included very frequently in the book, so the additional information is guite patchy at times. When I finally located the website, I found it to be quite oldfashioned in layout and nowhere near as user-friendly as the presentation of the book.

The key feature of the website is the multiple-choice questions (MCQs) which test students' knowledge of each chapter. I found these strangely at odds with the philosophy of the book which states in the preface: "I hope it will stimulate an understanding of the subject rather than rote memorisation of facts." The MCQs focus largely on testing facts (as MCQs tend to do), and

feedback was only provided when the incorrect answer was given. I would have preferred to see feedback on all answers to consolidate correct information as well.

A final feature of the website was Chapter 7A entitled "Text and Discourse" which was omitted from the printversion of the book for reasons of length. A pity it was omitted, as it was an enjoyable and thorough discussion of this topic.

In terms of the main content of the book, I felt it was very informative and easy for the beginner to understand. I was surprised on some occasions when fairly key topics/studies such as the Great Vowel Shift or Labov's post-vocalic r study were left for self-study in the "Issues" section, but was impressed with the range and depth of examples that were included throughout.

Overall I felt that this was a comprehensive and enjoyable read. McGregor is Australian and so the book frequently included more examples from Australian English (and from Australian languages) than is often found in similar volumes. I particularly liked the example idiom "Don't come the raw prawn with me" and will be trying to find ways to use this in my own speech! **Megan Bruce, Durham University**



PUBLICATIONS RECEIVED

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

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