



BAAL News

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British Association for Applied Linguistics

Promoting understanding of language in use.

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Editorial

Dear BAAL members,

Welcome to number 107/108 of the BAAL newsletter. I would like to take this opportunity to introduce myself as the new newsletter editor. I am following in the footsteps of Sebastian Rasinger, who has done a stellar job in this role since 2011. Due to this change, there was no newsletter in summer 2015, so that this edition of BAAL News comes as a double issue which makes it a bit more substantial with close to 40 pages.

This newsletter includes the call for papers for our annual meeting; this year, the BAAL conference will be hosted by Anglia Ruskin University in Cambridge. Noteworthy is also the final report of the BAAL initiative 'Applied Linguistics Books for Institutions of Higher Education in Africa' which has been completed highly successfully. The books were received with much thanks, and some notes from the receiving institutions are included in the report.

I would also like to highlight the three research reports in this issue which are excellent examples of how research in applied linguistics can help to address current societal issues. I would very much like to see this part of BAAL News grow and would like to encourage you to consider sending short pieces on your current research projects for publication.

In addition, this newsletter provides a report on last year's BAAL/Cambridge University Press seminar at York St John University, along with updates from our SIGs, announcements and, of course, a great number of interesting book reviews. If you are interested in reviewing a publication, please contact our Reviews Editor — details at the end of the reviews section.

With best wishes,

Bettina Beinhoff

Newsletter Editor

49th Annual Meeting of the British Association for Applied Linguistics

CALL FOR PAPERS



BAAL 2016 will be held at Anglia Ruskin University in Cambridge.

At the time of the Annual Meeting of BAAL in 2016 we will be one and a half decades into the new millennium. The new millennium brought many trends and changes in applied linguistics, for example the increasing use of interdisciplinary approaches in the field, interest in corpus-based studies, the use of new media as data sources and as new environments of communication – which in turn developed new ways of communicating and influenced language. At the same time, processes that have started in the old millennium are continuing to develop and influence the field, such as globalisation, migration and its implications on how languages are used. Looking at the past and present, and understanding the developments of the field, will enable us to move confidently into the future, and to continue to make valuable contributions to society.

Plenary speakers



Ingrid Piller
Macquarie University, Sydney,
Australia



Jean-Marc Dewaele
Birkbeck, University of London,
UK



Devyani Sharma
Queen Mary University of
London, UK



Jan Hulstijn
University of Amsterdam,
the Netherlands



Anglia Ruskin University

In 1858 John Ruskin opened the School of Art in Cambridge, laying the foundation for Anglia Ruskin University's Cambridge Campus located in the heart of the city centre on East Road. Cambridge is a city renowned worldwide for its educational history, exquisite ancient architecture and huge cultural appeal. Anglia Ruskin University was awarded university status in 1992. Today, with a student population of 31,000, we are one of the largest universities in the East of England.

The campus is a 20 minute walk from the train station, which offers excellent services to/from London, the Midlands and Stansted airport – destinations also serviced by the National Express coach service from the nearby (5 minutes walk) Parkside coach station.

Local organising committee contacts

Any BAAL conference queries: baal2016aru@gmail.com

Dr. Bettina Beinhoff (bettina.beinhoff@anglia.ac.uk)

Dr. Sebastian Rasinger (Sebastian.rasinger@anglia.ac.uk)

Dr. Michelle Sheehan (michelle.sheehan@anglia.ac.uk)

For further information, see the conference webpage <https://baal2016aru.wordpress.com/> which will be regularly updated.

Call for papers and submission guidelines

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

DEADLINE FOR RECEIPT OF ABSTRACTS: 01 March 2016

To submit your abstract:

Please go to the BAAL2016 submission page on Easy Abstracts to submit your abstract: <http://linguistlist.org/easyabs/BAAL2016> . On the abstract submission page, log in to the submission system and start the submission process. An e-mail confirmation of receipt of abstract will be sent to you immediately. Your contact details will be included in the book of abstracts unless you opt out during the submission process.

Format:

Text 300 words maximum (including references, if any). Do not use any special fonts, such as bold print or caps. Do NOT add tables, photos, or diagrams to your abstract. Do NOT indent your paragraphs, leave one space between paragraphs instead. If you are unable to submit your abstract online, contact Alex Ho-Cheong Leung (BAAL Membership Secretary) at alex.ho-cheong.leung@northumbria.ac.uk



ABSTRACT TYPE:

Indicate the type of abstract that you are submitting during the submission process:

Individual presentation for parallel sessions	Individual papers have 25 minutes: <i>20 minutes for the presentation</i> <i>5 minutes for questions</i>
Special Interest Group (SIG) track presentation	<p>If you believe your paper is of interest to a SIG track, you may want to submit it to one of the SIG tracks (all individuals, whether or not officially SIG members, are eligible). The SIG may then wish to include your paper in a track at the annual meeting. Submitting your abstract to a SIG track may or may not lead to your paper being included in a SIG track and has no impact on abstract acceptance to the conference. BAAL has eleven Special Interest Groups. They are:</p> <ul style="list-style-type: none">Corpus LinguisticsHealth & Science CommunicationIntercultural CommunicationLanguage, Gender and SexualityLanguage and New MediaLanguage in AfricaLanguage Learning & TeachingLinguistic Ethnography ForumLKALE (Linguistics and knowledge about language in education)Testing, Evaluation and AssessmentVocabulary Studies
Poster	We encourage the submission of abstracts for posters, and continue to regard them as a valuable contribution to conference. All posters will be listed in the book of abstracts, and there will be a dedicated area and time slot for discussion of poster presentations. There will also be a £50 prize for best poster displayed at the conference.
Colloquium presentation	<p>Colloquium introduction and individual papers within the colloquium must be submitted separately, due to technical constraints. The organiser of the colloquium should first submit the colloquium title and introduction along with an overview of paper titles in the colloquium (max 450 words). The paper abstracts of the colloquium should then be submitted by the organiser one by one, entitled "Paper X of <i>colloquium title: paper title</i>" followed by the abstract (max 300 words per abstract). Colloquia have half a day and a minimum of four papers. Colloquia proposers should plan their half day in four slots, in step with the individual paper slots. If they wish to have a larger number of papers, they may fit two papers into what would normally be a single slot. Colloquia papers should cohere. The order of the papers should not be changed after acceptance.</p> <p>SIGs may also choose to submit a colloquium: please indicate after the colloquium title if you are submitting on behalf of a SIG.</p>



Scholarships

BAAL offers 4 full scholarships at every annual conference. The scholarships are open to students and early career researchers, with the latter defined as being within 2 years of PhD completion. In addition, BAAL also offers one Chris Brumfit student/early career scholarship which is usually targeted at delegates from outside Britain who would not otherwise have funds to do so to attend the BAAL Annual Meeting. Candidates wishing to apply for either scholarship should submit an abstract in the usual way, indicating clearly on their submission that they wish to be considered for a scholarship. For more information on the scholarships and the selection process see: <http://baal.org.uk/funding.html>

Conference prizes

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

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

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



Research report:

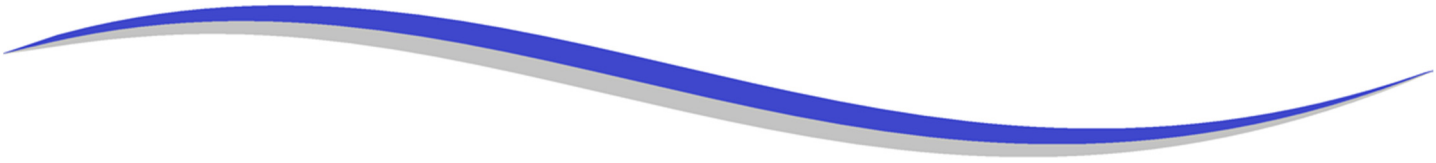
Low-educated second language and literacy acquisition: the EU-Speak programme

by Martha Young-Scholten

For over a decade the Low-educated Second Language and Literacy Acquisition forum has been exploring the application of SLA and psycholinguistics findings to address non-literate adult immigrants' slow progress in gaining basic literacy skills in their new language; see www.leslla.org. These are adults who, with little or no home language education, resettle in post-industrialised countries where they are expected to learn to read for the first time in a language they are in the process of acquiring. Theirs is not an ideal situation; it would make better sense if they had the opportunity to learn to read in the language they already know. For the vast majority, feasibility and politics preclude native-language reading prior to second language reading. Not surprisingly, adults in such a situation take much longer to learn to read in their new language than do educated adults (see e.g. Paget and Stevenson 2014). If their L2 linguistic competence is weak, not only is mastery of basic grapheme-phoneme correspondences difficult, but moving on to develop comprehension skills is impossible.

Studies of such learners have found a strong correlation for non-educated adults between the stages of morphosyntactic development and reading words in isolation (Young-Scholten and 2006; Young-Scholten and Naeb 2009). While direction of relationship is not clear, what these and other studies have discovered is that these adults neither acquire L2 competence nor learn to read in ways which are fundamentally different to other learners. For reading, we find developmental commonalities between adult first-time L2 readers and children learning to read for the first time in their native language (see papers in Young-Scholten 2015). For morphosyntax, 40 years of research on adult migrants in Europe and North America has shown that educational background/literacy has little influence on route of acquisition (see e.g. Hawkins 2001). Emerging work in L2 phonology suggests that learners may actually be hampered by exposure to written text (Hayes-Harb 2015). This is not to discount differences in how literates and non-literates approach language as an object (see e.g. Tarone et al. 2009; Huettig 2015) and differences in working memory capacity which may be connected to lack of literacy (Juffs and Rodríguez 2008). The conclusion stands: these adult L2 learners are not fundamentally different from other learners in their potential to learn to read for the first time and to acquire L2 linguistic competence.

A good many of these individuals do not reach their potential. They cannot even be placed at the lowest, A1, level of the Common European Framework of Reference for language (Council of Europe 2001). The aforementioned researchers variably refer to the level of these individuals as A0 or they use other sub-A1 levels. Establishing that low-literate L2 adults do have the potential to reach higher levels in their L2 linguistic competence and literacy has led to several projects whose impetus also comes from studies which show individualisation of instruction and teachers qualified to teach these learners accelerate learner progress, particularly for reading (Condelli et al. 2010; Kurvers et al. 2010). The Simply Cracking Good Stories project produces short fiction books for extensive reading (Wilkinson and Young-Scholten 2011). The Digital Literacy Instructor project has produced and tested beginning reading software for Dutch, English, German and Finnish immigrants (Cucchiariini et al. 2015); see <http://diglin.eu/>. The EU-Speak project began by focusing on a range of external influences (practice, policy, assessment, materials, teacher training) and



narrowed its focus to teacher training and professional development (Young-Scholten et al. 2015); see <http://eu-speak.com>. This and subsequent reports in this publication consider only EU-Speak because training and development incorporates the other two projects' findings and their implications.

EU-Speak 2, which ran from 2014 to 2015, revealed an alarming absence of specialist training and professional development for those who teach those second language learners more at risk of failure than any other learner population. In 2014, several international surveys conducted by the EU-Speak team queried practitioners about the knowledge and skills they had and would like to have and their opportunities for acquiring them. Results showed that teachers may be well-trained and experienced primary, secondary or tertiary language teachers or primary school teachers. They may be volunteers filling the gap left by decreased basic skills funding without any pertinent teaching experience. The result is that those who work with low-educated adult migrants lack the specific knowledge and skills most useful in supporting their low-educated students in reaching their potential (see also Franker and Christensen 2013). Pre-service teaching training programmes and one-off introductory workshops may address the needs of immigrants or of adult learners but rarely cater to the full array of highly specific educational needs of low-educated adult migrants.

In 2015, the EU-Speak 2 project piloted an online module in five languages with teachers on several continents. The survey results and the successful pilot underpin a set of modules comprising a curriculum. The modules will be offered twice for free to teachers of low-educated adult migrants in these languages: English, Finnish, German, Spanish and Turkish. The team aim to recruit at least 500 teachers worldwide to participate in these modules. The project partners will deliver these in succession between 2016 and 2018: Virginia Commonwealth, Working with LESLLA learners (introductory module for teachers with little experience); Boğaziçi University Bilingualism and Multilingualism; Jyväskylä, Language and Literacy in their Social Context; Granada, Reading Development from a Psycholinguistic Perspective; University of Cologne, Vocabulary Acquisition; Newcastle University, Acquisition and Assessment of Morphosyntax.

Will this result boost the language and literacy achievement of low-educated adult migrants? The project team will collect data from detailed pre- and post-module questionnaires to track changes in teacher knowledge, skills, classroom practice and learner attainment. We will share results with interested readers and audience members of relevant publications and at relevant conferences.

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Research report:

A new 2-year ESRC-funded project started at the Open University in October 2015: Writing in professional social work practice in a changing communicative landscape (WiSP).

by Alison Twiner

The project is being led by Prof. Theresa Lillis (PI), with Dr Maria Leedham as Co-I and Dr Alison Twiner as Research Associate.

The production and use of written texts (often referred to as *paperwork, recording, inputting or documenting*) is a high stakes activity in professional social work, playing a central role in all decisions about services for people and at the same time used to evaluate social workers' professional competence. Writing of all kinds pervades everyday social work practice, from more formal writing, such as assessment reviews stored and shared via large ICT systems, to more informal writing, such as note-making during a telephone call, brief emails, text messages and personal notes. Attention to professional social work writing is often minimal in formal education programmes and professional training initiatives. Yet social work writing is frequently the target of criticism in formal reviews and public media reporting of social work practice, hitting headline news when a case of extreme abuse or death occurs. To date, however, little empirical research has been carried out on the nature of contemporary social work writing.

The proposed research seeks to address this gap by asking the following interrelated questions:

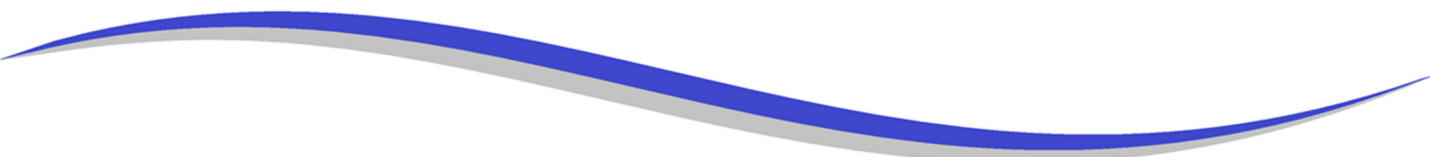
- what are the institutional writing demands in contemporary social work?
- what are the writing practices of professional social workers?
- how are writing demands and practices shaping the nature of professional social work?

To answer these questions the project researchers focus on three local authorities in the UK, exploring the range of written texts required and the writing practices of 50 social workers. We use an integrated language methodology, including ethnographic description, corpus analysis and the detailed tracking of the production of texts, in order to:

- map the types of writing that are required and carried out during the course of everyday practice;
- quantify the amount of writing that is being done and explore how writing is being managed alongside other commitments;
- identify the technologies mediating specific writing practices and the extent to which these enable or constrain effective writing and communication;
- track the trajectories of texts relating to specific cases;
- identify the writing challenges that social workers face, the problems identified and solutions adopted.

Building on exploratory studies

The proposed research builds on two exploratory studies on academic and professional writing in social work carried out by the PI in collaboration with Dr Lucy Gray. The first, a small-scale diary, text and interview based study involved five recently-qualified social workers located in Children's Services. The second, in response to a request by a local authority's concern about the quality of 'case notes', a text type at the core of social work practice, involved the



analysis of a small sample of case notes, interviews with six social workers and exploratory workshops with two social care teams in Adult Services. The exploratory studies generated a series of hypotheses that inform the present study:

- contemporary professional social work writing involves a cluster of complex rhetorical practices and genres which are little documented or understood;
- there is limited professional consensus about the nature of the specific demands of contemporary social work writing and indeed about what constitutes specific genres;
- certain rhetorical practices seem to be developing which may be detrimental to services provided;
- clusters of old and new technologies are mediating writing practices in ways which are shaping professional practices in complex ways and which may be hindering the goal of providing appropriate services and successful inter and intra-agency communication.

Contribution to new knowledge

Whilst concerns about writing have been expressed in formal reviews of social work professional practice, notably in Children's Services (Department for Children, Schools and Families/Department of Health 2009; Department of Education, 2011; Social Work Reform Board, 2009, 2010) a detailed review of existing datasets shows that limited research has been carried out in the UK and internationally on professional social work writing and none as detailed or comprehensive as that proposed here. There are, however, three bodies of existing research that are relevant to the present study. The first is the small body of work exploring the relationship between academic and professional social work writing. The second area of relevant research is work exploring the organizational systems governing social work professional practice. The third area is the small amount of empirical work adopting a discourse-oriented approach to spoken interaction in professional social work practice. The proposed study extends the existing body of research at four levels:

Empirical: It builds datasets which together will enable a detailed analysis of the texts and practices in which social workers engage, from both Adults and Children's Services, and making use of the broad range of writing technologies in use. The amount and range of data to be collected will constitute an original resource for the field internationally.

Methodological: It makes a methodological contribution to the field of writing studies by integrating ethnographic, corpus and process approaches (usually used in isolation from each other) to characterize the range of texts being produced and their trajectories, as well as production processes and practices.

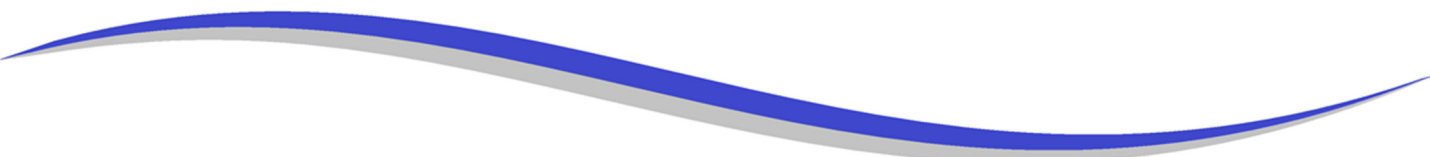
Theoretical: It develops an innovative theoretical approach for researching professional social work writing that is largely missing to date.

Applicational: Multiple groups have been identified as beneficiaries of this research and their involvement has been built into the research cycle.

Data collection

The quantitative dimension involves building a corpus of 1 million words of professional social work writing. The texts collected will be those produced by participating social workers during a four-week period where they log their writing activity, as well as all texts directly related to these. The corpus will include the range of social work texts as well as a substantial subcorpora of a key writing practice in all social work domains, case notes. Some of the texts collected during this phase will constitute part of the 'text histories'.

The qualitative dimension is a 'text-oriented ethnographic' approach. This approach focuses on individual social workers and their text production, whilst taking into account immediate contexts of production as well as



institutional practices shaping such contexts. This approach will generate two key data sets: rich descriptions based on writing activity logs, interviews and observation of the contexts in which writing takes place; 'text histories' tracking the trajectories of texts relating to specific 'cases' or clients.

Data Analysis

The aim will be to combine 'thick description' (Geertz, 1973) of social work writing activity with detailed analysis of the discourse of written texts and close analysis of at-desk production activity. The corpus of texts will be analysed manually and using corpus software. Corpus analysis will also focus on rhetorical practices emerging from text-oriented ethnographic analysis. The range of ethnographic data collected will facilitate a rich description and analysis of writing in contemporary social work practice, focusing on when, where, how and why writing takes place. Drawing on a previously developed methodology for tracking how texts are produced and changes made across time and place (Lillis, 2008; Lillis and Curry, 2010), analysis will involve tracking the text histories of texts relating to specific 'cases', that is service users. Furthermore using records generated via the analysis of at-desk computer-mediated writing, we will address the extent to which writing is a fragmented or continuous activity and its impact on texts produced.

It is hoped that findings will be of direct relevance to nine key groups of beneficiaries:

- academics in the fields of applied linguistics and literacy studies, particularly the subfield of work-based literacies;
- professional social workers;
- service users and carers;
- social work agencies;
- social work education and training providers;
- social care inspection bodies;
- policy makers on health and social care at local, national and international levels;
- professional workers in other sectors where there are significant writing and recording demands, e.g. health, policing;
- the general public.

For further details please contact Alison.Twiner@open.ac.uk or see our project webpage at <http://www.open.ac.uk/creet/main/research-themes/language-and-literacies/wisp-writing-professional-social-work-practice#overlay-context=research-themes/language-and-literacies>

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Research report:

“I should have been taught more grammar!” - The transition from GCSE to AS Level Languages in England

by Alice Gruber

Project activities

Thorogood and King (1991:2) state that “Today’s complaint is that there is a ‘gap’ between the GCSE and the demands of ‘A’ level courses in modern languages.” 24 years on, this is still a common concern amongst A level teachers, and indeed, AS students. This project investigated what teachers and AS students view as the main challenges and areas that need to be addressed.

Teachers’ questionnaires were sent to 30 Sixth-Form Colleges in England, yielding response from 13 MFL teachers (of AS Spanish, French, German and Italian). 95 students from one Sixth Form College in Surrey answered the students’ questionnaire anonymously. The grammar treatment in one chapter on *tourism* in GCSE and AS French textbooks was also compared.

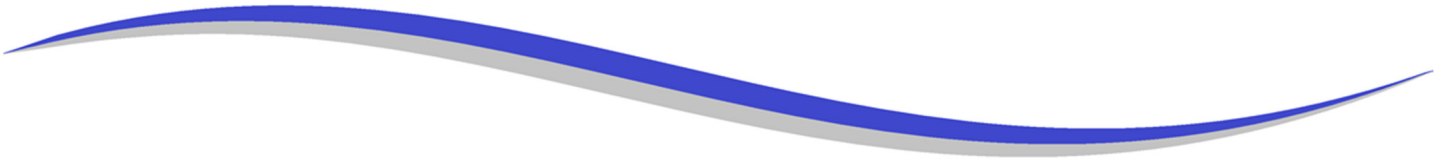
Main findings

100% of the teachers agreed that GCSE and AS level teaching differ with regard to the amount of grammar taught and that students are either very poorly or poorly prepared in terms of understanding grammar terminology. 70% believe that there are differences in *how* grammar is taught. The majority of the teachers (77%) believe that GCSE students are poorly prepared for AS in terms of grammar rules. With regard to overcoming the gap, 83% of teachers suggest that students at GCSE need to be taught more grammar.

84% are of the opinion that the amount of reading students do differs at GCSE and AS level and 77% think this also applies to the amount of listening students do. According to 70% of the teachers, students are very poorly or poorly prepared for writing and speaking. 92% agree that preparation for independent learning is very poor or poor. Just about more than half of the teachers (53%) believe that the gap between success at GCSE and AS level is caused by the limited curriculum at GCSE. All teachers agreed that the exam format (i.e. learning texts and sentences by heart) is to blame for the gap between success at GCSE and AS level.

53% of the teachers believe that the gap between GCSE and AS level is caused because too little vocabulary is learnt at GCSE. The fact that vocabulary size at GCSE level is small has been confirmed in several studies. One teacher notes that students may learn vocabulary in specific areas but at the expense of basic/core vocabulary.

75% of students agree that, unlike at GCSE, grammar is discussed at AS on a regular basis and 82 % say that grammar exercises are done regularly. 64% of the students claim that the teacher speaks in the target language at AS most of the time, which was not the case at GCSE. The majority of students (88%) say they are creative when writing a text for homework at AS, rather than using a sentence or phrase from textbooks, which they did at GCSE. This dovetails with the teachers’ criticism of the GCSE exam format, where creative and independent writing (or speaking) is not necessarily encouraged.



80% of the students appreciate the focus on analysing the language, i.e. grammar, at AS level. 74% like the fact that they get to talk more in the foreign language and 64% think that learning how to say things the way they want to say them makes the AS experience much better compared to GCSE. 80% of the students relish the fact that AS is more challenging than GCSE, in terms of grammar and vocabulary learning. 50% believe that more grammar (exercises) would have prepared them better, 35% wish they had been trained to speak more spontaneously.

Comparison of textbooks at AS level and GCSE

The grammar treatment in the chapter “Le tourisme” in *Expo* and *Élan* was analysed. There is much focus on substitution exercises in *Expo*, whereas *Élan* requires students to practise grammar points without much scaffolding. The grammar in *Expo* focusses mostly on fairly basic grammar; for example, it reminds students of the function and forms of the present and the past tense, amongst other things, which is remarkable after five years of studying French. Very rarely are students expected to manipulate the language in exercises (e.g. from first person singular into third person singular). *Élan* deals with the imperative and passive and requires more cognitive involvement from the students (e.g. translation, make up sentences).

Conclusion

The questionnaires suggest that grammar teaching and learning are perceived to be the biggest issue, by both teachers and students. AS teachers also do not feel that students are prepared for independent learning, or writing or speaking at AS level. This is in their view to do with the exam format which does not necessarily require an understanding of how the language works. It is remarkable that half of the students demand more grammar teaching at GCSE and that the majority appreciate grammar work and spontaneous speaking at AS. This suggests that at GCSE, form-focussed instruction, the value of which is widely acknowledged in language learning, is potentially neglected. Further research into grammar teaching, including grammar treatment in the textbooks, at GCSE is warranted.

Acknowledgements

Many thanks to BAAL for funding this project and to Dr A. Tonkyn for his suggestions regarding the questionnaires.

Reference

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BAAL/CUP Seminar:

(De)Constructing Englishes: Exploring the implications of ontologies of the language for learning, teaching, and assessment

(York St John University, 24-26 June 2015)

Co-ordinators: Chris Hall and Rachel Wicaksono (aided by Indu Meddegama, Clare Cunningham, Vicky Crawley, Ruth Ataçoğlu, and Christian Sims)

Objectives: This seminar was intended to share diverse understandings of the ontological status of 'English' and to stimulate debate regarding the ways in which the language can be most effectively conceptualised for L1 and L2 learning, teaching, and assessment. The seminar was organised around five sessions representing different frameworks. Following each session an invited discussant highlighted major themes and led a general discussion.

Individual papers:

1. Introduction

Chris Hall (York St John University) sketched an ontological framework for English, focusing on the distinction between monolithic conceptualisations which underpin much policy and practice in English teaching, and 'plurilithic' conceptualisations which view Englishes as constructed/developed/instantiated by individuals in usage events/social practices.

2. Critical Applied Linguistics

Suresh Canagarajah (Pennsylvania State University) presented an approach to language ('spatiolinguistics') which forefronts 'space-specific' proficiencies which are achieved through successful practice, tied to complex layers of context, and involve the use of multimodal, translingual resources, the adoption of collaborative dispositions, and the development of adaptive abilities for alignment. **Rob Sharples** (University of Leeds) showed how the creative use by migrant pupils of two words (*haram* and *halal*) reveal a conflict between a monolingual (monolithic) orientation which privileges (Standard) English as the only vehicle for development vs. a multilingual orientation which acknowledges young peoples' fluid, situated, multilingual repertoires.

3. Usage-Based Linguistics

Graeme Trousdale (University of Edinburgh) focused on English as a set of dynamic cognitive resources, which become 'entrenched' as the result of individuals' experience of the meanings and frequencies of constructions. 'Conventionality' (when entrenched constructions are shared in communities) is where 'English' could be said to exist (although given this, 'nobody speaks English'). **James Street** (University of Northumbria) presented experimental evidence to challenge the (monolithic) view that members of a linguistic community all converge on the same mental grammar. Participants with different levels of academic achievement differed in knowledge of the passive construction, attributed to differences in degree of entrenchment.



4. Educational Linguistics

Andy Goodwyn (University of Reading) traced the development of English as a school subject, highlighting how a series of government reports from the 70s led to several changes in policy, with some progressive moves (e.g. LINC); but that regulatory frameworks and especially state-prescribed Literacy have led to the erosion of teacher autonomy. **Rachel Roberts** (University of Reading) reported on contemporary conceptualisations and realisations of school English, noting the tension between the emphasis on functional literacy and literature for creativity/personal growth. Despite the pressure of ideologically motivated concepts of English and education, many teachers manage to practice dialogic pedagogy in the classroom.

5. Second Language Teaching and Assessment

Claudia Harsch (University of Warwick) argued that choice of variety, as well as determination of expected proficiency levels, was context-specific and may be informed by corpus data. Furthermore, although the CEFR privileges NS/Standard varieties as reference models, it also explicitly adopts a non-deficit approach which values learner varieties. **Fumiyo Nakatsuhara** (University of Bedfordshire) described a study of paired-format testing, in which learners are assessed in interaction. Discourse management and interactive communication should be the focus of testing in such tasks. No test is fit for all purposes: locally valid tests with clearly defined purposes are preferable.

6. English as a Lingua Franca

Jennifer Jenkins (University of Southampton) reviewed the evolution of ELF and presented a re-theorised conceptualisation (*English as a Multilingual Franca*) which incorporates new understandings of multilingualism and language ontology, including superdiversity, translanguaging, translingual practices, complex systems, and emergent repertoires. This reframing has important implications for HE, language assessment, and ELT. **Will Baker** (University of Southampton) argued for an expanded conceptualisation of 'successful communication', considering willingness to adapt/negotiate as well as language knowledge and communicative strategies. A reconceptualised intercultural communicative competence should be more dynamic, transcend national scales, move from competence to awareness, and emphasise context-specific, fluid processes/practices.

Implications for Applied Linguistics

Major implications are that we need to: (a) better understand how the construct of 'English', its cognitive instantiations, and its role in social practices are conceptualised by different paradigms in Applied Linguistics and related disciplines, as well as by learners, teachers, and the broader public; (b) be more aware about what we mean when we talk about English(es) and more precise in the ways that we do so; (c) reflect on what different ontologies of English(es) imply for, and are shaped by, educational policy and practice, multilingualism, marginalised and dominant groups, and economic/political ideologies; and (d) take a more activist stance to challenge dominant monolithic conceptualisations of English, chiefly by promoting awareness of users' actual knowledge and practices and the alternative ontologies that these imply.

An edited collection will be prepared on the basis of the seminar papers and discussion.



Final report:

Completion of the BAAL initiative: Applied Linguistics Books for Institutions of Higher Education in Africa

In September 2012 the BAAL Committee under the outgoing chair, Guy Cook, allotted £3,000 (postage and packing) for sending up-to-date books in Applied Linguistics to universities in Africa to support research and teaching:

The books were sent by publishers and individuals to myself as 'manager' of the scheme. Through our Language in Africa SIG network we contacted individuals at various universities who we knew would be reliable in asking for appropriate titles and making sure they would become available for use at their university.

I developed a method of waiting till I had about 140 books. I formed a complete database of them, and tagged each under topics like Discourse – Media; English Pragmatics; etc. I sent the list out, and asked each person to highlight 10 books they really really want in red, 10 they really want in green, and 10 that would be useful. And then I could sort so everyone had some of their red and green. Everyone helped and I got lots of good feedback.

The Committee under Greg Myers allowed me a bit of extra final postage to wind up in August 2015. That's the problem – do the job so it works, and at a certain point you've had enough.... But also publishers have not produced any more boxes recently, so it all panned out together.

Publishers and individuals who provided the books:

Applied Linguistics OUP, Multilingual Matters, Oxford University Press, Palgrave Macmillan, Routledge

BAAL Book Prizes (Steve Walsh) and BAAL Book Reviews (Christopher Hall)

Jo Angouri, Monika Bednarek, Kate Beeching, Alessia Cogo, Guy Cook, Fiona Copland, Phyllis Crème, Margaret Deuchar, Liz Hamp-Lyons, Carys Jones, Sarah Mercer, Kirsty Rowan, Jo Shoba, Paul Tench, Paula Trimarco

Our list of recipients:

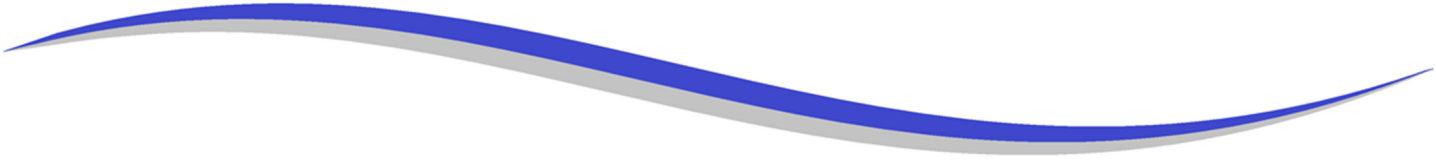
Cameroon: University of Dschang and University of Bamenda (MA Applied Linguistics)

Ghana: Valley View University and Wisconsin International University (research in social media; undergraduate English and Education courses)

Ethiopia: Hawassa University (research in reading comprehension; MA TESOL; MA Multilingual Communication; MA Journalism and Mass Communication)

Kenya: Kenyatta University (research in Teacher Education – focus on English; MA English Education; undergraduate English and Education courses)

Mauritius: Institute of Higher Education Mauritius (research in Multilingual Education)



Mozambique: Universidade Eduardo Mondlane (Multilingual Education / English education)

Namibia: University of Namibia (research in phonology and grammar of Silozi; undergraduate courses in Silozi and English Education)

Nigeria: University of Abuja (research, MA and undergraduate courses in English Language and Literature, and Linguistics)

Tunisia: Institute of Applied Humanities (Business and Financial English)

Uganda: Bugema University (research in Multilingual Education); Mountains of the Moon University (undergraduate English and Education courses; research in Education); Uganda Christian University (MA Translation and Language Development); Gulu University (Undergraduate English Language; research in syntax and World Englishes); Makerere University (Dept. of African Languages)

Zambia: University of Zambia (research and MA in Literacy and Language Teaching)

We sent out more than 600 books which means the cost of posting each one was just under £5.00 – and so it was important to make sure everyone received books they really wanted. The most successful method was sending parcels – printed paper economy, each under 5Kg.

I would like to thank Michael Daller (former BAAL Treasurer) and Steve Morris (current BAAL Treasurer) for being very helpful in refunding me so promptly.

Annette Islei

Convenor, Language in Africa SIG

Emails of thanks received during 2015

6th March 2015 – Margaret L. Baleeta, Bugema University, Uganda

On behalf of the Institute of Professional Growth, Bugema University, I wish to register our appreciation for the donation of books we received early this year (2015). All the books received are relevant to our Language Education program and are of great value to both the language students and faculty in their learning, teaching and research activities. Once again, we thank you very much for your generosity.

Margaret



23rd August 2015 - Dr Dennis Banda, University of Zambia

Thanks a lot for this support. Our Dean, School of Education, was talking about writing an official letter to thank the organisation for this support. The books are used by both our undergraduate and post graduate students and in both School of Education and School of Humanities.

Dennis

23rd August 2015 – Dr Lem Lilian Atanga, Universities of Dschang and Bamenda, Cameroon

Thank you for the excellent work you have been doing. The previous books sent have been so useful.... Overall, I must say that the impact of the books has been great especially as book acquisition is very expensive and difficult this way, with libraries almost not buying any books. I am hoping, and I am sure that, like the other African researchers, we would appreciate if BAAL can continue with the scheme. This will improve knowledge production in Africa, not only by the researchers but by the students as well. Warm regards from Cameroon,

Lilian

25th August 2015 – Dr Bebwa Isingoma, Gulu University, Uganda

Thank you very much for the books. I truly appreciate the initiative by BAAL to help us. This was the first donation to my department at Gulu University. The books are at the disposal of the students and staff and have been very useful for our Bachelor of Arts Education (English/Literature) programme. The Routledge Linguistics Encyclopedia (Malmkjaer, 2010) is the only Linguistics Encyclopedia at the University. Of course, I can't say everything in this mail. The books are just a blessing to us. Many thanks indeed. Kind regards, Bebwa

15th September 2015 - Adegboye Adeyanju, University of Abuja, Nigeria

Prof. and colleagues - greetings from Nigeria

I know this email will meet you and yours all well. It is with delight that I announce the safe arrival of the two parcels of books you sent on 15th August. By the date stamp the books arrived Nigeria on 31/8/2015. Although both parcels were opened, apparently for security screening the books arrived smiling and unhurt. The Miracle is also significant because I received an SMS from the post office to pick the parcels up (never knew we had indeed stepped up!). I am grateful to you as well as the donors for your continuing assistance.

Ade

19th Sept 2015 – Rev. Professor Manuel Muranga, Uganda Christian University, Uganda

I am so sorry I have been out of internet modem for over three days. Many, many thanks, received from you 7 volumes of language/linguistics books [named] ... These will serve our MATLD [Masters in Translation and Language Development] programme very well indeed. May God Almighty reward you for your efforts, and please do not tire – we need some more ...

Manuel



Language in Africa SIG: Developing Languages in Africa: Social and educational perspectives

(Aston University, 22 May 2015)

This year's LiASIG meeting saw a rich array of papers, with participants travelling from Africa and Norway as well as the UK, and lively discussion of the opportunities and challenges associated with the development of indigenous African languages.

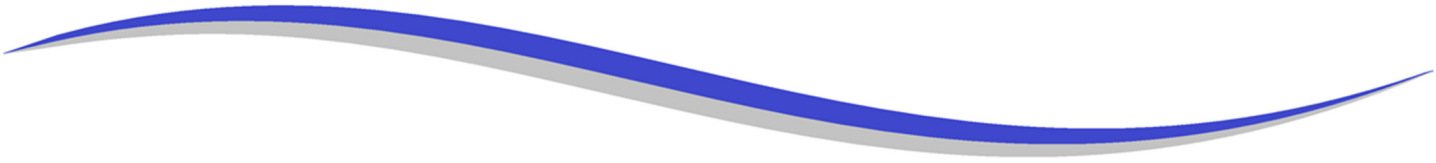
In his plenary, Lutz Marten (SOAS) set out three contexts of language development: institution driven (official policies), community driven and 'crowd driven'. Community-driven initiatives may concern vernacular literacy in schools and the community and issues of standardisation, and are essentially collaborative in nature. 'Crowd-driven' refers to unplanned language development deriving from language contact, where language spread and innovation occurs through informal social networks and social media.

The four morning papers focused on the challenges of developing indigenous language with a focus on education. Clement Kolawole (University of Ibadan) discussed the very limited success of the National Institute for Nigerian Languages (NINLAN) in developing and standardising the orthographies of Nigerian languages, and producing textbooks. The main reason was inadequate funding, demonstrating the generally negative evaluation of indigenous languages within the wider society and lack of commitment.

Willy Ngaka (Makerere University) presented the situation in Uganda, where local languages are required as medium of instruction in Grades 1-3, and a few languages, such as Lugbarati, are now being taught and examined in secondary schools. His research in schools revealed a mainly positive valuation of Lugbarati and employment prospects. However, challenges included the new orthography, lack of reading texts, and inadequate teacher training, while negative public opinion on the real-world value of Lugbarati demoralized teachers. In order to change negative attitudes and develop local languages in Africa, he argued that close partnership between local government, academics, traditional/cultural institutions, community-based organizations and NGOs is needed.

Annette Islei (Mountains of the Moon University) and Margaret Baleeta (Bugema University) found in the same Uganda context that children were struggling to learn to read through their local language. Their investigation, partly supported by the BAAL Linguistic Activity Fund, revealed a specific problem in the Primary 1 curriculum and Teacher's Guide which recommends the whole word method of teaching reading. Working with local teachers and trainers they uncovered a traditional syllabic method which proved to be far more effective. They suggested it could be lack of study and research into local languages at the university level that had hindered development of an appropriate reading pedagogy; they also recommended that phonics might provide a bridge between learning to read in the Bantu language researched and English.

Hellen Inyega (University of Nairobi) discussed the challenge of developing a conceptual framework from both relevant international research and research into local contexts in order to produce appropriate pedagogies and resources. In Kenya, English is the de facto medium of instruction, and this is not working well. Recent research has shown that there is a much lower correlation between reading fluency and reading comprehension in students' L2 than in their L1. The presenter called for a pedagogical shift in teacher education towards translanguaging techniques, together with a focus on locally developed texts and innovative use of technology, e.g. mobile phones.



The four afternoon papers focused on sociolinguistic issues and language development through digital means. Elvis Yevudey (Aston University) and Golden Ekpe (SOAS) investigated the social and discursive motivations for code-switching in multilingual communities, and community attitudes. They offered examples from Ghana (Ewe), and Nigeria (Oro). In the predominantly Oro community, code-switching tended to be evaluated positively as an affirmation of multilingual identity, while in the Ewe community awareness of interlocutors' limited linguistic competences was the main motivation.

Language contact and language shift were also the theme of Mary Edward's (University of Bergen) presentation on the Adomorobe Sign Language used in an Akan-speaking area of SE Ghana where there is an unusually high incidence of hereditary deafness. It is believed that Adomorobe was the first formal signed language developed in Africa, and both deaf and hearing villagers have long made use of it. However, ASL is now highly endangered, partly due to the founding of a school for the deaf in a neighbouring village which means that younger deaf people now mainly use Ghanaian Sign Language.

Certain situations highlight the negative consequences of unequal access to linguistic resources. As local languages can be used in the courtrooms of Nyanza province, Kenya, interpreters are needed. Beatrice Owiti (University of Huddersfield) gave revealing insights into subtle changes of meaning in interpretation between English and Dholuo - for example, due to the need for multi-word paraphrases of abstract legal terms, "defilement" becomes "you raped a young child"; lack of nominalization in Dholuo changes "Being in possession of *chang'aa*" into an accusation: "You are charged that you were found with *chang'aa*." Additionally, interpreters often lack competence as there are no formal standards for accreditation.

As noted by Baleeta and Islei, there is little research into indigenous African languages in Africa. The increase of education through English, especially in urban areas, means there is a general threat to intergenerational transmission. Funded through the Cambridge Africa programme, researchers at Cambridge University (Caines, Buttery) and Makerere University (Katushemererwe) are building Natural Language Processing (NLP) tools for Runyakitara, a group of Bantu languages spoken in Uganda. Following the compilation of spoken and written corpora, the aim is to build an online grammatical error checker. It is hoped that such tools may be integrated into CALL applications, and act as a test case for the revitalization of endangered languages through education and technology (Katushemererwe & Nerbonne 2015).

Titles of the papers appear on the website www.liasig.wordpress.com. Our next meeting is planned for May 6th 2016 at University of East London, "*Technology and Media: Emerging Trends in Africa and the Diaspora*". The plenary speaker will be Professor Bonny Norton.

Ross Graham

Outgoing Convenor

References

Katushemererwe, F., & Nerbonne, J. (2015). Computer-Assisted Language Learning (CALL) in support of (re-)learning native languages: The case of Runyakitara. *Computer Assisted Language Learning*, 28(2), 112-129.



Health and Science Communication SIG:

Computer-mediated health communication: Perspectives from ethnography and discourse analysis

(Queen Mary University of London (QMUL), 9 November 2015)

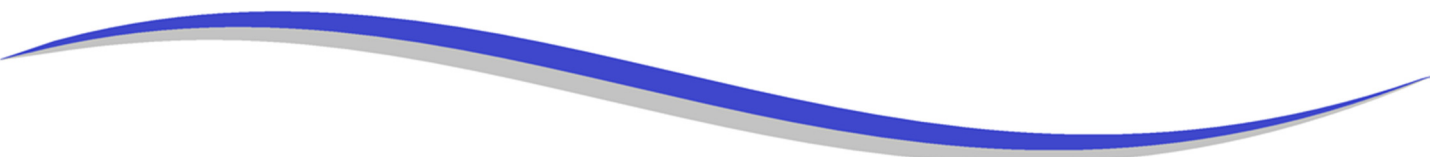
The recently launched Health and Science Communication (HSC) SIG held its inaugural event on 9 November 2015 at Queen Mary University of London. The workshop attracted interest from researchers at various stages of their careers - from PhD students to established scholars. Competing with a busy programme of Economic and Social Research Council (ESRC) festival events taking place all over the country, the workshop attracted 45 participants from the UK and abroad (Australia, Italy, Poland and Sweden). The day was organised around two plenary talks and three presentation sessions: corpus-based approaches to computer mediated communication; ethnographic perspectives; and pragmatics, Critical Discourse Analysis and Systemic Functional Linguistics. These were interspersed with coffee breaks and an informative lunch break during which everyone had the opportunity to relax, network and view posters.

In the first plenary for the day, Elena Semino (Head of Department of the Department of Linguistics and English Language at Lancaster University) presented findings from the ESRC-funded 'Metaphor in end of life care' project. We were reminded that people often use metaphors when speaking about sensitive and complex issues. What is more, different metaphors offer different framings of health and illness and give people different identities with various implications for their wellbeing (e.g. War metaphors, the identity of a fighter and the implications of losing the fight). The talk demonstrated how research on metaphor use and its implications for wellbeing can inform the work of public health practitioners and charities. Innovative methods for the identification and analysis of metaphorical expressions in large data sets were also discussed in this plenary.

The message about the usefulness of social science research was echoed in the second plenary for the day, this time coming from a medical researcher perspective. Julia Bailey (Clinical Senior Lecturer in Primary Care at University College London and Speciality Doctor in Community Sexual Health in Hackney) spoke about the power of social scientists to 'stop medical researchers from doing foolish research'. 'Foolish research' can be avoided by consulting the social science as well as the medical literature on health issues and by accompanying medical trials with qualitative research. This plenary ended with an appeal to social scientists to actively get out the message about the insights that social science research can offer by, for example, volunteering as reviewers for journals like the British Medical Journal.

A lively discussion about the quality of qualitative research followed. Participants raised concerns that the quality of such research may often be a barrier to its wider adoption by medical researchers. The discussion then shifted to reflecting on the challenges faced by social science researchers when working with medical researchers. As some participants remarked, the core challenge often is making contact and getting to work with medical researchers in the first place. Throughout the day the discussion also returned to metaphors in health and illness narratives. Sondas Ibrahim (PhD researcher in Linguistics, Northumbria University) spoke about metaphors in the online discourses of fibromyalgia patients.

Many of the presentations reflected on methods and/or presented novel methods or combinations of methods.



Linnea Hanell (PhD researcher at the Department of Swedish Language and Multilingualism, Stockholm University) gave sage advice on ethnographic research involving online mobile photo/video-sharing and social networking services. Steve Disney (Senior Lecturer and Programme Leader - Language and Linguistics, University of St Mark and St John) and Daniel McDonald (PhD researcher in Linguistics and Applied Linguistics, University of Melbourne) both presented innovative uses of corpus methods to analyse online patient forums.

We also heard about: persuasive strategies in computer-mediated vaccine-critical discourse; the construction of the expert patient in infertility blogs, news articles and websites; who writes medical weblogs in Poland and why; accessing medical information online and the case of terminal illness; Quality Interpersonal Communication (QIC) in Ask-the-Expert healthcare websites; medical cannabis illness narratives on social networking sites. As one participant remarked, the day suitably ended with a computer-mediated (video recorded) presentation on informed consent by Annalisa Zanola (Associate Professor at the Department of Economics and Management, University of Brescia), who was unable to attend due to unforeseen circumstances.

The key take away from the day was that research based on discourse analysis and/or linguistic ethnography has much to contribute to medical research. The challenge appears to be bridging the gap between the two research communities and the HSC SIG can hopefully serve as one bridging venue. The workshop was actively tweeted using the #healthsci2015 hashtag and a selection of tweets from the day is available at <https://storify.com/dbatanasova/c>. The full workshop programme can be found at <http://www.baal-health.uk/>. To keep up-to-date about future events and to share relevant information with the growing HSC SIG community, join our mailing list: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?AO=BAAL-HEALTHSCI>.

Language, Gender and Sexuality SIG:

'Deconstructing Sexism: what can we learn from different approaches and disciplines?'

(City University London, May 2015)

The 8th annual BAAL *Language, Gender and Sexuality* Special Interest Group event was held at City University London last May. The theme of the conference was '*Deconstructing Sexism: what can we learn from different approaches and disciplines?*' The event was organised by Dr Lia Litosseliti and City University London PhD students Gabriella Caminotto and Laura García-Favaro, and chaired by Dr Litosseliti and Prof Ros Gill. Participants joined from across the UK to hear many prominent speakers discuss ways to advance innovative interdisciplinary approaches to the complex workings of gender ideologies in discourse. The event was particularly concerned with building bridges – both theoretically and methodologically speaking – among different disciplines, while also considering activism in this area. You can find out more about activities and research seminars by the *Gender & Sexualities Research Forum* at City University London by joining the list via genderforum.city@gmail.com.

Dr Lia Litosseliti

Vocabulary SIG:

New approaches to vocabulary studies

(Swansea University, 2-3 July 2015)

The BAAL Vocabulary SIG annual conference was held on 2nd and 3rd of July, 2015 at Swansea University Singleton Park campus. It is the second time of Vocabulary SIG members' reunion since the SIG was set up by Professor James Milton in 2010. It aimed to gather the most recent vocabulary studies and discussed the future of vocabulary studies and its development.

The conference welcomed up to 30 early researchers and prestigious scholars from different universities within the UK, and outside of the UK, such as Spain, Saudi Arabia, Poland, China etc.

The event provided a friendly and supportive space to share recent research on vocabulary studies. It attracted an unprecedented number of high quality paper and poster proposals. The conference started with a pre-conference workshop, presented by Dr. Cris Izura, introducing eye-tracking vocabulary experiments programming and recording reaction times. Plenary speakers, Professor Tess Fitzpatrick from Cardiff University and Professor Jeanine Treffers-Daller from the University of Reading, provided diverse perspectives on the discussions of vocabulary studies. At Q&A panel, the delegates were impressed by the intellectual energy and academic rigour on display.



The conference was supported by Text inspector. Com and the Research Institute for Arts and Humanities (RIAH), Swansea University.

Conference organisers: Yixin Wang and Dr. Michael Daller, Department of English Language and Literature, Swansea University.

Yixin Wang and Michael Daller



Announcements

Save the date: Lavender Languages and Linguistics goes global!

The Lavender Languages and Linguistics conference, dedicated to language and sexuality research, has run annually since 1993. In April 2017 – for the first time in its history – scholars will convene in the UK, with the conference being hosted at the University of Nottingham. LavLang will retain its inclusive, supportive atmosphere, and students and scholars with an interest in language and sexuality (broadly defined) will be welcome.

April 28-30, 2017 – Lavender Languages 24, University of Nottingham (UK)

Confirmed keynote speakers: Dr Helen Sauntson (York St John University) and Prof. Paul Baker (Lancaster University). The conference will also include remarks on the past and future of language and sexuality research by Prof. William Leap (American University).

Contact Lucy Jones (lucy.jones@nottingham.ac.uk) for early details about the 2017 conference.



Call for Volume Proposals: Language at Work

Editor: Jo Angouri, University of Warwick, UK

Language at Work is a new series designed to bring together scholars interested in language and workplace research. The series aims to create space for exchange of ideas and dialogue and seeks to explore issues related to power, leadership, politics, teamwork, culture, ideology, identity, decision making and motivation across a diverse range of contexts, including corporate, health care and institutional settings. Language at Work welcomes mixed methods research and it will be of interest to researchers in linguistics, international management, organisation studies, sociology, medical sociology and decision sciences.

Proposals should be sent to Kim Eggleton (kim@multilingual-matters.com). More information is at: http://www.multilingualmatters.co.uk/new_series2.asp#LAW.



Discourse Approaches to Politics, Society and Culture (John Benjamins Publishing Company)

General editors: Jo Angouri (University of Warwick), Andreas Musolff (University of East Anglia), Johnny Unger (Lancaster University)

The editors invite contributions that investigate political, social and cultural processes, including European and global immigration, from a linguistic/discourse-analytic point of view. The aim is to publish monographs and edited volumes which combine language-based approaches with disciplines concerned essentially with human interaction — disciplines such as political science, international relations, social psychology, social anthropology, sociology, economics, and gender studies.





Book Reviews

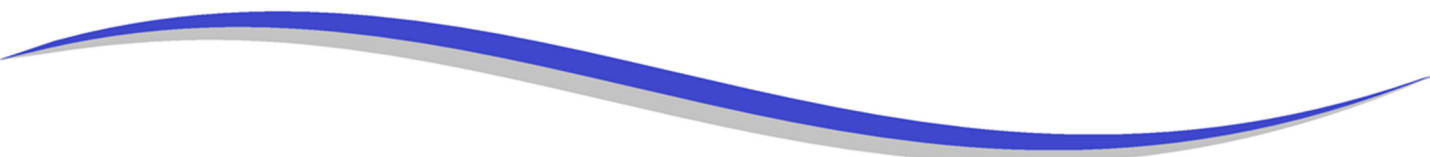
Wodak, R. de Cillia, R., Reisigl, M. and Liebhart, K. (2009). *The Discursive construction of national identity*. Edinburgh: Edinburgh University Press. ISBN: 978-0748637263. 288 pages.

It is curious that the issue of national identities has received relatively little critical attention from discourse analysts, given the major role played by the discursive construction and manipulation of such identities in configuring the world map. Perhaps the scarcity of studies on this topic is a reflection of the methodological challenge posed by such a vast topic, and the relative inaccessibility/invisibility of any given country's internal affairs to the world beyond its borders. Against this background, *The Discursive Construction of National Identity* fills an important gap, not only contributing to our knowledge of identity issues in one country, but more importantly, helping us to gain a deeper understanding of how we can go about investigating these complex questions.

The book's self-declared aim is to explore the “manifold attempts to imagine and construct national identity”, focusing on the concrete case of Austria since 1995. The interest is thus twofold. First, and most significantly for the purposes of this review, this book demonstrates how discourse analysts can conduct a rigorous analysis of identity discourses within one country, applying an interdisciplinary approach that draws on history, politics, cultural studies and sociology as well as linguistic analysis. Second, it builds a picture of Austrian identity that amply illustrates the tensions that exist on both a societal and an individual level, as a country wrestles with its past, articulates its present, and struggles to give shape to its future.

The first of these aspects is obviously of enormous interest to a wider readership, since it touches on various key issues in discourse analysis. The authors devote an ample chapter to discussing their concept of national identity and explaining their analytical methodology. True to the principles of the “discourse-historical” approach within critical discourse analysis outlined elsewhere (Fairclough and Wodak, 1997), these authors emphasise the importance of integrating as much information as possible on the historical background to the discourses they study, in order to “explore the interconnectedness of discursive practices and extra-linguistic social structures” (p. 9). The method of triangulation is essential to this endeavour: data must be obtained from a variety of sources, and the competing discourses emerging from these must be identified and contrasted. This book is the embodiment of this methodology, consisting of four solid analytical chapters that: 1) report on the academic bibliography concerning Austrian identity; 2) analyse political speeches given around the time of Austria's accession to the EU; 3) tease out strands running through the discourses of focus groups discussing such questions as “what in your opinion makes you an Austrian?”; and 4) report on a qualitative analysis of structured interviews with individual people. This broad focus, bringing together considerable quantities of data from heterogeneous sources, is the book's greatest strength.

However, as the authors themselves admit, the choice of sample / corpus is also one of the most delicate issues. It is obviously no simple matter to put together functional focus groups that represent a cross-section of the society in a given area, for example; but it is noticeable in this study, for example, that the groups contained a higher than average percentage of Green Party sympathisers and that four of the seven focus groups were not assembled to be representative, but were formed using the organisers' own social networks. The subjects selected for the chapter of interviews, again, were not chosen to be “representative”, and the brief summary provided suggests that the majority had a university education. Again, although it is by no means clear that a more balanced sample would have produced more interesting or more valid results, it would be interesting to know why the authors made this choice.



One highlight of the book is the way the identity discourses running through the different empirical chapters are set out synthetically in the form of what the authors call “strategies”, a concept owing much to Bourdieu, which they use to mean a kind of communicative action generated in a particular habitus which may or may not be used with conscious persuasive intention. These strategies include time-honoured ways of offloading past guilt, such as trivialising the crime or shifting the blame, but also strategies of positive self-presentation, such as that based on using the topos of the *locus amoenus* (and its shadowy counterpart, the *locus terribilis*). The tables containing these strategies present a concise overview of ideas and arguments about national identity in this context, providing extremely useful pointers for future research.

The second aspect of the volume, that is, the way specifically Austrian identities are constructed, adds new details to our understanding of the nation as an imagined community capable of inspiring the type of “deep horizontal comradeship” of which Anderson wrote (1991). Of course, Austria's position in 20th century history was a particularly complicated one, and it is striking that many of the ordinary people interviewed here should have reached back to the distant Habsburg past in order to grasp at an elusive sense of positive national identity. This aspect of the book is particularly fascinating to those of us who are familiar with the turmoil in Austrian national affairs up to 1955, and the subsequent rather chequered history of the ÖVP, the SPÖ, the FPÖ and its split-off the BZÖ. On a factual note, it is perhaps important to point out that this volume is an updated version of the book published in 1998 in German (Wodak et al. 1998), which additionally contained two case studies dealing specifically with advertising and media coverage from the time of Austria's decision to join the European Union in 1994. The English version actually omits these chapters, but adds a useful eighth chapter, “the story continues”, which brings us through the coalition years and describes the increasing institutionalisation of the “community of victims” narrative running alongside a newer strand of populist nationalism strongly associated with xenophobia and anti-EU discourses. The authors conclude that “Austria has still not arrived in Europe. There are still tensions between national and European identity narratives...” (p. 243). We are left longing to know more about how the situation developed through the events that shook the Eurozone from 2008 onwards, not to mention Jörg Haider's spectacular demise.

In general, however, the chapters dealing in detail with recent Austrian political and social discourses will probably be mainly of interest to most non-Austrian readers in terms of what they offer by way of comparative perspectives. Austria's attempts to come to terms with its Nazi legacy are perhaps peculiarly local. But we can find parallels in many other countries which have undergone radical political transformations, where the issue of historical memory still raises many spectres. Nonetheless, although situations in which nations have to make sense of a turbulent past certainly provide rich fields for discourse analysis, it would be unfortunate if the need to apportion responsibility for past events were to close off the paths to reconciliation. Future analyses of national identity are needed to examine discourses which have the transformative power to help countries evolve a new self-image and generate positive change.

References

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Ruth Breeze, University of Navarra, Spain



Tokowicz, N. (2014). *Lexical processing and second language acquisition*. New York: Routledge. ISBN 978-0-415-87755-8. 121 pages.

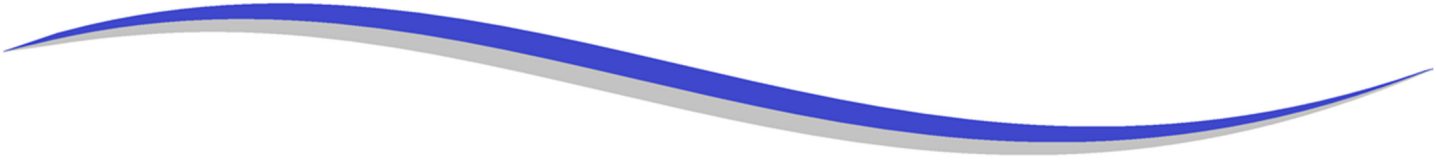
How do people who speak two languages use them effectively? Is a bilingual simply two monolinguals in one? Can a language learner ‘turn off’ their mother tongue when comprehending or producing a foreign language? These are just some of the questions explored in Natasha Tokowicz’s contemporary overview of research into lexical processing. As Associate Professor of Psychology and Linguistics at the University of Pittsburgh, the author teaches courses in bilingualism and psycholinguistics, and conducts research into second language learning and bilingual language processing. Thus, the research reviewed in this book is from a cognitive science / psycholinguistic perspective and focuses on studies in lexical processing in L2 acquisition and bilingualism in adults.

After a brief introduction to the issues involved in bilingual lexical processing, Tokowicz reviews how a bilingual’s languages interact, with reference to influential models such as the Language Mode Hypothesis (Grosjean, 1985) and the Inhibitory Control Model (Green, 1998), as well as more general language models such as Ullman’s Declarative / Procedural Model (2001). She gives a concise explanation of each theory, includes clear illustrations of most models (via ‘box-and-arrow’ diagrams) and also points out when the models cannot account for empirical data or have unresolved inconsistencies with other models or findings in the field.

After the introduction, the focus is more specifically on models that account for lexical processing, since words are seen as “foundational to learning the rest of language” (p. 2). Chapter 3 summarises prominent connectionist models of lexical processing that focus on spoken and visual word recognition and production. The author explains how such computer simulations of the mind are based on the principle of Hebbian Learning (Hebb, 1949), the theory that synaptic strength between cells results when the cells are activated together - ‘cells that fire together, wire together’ as the mnemonic goes. The book then moves on to examining how words are represented in a bilingual’s memory, whether they are stored separately or together, and if a minimum level of proficiency is necessary before the learner can immediately access the meaning of the L2 word. Tokowicz takes the reader through several theoretical models that attempt to answer these questions, such as the seminal Revised Hierarchical Model of bilingual memory representation (Kroll & Stewart, 1994). Again, each model is clearly explained and the author describes the types of experimental task that were used to test the theory, summarises the key findings and points out incompatible results. Thus, the reader can see how, for example, word association tasks or lexical priming tasks are used to corroborate the model’s predictions. Indeed, one of the strengths of this book is that the author gives clear definitions of key concepts; for instance, she defines the term *bilingual* as any person with knowledge of two or more languages, irrespective of their level of proficiency, frequency of usage, context or age of acquisition.

There is a brief synopsis of characteristics of the learner in Chapter 5, and how these can affect lexical processing. Studies on the time and age of learning the second language are reviewed, as well as how variations in proficiency level and working memory capacity affect how words are processed. Tokowicz then explores in detail research into three characteristics that may affect bilingual word processing and translation: cognate translations, cross-language concrete vs. abstract words, and translation ambiguity. This section looks at the special status of interlingual homographs, or *false friends*, and gives an overview of psycholinguistic studies that show faster processing of concrete words, and slower and less accurate processing of words with multiple translations.

Throughout the book, the emphasis is on research done in a laboratory setting where task achievement can be accurately measured, revealing the underlying cognitive processes. The penultimate chapter, however, gives an overview of experimental techniques that are even more sensitive than reaction time and button-press responses.



Here, she looks at how brain-imaging techniques have been used to unpack lexical processing and describes some key examples of the techniques being applied in studies. Because Tokowicz is also a Research Scientist at the University of Pittsburgh's Learning Research and Development Center, she has first-hand experience of the use of event-related potentials, or ERPs. This is when signals from non-invasive electroencephalography (EEG) are collected over a large number of trials, averaged out and aligned in time with a particular event, such as the presentation of a particular word. This technique is particularly well suited to researching the millisecond range of the brain's neural activity, though not the spatial location. The chapter also reviews findings from other neuroscientific measures, some well known (the fMRI and PET scans), others perhaps less so (e.g. Voxel-based morphometry analysis) and the book outlines how findings from these techniques converge with the models and behavioural studies from previous chapters.

The author specifically states that the target audience is graduate students, though in my view it would be appropriate for anyone interested in, or confused by, the plethora of hypothetical models that abound in the field. Suggestions are given for relevant reviews of literature and at the end of each chapter there is a comprehensive reference list. Finally, for more in-depth coverage, there is a list of recommended readings with synopses at the back of the book. A lot of ground is covered in this slim edition, and the up-to-date supplementary reading list encourages further investigation. In sum, if you don't know your BLINCS from your BIMOLA or can't make sense of the Sense Model, then this book makes an excellent starting point.

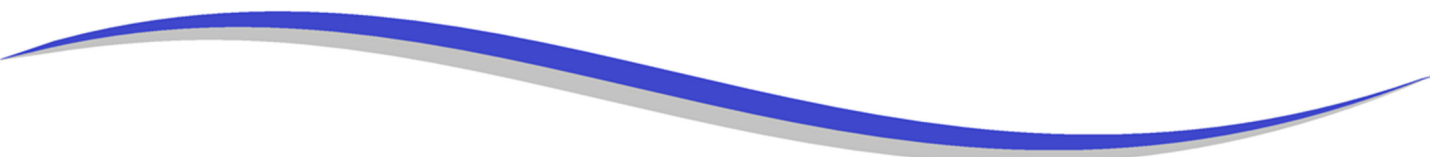
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Coffin, C. and Donohue, J. (2014). *A Language as Social Semiotic-based approach to teaching and learning in higher education*. Oxford: Wiley-Blackwell. ISBN: 978-1-118-92382-5. 212 pages. £28.50.

This book is a topical and important contribution to research into 21st century universities which highlights the challenges faced by teachers and students in an expanded, increasingly market-driven environment. Coffin and Donohue reflect the reality of the sector in which all but the most elite institutions have a broad range of students with diverse linguistic, cultural, educational and often professional backgrounds, studying more applied subjects. Rightly, and contrary to target-oriented discourses on education and literacy, they argue that students do not come fully formed in terms of being able to think, talk and write about their subject at the level expected and may need support in developing their ability to discuss and construct knowledge in ways valued by institutions.



The Language as Social-Semiotic (LASS) approach is built on the main premise that university study involves dealing with increasingly decontextualised and abstract knowledge; theoretical concepts and frameworks which students need to control in order to make meaning in acceptable ways. That is, they need to synthesise theoretical knowledge with practical and personal experience and construct arguments and texts that show understanding of the link between the two.

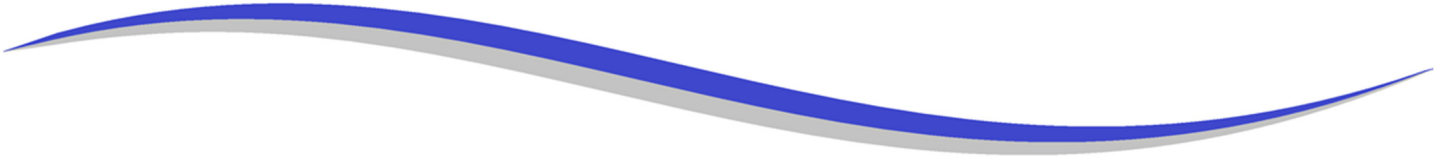
There are several key ideas which underpin the book. The first is that the process of learning to communicate is ongoing and certainly not finished by 18. Coffin and Donohue argue that different levels and different contexts require learning how to think and communicate in ways appropriate to and valued in that context. There are, consequently, challenges for all students: those transitioning from school to university; those with work experience and perhaps years away from study; those with diverse educational, cultural and linguistic backgrounds as well as students new to studying in that country. The latter may have the additional challenge of mastering the basic systems of English. The influence of these contextual factors on students' "preferences for making meaning in particular ways" (p.20) is embodied in the notion of "semantic orientation" and the differences in these as "semantic variation" (e.g. in Bernstein, 1990; Hasan, 2005). Critics of Bernstein misunderstood this as a focus on 'class' but, in fact, this is a notion relevant to all kinds of diversity that students arrive with and, as such, is an extremely pertinent concept.

A further key idea is that of semiotic mediation (Vygotsky) whereby language is a semiotic resource that facilitates conceptual development; this occurs both visibly (through formal education) but also invisibly (informal learning contexts). Coffin and Donohue note that both teachers and students are involved in semiotic mediation. This concept is vital to the LASS approach since it acknowledges the role of teaching and learning in developing students' ability to deal with increasingly abstract concepts. They argue for explicit attention, through "meta-semiotic mediation", to language's role in constructing valued thinking and writing.

At the heart of the LASS approach is the idea that language is central to this process and that learning language, learning about language and learning through language (e.g. Halliday, 2004) are vital in bringing together language and content. This is encapsulated in the approach of "language as a social semiotic" (Halliday, 1978) in which language is viewed as a resource for meaning making. Halliday's Systemic Functional Linguistics (SFL) provides a means of analysis of register and genre in academic writing that foregrounds texts in context. The Sydney School's "genre teaching and learning cycle" developed for school students (Rose & Martin, 2012) is also influential here. In terms of methodology, the LASS approach additionally draws on elements of academic literacies in that student interview data offers an emic perspective of their experiences; their semantic orientation.

The first chapter describes the current UK higher education context, acknowledging some of the wider influences on institutions. Chapter 2 discusses the underlying theoretical foundations, introducing the key concepts of semantic orientation, language as a social semiotic and semiotic mediation. Chapter 3 is an accessible introduction to SFL and its analytical tools, as well as a summary of its historic contribution to highlighting the importance of language choice in academic writing. With the use of sample student texts, the concept of register and the three metafunctions (ideational, interpersonal and textual) are explained. The notion of genre, its relevance to discipline-specific writing and the increasing complexity of genres at higher levels of study, is also introduced.

The following three chapters discuss different applied subject disciplines and newer ways of learning (Film Studies; Health and Social Care; online discussion forums) and consider students' gradual apprenticeship into writing and their varying levels of success. There is genre and register analysis of sample assignments showing how the more



successful writers use the key theoretical concepts to frame their analysis, adopt a suitable 'voice', as well as structure their writing as appropriate to the context.

Although not all teachers will be knowledgeable about SFL, the issues and approaches will be familiar to many involved in working with academic writers; perhaps particularly English for Specific Academic Purposes teachers. Notions of discipline specificity, genre, audience, structure, cohesion, the link between text purpose and language choice, text deconstruction and reconstruction, collaboration with subject teachers, understanding students' backgrounds; these are often part of their daily work. However, by highlighting the "ideational" aspect, and the link between control of abstract concepts and successful writing, the book is an important reminder that language should not be separated from content. It is a warning against style (e.g. 'academic' but empty text) over substance.

The final chapter discusses the importance of thorough research into students' backgrounds and subject departments' assignments as a basis for implementing a LASS approach. It also considers some of the challenges of engaging institutions and departments in such an enterprise. One of the key messages of the book is to highlight the false distinction between categories of students such as "home", "international", "EAL" etc., and the use of student voices in the book illustrates this perfectly. This leads to a call for recognition that all students would benefit from attention to the role of language in learning. While some might welcome a more critical look at the context of higher education, the book is invaluable for its insights into the current educational landscape, student experiences of learning and writing and for the tools that the LASS approach offers for teaching and further research.

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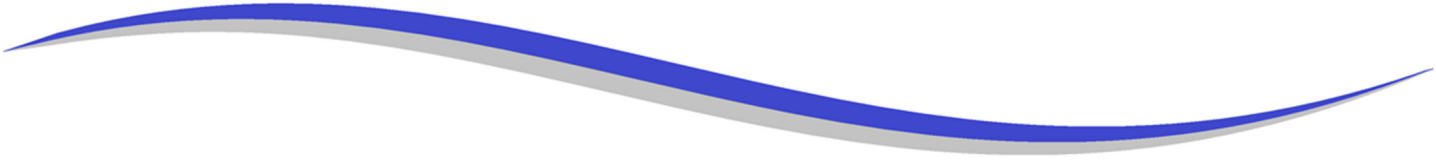
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Truscott, J. (2015). Consciousness and Second Language Learning. Bristol: Multilingual Matters. ISBN 978-1-78309-265-9. 248 pages.

Is learning a conscious process or not? Many academic fields have tried to answer this question by exploring the role of consciousness in the process of learning. John Truscott explores the links between consciousness and second language learning by giving a wealth of detailed, precise and concise information, along with cutting-edge research from cognitive science, on the conscious and unconscious processes that influence the acquisition and the use of language.

The book is divided into two parts; the first part is about the nature of consciousness and the cognitive context in



which it appears, and the second part is about the links between Second Language Acquisition (SLA) and consciousness. By way of introduction, Truscott sets the context of the problem and explores different assumptions about consciousness. He sets his definitions, and explains clearly the approach he takes to consciousness before starting out on his exploration.

In Chapter 2, Truscott talks about fundamental aspects of the human mind such as perception, memory, emotion, value, self, language and attention. He presents the notion of modularity and critically analyses it. He also shows, in a clear and straightforward manner, his support for Chomsky's notion of Universal Grammar, and his own belief that "the human mind has a highly modular character" (p34).

In his next chapter, Truscott reviews a number of theories of consciousness from a cognitive and/or neural perspective. He also identifies some common themes in the theories discussed, such as the modularity of the cognitive system, activation, short-term memory storage, executive control, attention, value and information. With each theme in mind, he tries to see how they could all fit together in order to lay the grounds for a general cognitive framework.

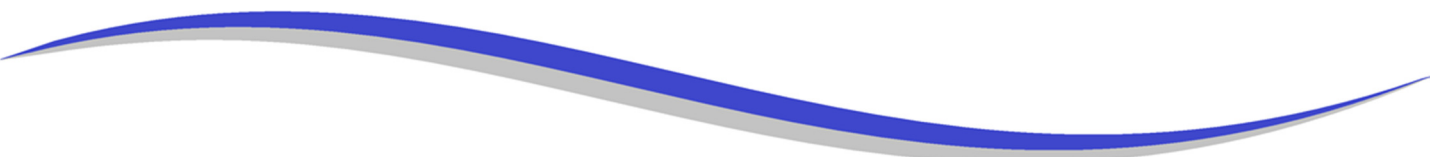
Modular Online Growth and Use of Language (MOGUL) is Truscott's favoured framework for understanding learning, and one which has occupied his academic life for many years. Chapter 4 gives an overview of its nature, goals and applications. He describes its architecture, its procedures, how it sees information processes, and its approach to learning, defined in the second language context; "acquisition is by processing: learning is the lingering effect of processing" (p90).

In Chapter 5, the place of consciousness within this framework is described. The question "what becomes conscious and under what conditions?" (p97) is being answered in an effort to understand central aspects of consciousness and its role in a human life. The MOGUL approach accounts for those central aspects in a parsimonious manner, that is without generating a host of new categories and concepts.

Chapter 6 starts the second part of the book. Here different theories on the role of consciousness in SLA are critically reviewed. Truscott presents the classic dichotomy between explicit teaching and language acquisition through natural experience, that is implicit learning. He critically analyses Krashen's Monitor Model and its critics, although he openly supports Krashen's account of consciousness (p142). Then, he describes the notion of noticing, and how this notion has been badly confused in researchers' efforts to define noticing and awareness as distinct concepts. SLA research has also greatly focused on a contrast between implicit and explicit learning, although concerns have been expressed about research limitations, such as ecological validity and the underlying assumption, seen by some writers, that implicit learning is just implicit, a generic concept without having, in any context, anything more precise than the defining statement to make it 'implicit'. There may, Truscott believes, be good grounds to suppose that implicit learning in SLA has marked differences from implicit learning in other contexts.

In Chapter 7, Truscott focuses on the processing of input in the brain and whether, for successful learning, there is always awareness of an input. He distinguishes three different types of awareness: the subliminal, the implicit and the explicit. Two different types of linguistic knowledge have also been distinguished in the brain: these are called modular and 'extramodular'. In order to explain the different procedures, and the relationships between the three types of awareness and the two types of linguistic knowledge, Truscott successfully uses examples from second language teaching and learning, and clearly suggests ways to improve learning by adjusting the learners' input.

Chapter 8 looks at ways in which memories are established, strengthened and altered. Truscott suggests that the



more we are obliged to use a piece of information, the more easily retrievable and the more unforgettable the piece of information becomes. The more unforgettable and solid a piece of information becomes, the more associations and relations with other pieces of information it creates.

In his last Chapter, Truscott draws some general conclusions about consciousness in SLA. For Truscott, “second language (L2) learning is primarily unconscious, consciously learned knowledge can, nonetheless, contribute to language use; and conscious processes can support unconscious learning.” (p232). Truscott also suggests different methods for successful planning and managing L2 learning such as the use of learning goals and learning strategies, maintenance of motivation, willpower and extensive input for a reasonable level of comprehension. After some final thoughts, Truscott finishes by declaring once more that “language acquisition is at its heart an unconscious process” (p248).

Truscott’s book offers stimulating reading for researchers, undergraduate and postgraduate students, teachers and anyone else interested in how we learn and how we should teach, especially in SLA. The book is very well structured and sign posted. Truscott writes as a teacher, describing what he does, and how he develops his argument. He explains simply the decisions he makes either about the structure of the book or his scientific approach. Important points are always summarised at the end of each chapter and a wealth of references is provided. The reader cannot feel lost, even though the subject matter can become recondite, because Truscott is very good at recapitulating and summarising what has already been said, keeping the reader consistently on the track of the book. Truscott also provides good language examples in order to explain different cognitive procedures and suggests useful ways for practitioners to make learning more successful, reviewing exactly what teachers need to take into consideration in teaching an L2.

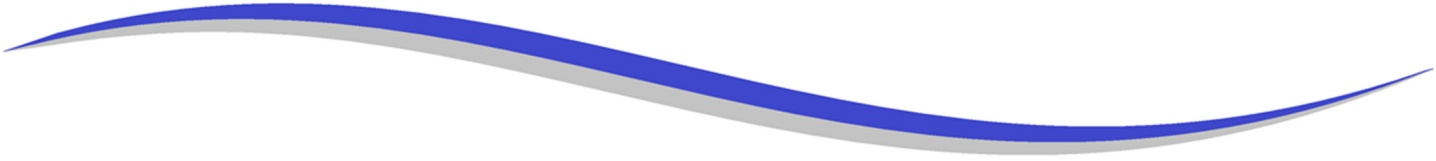
Argyro Kanaki, University of Dundee

Pace-Sigge, M. (2013) *Lexical Priming in Spoken English Usage*. Palgrave Macmillan. ISBN 978-1-137-33189-2. 222 pages.

According to the Lexical Priming of this book’s title, each word in our lexicon is primed to appear in patterns of collocation, colligation, and semantic association which are derived from our previous encounters with words and their co-texts. Pace-Sigge’s book presents intriguing evidence in support of this theory, suggesting that regional variations in spoken English (captured in the purpose-built SCO corpus of Liverpool English) both derive from, and result in, primings based on differing linguistic experiences.

One of the fundamental assumptions the book makes is that where corpora provide evidence of linguistic preferences (whether between spoken and written modes, or between different speech communities) these preferences are best explained by psycholinguistic processes based on previous exposure to language, not semantic factors or individual preferences (for example). An important goal for the first half of the book, which gives an overview of the history of lexical priming theory, is to provide evidence supporting this assumption. Pace-Sigge outlines early theoretical work (particularly the work of Quillian) on this topic, before citing a wide range of more recent sources on the relationship between corpus-based and psycholinguistic data. This establishes a clear historical precedent for the research presented later in the book. The author does, however, cover a lot of ground in a short space of time here; the book would have benefitted from clearer signposting.

Pace-Sigge also discusses key concepts in corpus linguistics, such as collocation and colligation. Here, the author



draws heavily on the work of Michael Hoey and John Sinclair. This section gives a very good historical overview of these issues, although it is not always clear where the author's own opinion lies amongst the various positions taken by the academics he cites. For example, the definition of key terms such as "colligation" and "nesting" are built up through a series of quotations, leaving some uncertainty as to how these were defined for experimental purposes. The author does, however, provide working definitions (such as those from "collocation" and "cluster"; pp. 87-7) in the results section of the book, where they usefully inform interpretation of results.

The second half of the book reports on the author's own research into lexical priming in the particular context of spoken Liverpool English. The author gives a thorough justification of his selection of this mode and regional variety. Firstly, all previous corpus-based research on lexical priming has been based on corpora of written English. One of the book's main aims, then, is to establish the applicability of the theory of lexical priming to spoken English. Secondly, while Liverpool English is not generally defined as a dialect, it nevertheless contains differences from other regional varieties of English, which make it a good potential source of evidence of different patterns of priming.

Pace-Sigge's approach in what follows is to identify specific words found both in the SCO corpus and the British National Corpus of Conversation (BNC/C), and to compare their usage in collocations and clusters of between three and five words. Many of these words are what he categorises as "stress markers" – words such as just, well, and yeah, which act to focus or intensify an utterance, and as such constitute "a part of a speech event" (p100). These words were chosen for reasons which include their relatively high frequency and ease of recognition, their tendency to be used in spoken English, and the fact that they "reflect a function that is performed by both speech communities" (p99).

Analysis of these words is clear and thorough. The author offers frequent examples of concordances from both the SCO and BNC/C (and occasionally other) corpora, highlighting those collocations and clusters which show the most marked divergence between speech communities. As the author acknowledges, however, a number of these apparent divergences are difficult to interpret because of their overall low frequency in one or more corpora.

The book's most convincing evidence of divergence between speech communities comes from analysis of the most frequently occurring 3-5 word clusters in the SCO and BNC/C corpora. Here, phrases such as you know what I mean and clusters containing the word stuff are found to be significantly more frequent in the SCO corpus than in the BNC/C, and occur in both corpora frequently enough to appear statistically reliable. One question mark which remains is whether this divergence is in fact regional; Pace-Sigge briefly explores the possibility that the difference of more than a decade between the collection of data for the SCO and BNC/C corpora could mean that these differences in fact reflect language change over time. While this is partially addressed by comparison with the another corpus of regional English, collected concurrently (but independently) with SCO in the London Borough of Hackney, only a small number of words and clusters are compared this way. As the author points out, however, this caveat does not undermine the strength of the evidence for divergence; it merely raises a question as to whether the phenomenon is regional, rather than temporal.

In general, then, this book provides important evidence in support of the theory of lexical priming, as well as its validity for spoken language. It suggests that, when producing spoken language in natural situations, members of a given speech community will show different preferences for certain collocations, colligations, and semantic associations of a word to those chosen by speakers of other regional varieties. In doing so, the book offers useful empirical tools for work at the meeting point of corpus-based and psycholinguistic research.

Peter Thwaites, Cardiff University and Yeungnam University, Korea



PUBLICATIONS RECEIVED

The following books have been received for review. If you would like to review one of these books, **or any other book of your interest**, please contact Professor Christopher J Hall, 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 c.hall@yorks.ac.uk within two months of receiving the book.

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Cutting, J. (2015). *Language in context in TESOL*. Edinburgh: Edinburgh University Press.

Hadikin, G. (2014). *Korean English. A corpus-driven study of a new English*. Amsterdam: John Benjamins.

Jenks, C. J. (2014). *Social interaction in second language chat rooms*. Basingstoke: Palgrave Macmillan.

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

Merrison, A. J., Bloomer, A., Griffiths, P. and Hall, C. J. (2014). *Introducing language in use. A coursebook*. 2nd edn. London: Routledge.

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

Simpson, P. (2014). *Stylistics. A resource book for students*. 2nd edn. London: Routledge.



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


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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.





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

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

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