BAAL News

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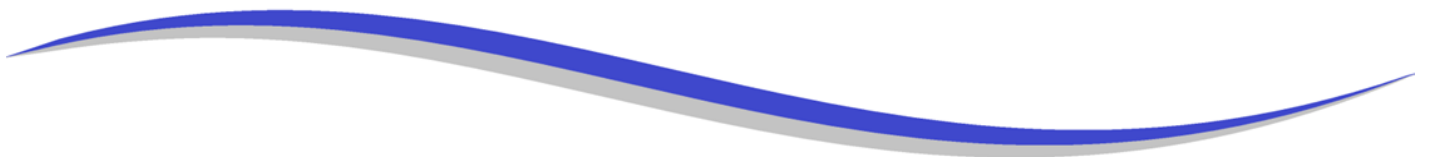
Editorial

Dear BAAL members,

Welcome to number 115 of the BAAL newsletter. With the start of the summer and the end of the semester, many of us turn our thoughts to research, whether this means working on ongoing projects or starting a new study. For many, summer is also the time to finish writing up those research papers that have been lurking on our desktop for months. For those working on language teaching and Second Language Acquisition, there is now a new platform, called OASIS, which aids the dissemination of research to teachers to facilitate the inclusion of cutting-edge research in teaching practice. Inge Alferink & Emma Marsden report on this new initiative from page 6.

This issue of BAAL News also features 10 questions to Tess Fitzpatrick which invited her to reflect on her time as Chair of BAAL from 2015 to 2018. Tess's answers highlight how much the REF 2021 and the Brexit referendum influenced Higher Education in the UK.

In addition, this newsletter also includes a report on the Research in Primary Languages Network and their White Paper which outlines very important recommendations on primary language learning in England. And of course, a PhD report as well as reports on our SIGs, seminars and workshops.

With best wishes,

Bettina Beinhoff

Newsletter Editor

10 Questions to … Tess Fitzpatrick

Tess is Professor of Applied Linguistics at Swansea University and was the Chair of BAAL from 2015 until 2018. With her relatively recent departure from this role, it seems only fitting to ask her the 10 questions for this summer's edition. Tess was Chair of our organisation during a very lively time in Higher Education when she was involved in preparations and consultations on REF2021, the newly introduced TEF and, of course, the effects of the Brexit referendum. During her time as our Chair, she was also awarded the Fellowship of the Academy of Social Sciences. With this much going on, the 10 questions were an opportunity to look back at these years and to find out what they meant for Tess.

1. Looking back at your time as Chair of BAAL, what does this role mean to you?

Looking back, the role was about connectivity: I realised the extent to which our discipline connects with and is valued by practitioners and policy makers – and the potential there is to nurture and grow those connections. It made me aware of the amount BAAL has in common with other social science groups – both organisationally and in terms of what drives our research. That our internal networks are strong was not a surprise, but the immense will to connect with colleagues who are on the periphery of our activities - by dint of their research focus, academic position or geographical context - impressed me. And on a personal level, the role gave me the opportunity to connect with corners of applied linguistics work that I hadn't previously known enough about, and to make links with individuals who have enhanced my own professional world immeasurably.

2. During your time as Chair of BAAL, what were the main challenges in applied linguistics and perhaps UK Higher Education overall?

The sharpest challenge we faced during my time as Chair was the impact of the Brexit referendum on the UK academic community and infrastructure. Applied linguistics is one of the disciplines whose research landscape is most affected: our work is across and between language communities, and academic exchange underpins the training and inspiration of new generations of linguists. BAAL and our sister associations have responded by forging and formalising strong connections across political boundaries, and giving prominence to initiatives around multilingualism and mobility. Ensuring that applied linguists' work was appropriately accommodated within the REF2021 framework was another challenge – but one that falls to every second or third BAAL Chair.

3. Tell us about a project you are currently working on.

The CorCenCC project to build a 10 million word corpus of contemporary Welsh (**Cor**pws **Cen**edlaethol **C**ymraeg **C**yfoes) is one I feel very proud to be part of. It reflects values I hold dear – openly accessible, user informed, embedding community participation – and reaches across disciplinary and research-practitioner boundaries. The enthusiasm and support of major stakeholder partners means that the project's lofty aims – to challenge prescriptivism, to facilitate new learning approaches, to boost the development of Welsh language technologies – are likely to be realised. CorCenCC brings into sharp focus two ways in which I have been extremely fortunate as an applied linguist: I live in a vibrantly bilingual UK nation; and the colleagues I work most closely with are skilled, wise, good humoured and kind, work incredibly hard, and keep sight not only of the vision and ethos that drives our research, but also of the excitement and fun to be had along the way.

4. Which other current projects that you are not currently involved in are you excited about (or should deserve more attention)?

Every time I look at conference programmes, or BAAL SIG activities, or have conversations with colleagues in other research groups, I find projects to get excited about – it's very difficult to select just a few. So I'll tell you the first four that came to mind when I read this question: Gwennan Higham's work on immigrant integration into bilingual host communities; the work on corpora, lexicography and multilingualism in signed languages that Bencie Woll and Annelies Kusters talked about in their 2017 and 2018 BAAL plenary lectures; Paul Rayson's applications of NLP and semantic analysis to real world contexts from dementia detection and online child protection to the language of Shakespeare, and the huge range of (multilingual) tools he's developed; the work of Emma Marsden and colleagues on open science initiatives such as the OASIS and IRIS projects, maximising the accessibility and usability of applied linguistics research. And there are so many more…..

5. Which research output are you proudest of and why? (See references at the end of this article for details of the publications mentioned here.)

I'm proud of my first single-authored paper, which was also my first foray into word association research, and also of the 2018 team-authored report for Welsh Government, which informed the language strand of the new national curriculum in Wales; I did not think it possible to produce such an extensive piece of work in such a short time, but our super-efficient team of ECRs proved me wrong. The output I'm most proud of though is probably my PhD thesis. Like many students I completed it part time, while working full time and with many other distractions in my world. It is largely thanks to an inspirational supervision team (Paul Meara and Alison Wray), and the support of my then line manager (Jim Milton), that I managed the transition from language practitioner to language researcher. Somehow I also managed to produce work that I and others have subsequently found useful, and that opened a door for me into a wonderful international community of vocabulary researchers.

6. When did you first encounter applied linguistics?

I realise now that I encountered the essence, if not the label, of applied linguistics when I worked as a language teacher and teacher trainer – and possibly before that, when I spent a year working as an agent for voiceover artists ("we need a mid-Atlantic elderly male and a Geordie toddler by lunchtime please"). The Diploma in English Language Teaching to Adults got me thinking hard about the theories behind teaching methods and the psycholinguistic processes of language learning, and that was when I discovered "applied linguistics" as a named discipline that embraced the questions that had captivated me – and gave me so many more to ponder on.

7. Does applied linguistics mean the same to you now as it did then?

I came at applied linguistics from a learning and teaching perspective, and initially my view of the discipline did not really go beyond that. The Swansea PhD programme encouraged attention to the psycholinguistics of language processing, though, and that broadened my view to include research on speech and language disorders, and bilingualism. Working at Cardiff gave me a close-up view of areas including forensic linguistics and corpus research – and in turn that's encouraged me to engage with language policy, especially in relation to minoritised languages.
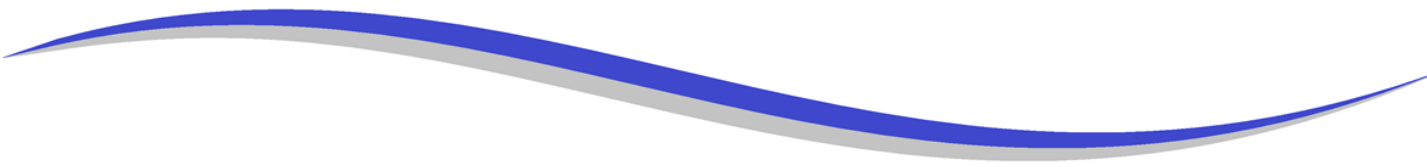
Recently I've been working on health care communication projects. There is no doubt in my mind that this work all falls squarely within applied linguistics. For me, now, applied linguistics is about valuing the theoretical *and* the empirical study of language(s), and knowing how to combine them, and apply them critically – discovering the much-quoted Chris Brumfit definition was a great moment for me! I believe that a defining feature of applied linguistics is the capacity to translate research and research need across the boundary of academic enquiry; the 'engagement' and 'impact' agendas that hit UK HE a decade ago are not challenging concepts to applied linguists – the way in which they've been operationalised is another matter entirely, though.....

8. What kind of research or activity would you like to see more of in applied linguistics?

Research that challenges assumptions and paradigms; replications and systematic evidence assessments; mixed methods approaches that force us out of our quantitative/qualitative camps; more focus on non-major languages – and interrogation of the extent to which our assumptions about language have emerged from research into one language only (English); work that positions applied linguists as monitors of and contributors to development of language technologies; work that necessitates no reliance on technology – such as how to teach/learn/assess languages in fragile state contexts. And work that identifies and draws attention to the way language is used to mislead, divide, manipulate and repress is surely never more needed than now. Plenty to be getting on with.

9. When and how did you first hear about BAAL?

I was vaguely aware of BAAL in the late 1990s when I started my PhD – the conference had been in Swansea in 1996 – but I wasn't able to travel to events, so my first encounters were mostly with the conference proceedings books, then published by Multilingual Matters. I went to my first BAAL conference in 2006 in Cork and I was hooked – I've only missed one conference since then. Swansea hosted the BAAL conference again in 2008 and that gave me the opportunity to sit on the Executive Committee, and to find out that BAAL is not only about the annual conference!

10. What is the one question that you wish people would ask you?

"Would you like me to organise all your paper and electronic documents, including those from 30 years ago and the half-page scribbles, into a beautiful, logical, user-friendly filing system?"

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Open Accessible Summaries in Language Studies (OASIS)

by Inge Alferink & Emma Marsden

Language teachers report having limited direct contact with research and research findings despite generally having positive perceptions of research (Borg, 2009). In the UK, Marsden & Kasprowicz* (2017) found that while foreign language educators do have some indirect exposure to research through professional organisations, they have very little direct contact with language learning and teaching research. Similarly, in a study with teachers in Canada and Turkey, Nassaji (2012) found that 48% percent of language teachers rarely or never read research articles, even though 79% strongly agreed that knowing about SLA research improves second language teaching.

The main reasons teachers give for having limited interaction with research even if they view it positively are 1) practical limitations – lack of time and access, and 2) conceptual constraints – academic papers can be difficult to read (see also Plavén-Sigray et al., 2017). OASIS therefore aims to make research into language learning, language teaching, and multilingualism both physically and conceptually available to a wide audience.

How does OASIS work?

OASIS is a publicly available database (oasis-database.org) of accessible summaries of research articles in the fields of language learning, language teaching, and multilingualism. OASIS summaries are a single page only and are written in non-technical language. The summaries have a standard format agreed on by journal editors present at the editors' meeting at AAAL in 2018. Each summary provides information about what the study was about, why it is important, what the researcher(s) did, and what the study found. Crucially, summaries written by the OASIS team are sent to the author(s) of the original article for their comments or edits, which we believe this makes the initiative stronger. Going forward, the intention is that the majority of summaries will be written by authors themselves.

How is OASIS doing?

The database currently holds close to 300 summaries on a wide variety of topics, including vocabulary learning, heritage languages, and the use of CALL to support classroom teaching, to name a few. The bulk of our summaries focus on recent material, but summaries of some classic papers suggested by journals, team members, and experts are available too. The number of OASIS users has been climbing steadily to roughly 1250 unique users per month (so far).

Journal involvement and sustainability

14 journals were involved in establishing OASIS. Currently, a number of these are suggesting or encouraging authors of newly accepted papers to write an accessible summary of their work. Importantly, Language Learning, TESOL Quarterly, and the Modern Language Journal are requiring all authors of accepted papers to write an OASIS summary. The support of three of the top journals in language learning and teaching means that we have a steady stream of new summaries, up-to-date content for our users, and a sustainable, author and journal driven practice.

Professional associations

We are also pleased to have the support of professional language teaching associations, such as the Association for Language Learning (ALL) in the UK and American Council on the Teaching of Foreign Languages (ACTFL) in the US. In addition to helping us secure funding, these collaborations are enabling us to reach a wide audience, that is they help us to ensure OASIS summaries reach the users they are intended for.

Using OASIS summaries

OASIS summaries are being used by the National Centre for Excellence in Language Pedagogy (NCELP) in CPD with teachers in a network of secondary schools. Accessible summaries have also been used in workshops with teachers and teacher educators in the UK, the Netherlands, and Austria. In addition, we are developing a collaboration with the National Framework for Languages in Scotland.

Contributing OASIS summaries

The summaries currently available on our website have been elicited by participating journals or written by the OASIS team. However, anyone can send in OASIS summaries of their peer-reviewed articles published in SSCI indexed journals. If you have published work that is particularly relevant for teachers, teacher educators, parents, policy makers, or other interested parties outside of academia, please consider writing your own OASIS summary. OASIS guidelines and summary writing tips are available on our help page. We are always happy to answer any questions you may have. Contact us at oasis@oasis-database.org.

Stay up to date

OASIS is running a monthly digest highlighting new content. You can sign up at https://tinyurl.com/oasisalerts. Or follow us on twitter @OASIS_Database to learn about new summaries the moment they go live.

*the research resulting in this paper was supported by BAAL through the Applying Linguistics fund.

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Primary Languages Policy in England

Florence Myles, Angela Tellier, Alison Porter, Bernardette Holmes and Victoria Murphy

Thanks to an award from the BAAL Applied Linguistics Support Fund, the Research in Primary Languages Network (RiPL www.ripl.uk) convened a Policy Summit at the British Academy on 23rd November 2018. Its purpose was to bring together key stakeholders to evaluate the implementation of the 2014 statutory requirement to teach a foreign language (FL) in primary schools in England and to share priorities for future development. The Summit brought together invited representatives from a wide range of stakeholders, including policy makers, practitioners and academics, and took place according to the Chatham House Rule. Briefing papers were circulated in advance.

The Policy Summit took place at a time-critical juncture when the first cohort of primary school children to have studied a foreign language from age 7 made the transition to secondary school.
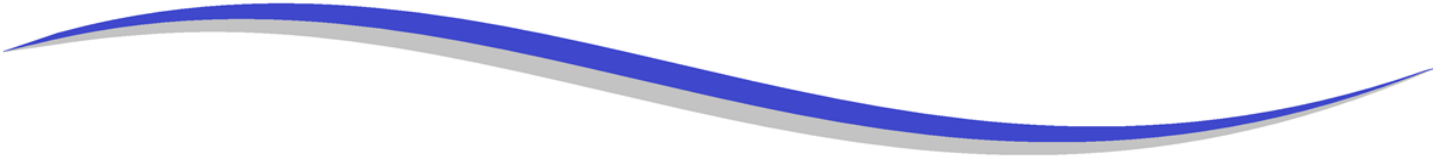
During the first part of the day, contributors presented short evidence-based position papers on current practice and provision, current research, inspection findings, national statistics and survey returns to identify the enabling and disabling factors currently affecting the implementation of curriculum reform in primary schools. Presentations were grouped into three panels which explored i) policy and younger language learning ii) implementation challenges and solutions and iii) school-based explorations of provision and practice. Discussions focused on primary teaching and learning research; inspection evidence; curriculum planning across primary/secondary; transition; professional development; expectations; monitoring and assessment; practitioner experience.

The second part was solution-focussed, and began with an overview of the day's observations, followed by comments from an invited external panel comprising researchers, language advocates, school leadership and language consultancy. The plenary discussion addressed issues from delegates submitted electronically beforehand, as well as questions from the floor.

The summit conveners concluded by summarising key points which had arisen during the day. These formed the basis of a 24-page authoritative report '*White Paper: Primary Languages Policy in England – the Way Forward*' reflecting the views of attendees who were invited to comment on drafts, and incorporating research evidence. Published on 5 March 2019, the White Paper describes the current national context:

"The principal problems in schools relate to time allocation, teacher subject knowledge and language proficiency, limited access to professional development and a lack of shared and agreed understanding of pupil progress at the point of transfer from primary to secondary schools. Given the central importance of subject knowledge to good teaching, the variability of initial teacher training in subject knowledge development is a cause of concern. The current infrequency of Ofsted inspection of primary languages is a further cause of concern." (p. 9).

Lessons from research into primary language learning and implications for practice were then summarised:

i. During much of middle childhood, children learn mostly implicitly and need rich and plentiful input for learning to take place: sufficient time needs to be allocated;

ii. Enjoyable activities should capitalise on emergent learning strategies and very active cognitive development;

iii. Links with L1 and home languages for both monolingual and EAL children should be strengthened as strong early L1 literacy skills are associated with higher FL attainment;

iv. Progress motivates: clear planned progression is essential to boost motivation and increase uptake at KS4;

v. Teaching time, teacher language proficiency, and teaching approach affect pupil progress: access to high quality initial teacher training and continuing professional development is crucial;

vi. Teaching approaches should acknowledge the linguistic and cognitive skills that multilingual children bring, as the percentage of EAL pupils is steadily increasing.

Building, therefore, on shared understandings of the current primary FL landscape, the concluding section of the White Paper presented ten recommendations towards a sustainable implementation strategy:

Time allocation at least one hour per week, a non-statutory minimum of 140 hours over KS2;

Government-funded **professional development** for primary teachers, strengthening primary language subject knowledge, pedagogical understanding and language proficiency;

Curriculum planning: non-statutory guidance on what children should know/be able to do by the end of Key Stage 2;

Transition: strengthen primary-secondary collaboration; provide receiving schools with a clear statement of curriculum content and learner linguistic outcomes at the point of transfer;

Assessment and reporting: agree a nationally recognized benchmark by the age of transfer from KS2 to KS3;
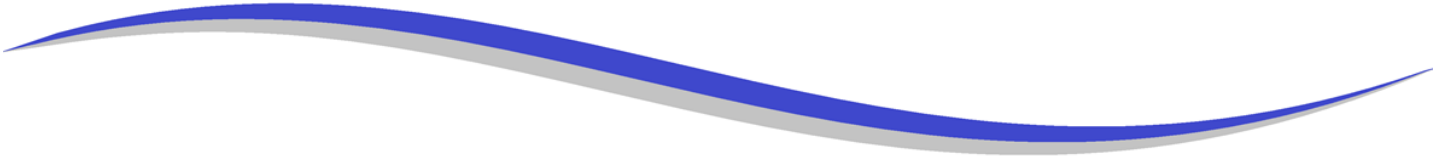
Develop effective use of **digital technology** to support learning, training and reporting; develop and pilot an e-folio;

School accountability: Ofsted should include a focus on primary languages, gathering evidence of intent, implementation and impact;

School leadership: Develop effective partnerships between senior leadership and governors to strengthen accountability and improve coherent and structured progression;

Strategic role of research: a focus on the implementation of primary languages policy in the next round of social research aims, to garner high quality evidence to further inform policy and practice;

Create a **National Taskforce for Primary Languages** (NTPL) to support school-led improvement in the teaching of primary languages, future language learning at KS3 and potentially increased uptake at KS4.

Policy Summit evaluations showed that both researchers and education stakeholders valued this unique opportunity to share knowledge and develop deeper understandings of issues surrounding primary FL policy implementation. The White Paper dissemination strategy includes press releases, and presentations throughout 2019 at practitioner and academic conferences. Two publications are planned aimed at both national and international audiences. The RiPL team are organising additional public engagement activities and impact events to support further awareness-raising of the White Paper recommendations.

The White Paper is available at: http://www.ripl.uk/policy/

https://twitter.com/riplnetwork

https://www.facebook.com/theriplnetwork

(1) All-Party Parliamentary Group on Modern Languages; Association for Language Learning; Association of School and College Leaders; British Academy; British Association for Applied Linguistics; British Council; ; Business in the Community; Confucius Institute; Department for Education; Education Endowment Fund; Education Policy Institute; Goethe Institut; Hackney Learning Trust and the Primary Schools Network; Independent Schools' Modern Languages Association; Harris Federation (ITE); Institut Français; King's College, London; Manchester Metropolitan University; National Resource Centre for Supplementary Education; OFSTED; Ofqual; Our Lady of Mount Carmel R C Primary School, Tameside; Rushey Mead Educational Trust; Spanish Embassy Education Office; Speak to the Future; Springfield Primary School, Sale, Trafford; St Paul's C of E Nursery & Primary, Brighton; The Primary Schools Network; The TENAX Schools Trust; University of Cambridge; University of Essex; University of Oxford; University of Reading; University of Southampton.

PhD research report:

Developing Reflective Practices to Support Interpersonal/ Intercultural Competence Training for Teachers/HE Practitioners: A Data-Led Approach

By Samiah Ghounaim (University of Warwick)

"Just when I think I have learned the way to live, life changes" –Hugh Prather.

This applies to every classroom, and so as teachers, just when we think we have established a strong connection to our students, the students change; and a need for continuous development is constantly present. Recognizing that need is a critical first step for the continuous development of any practitioner. In teacher education, reflective practice (RP) has been in the spotlight as a tool to help practitioners decenter themselves and make their experiences meaningful learning opportunities. RP was attested by many researchers (e.g., Calderhead & Shorrock, 1997; Korthagen, Loughran & Lunenberg, 2005; Zeichner & Liston, 1990) as an orientation available for teachers to enhance their pedagogical practices. It has also been accredited with serving as a link between theory and practice because it has been implemented in teacher practices through reflective written assignments and portfolios (Phipps, 2015).
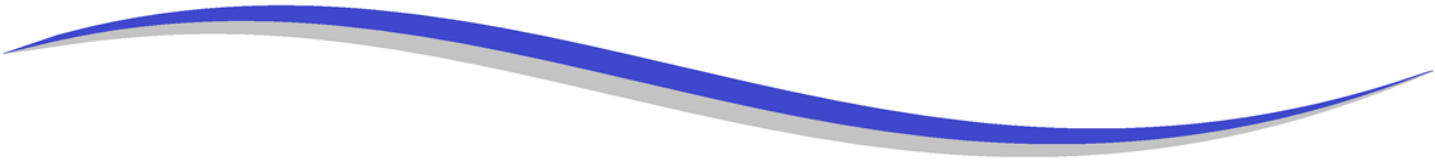
On one hand, those studies and many more have recognised the importance of reflective practice in teacher training as a solitary practice for the most part. Contrary to this solitary view of RP, Collin and Karsenti believe that reflective practice has an essential interactional component (2011). After reviewing Vygotsky's model of semiotics (1962 cited in Collin & Karsenti, 2011) and applying it to RP, they referred to RP as "interactional reflective practice" (2011: p.570). Vygotsky's model of semiotic mediation (ibid) considers interaction an essential component for knowledge to be constructed. Taking these views into account, we can say that reflection not only happens on an individual level, but can expand to include reflection within a community as Dewey first envisioned it (1916/1944).

On the other hand, teacher training programs have focused mainly on developing and supporting the pedagogical knowledge and skills, and rarely was the teachers' interpersonal/intercultural competence the focus of attention or considered critical for teacher training.

Research Questions

My research is inspired by understanding the importance of interpersonal competence for language teachers in Higher Education (HE), and realizing the strength of meaningful reflective practice in Continuous Professional Development (CPD). My research is a constructivist intervention that aims to 1) equip practitioners with the competence of reflection; and 2) employ reflective practices in CPD, specifically regarding practitioners' interpersonal competence.

To achieve the aim of my study, I currently focus on a threefold set of research questions that are primarily concerned with 1) how collaborative RP shapes the design of the intervention, 2) how intercultural competence

learning unfolds through RP, and 3) the role of the facilitator and the practitioners in guiding and constructing the learning experience. Thus, the questions guiding my analysis currently include: how to construct a training program that engages reflective practice that is collaborative, data-led, and purpose-built? How to maximize practitioner involvement in the design of the training program? How to utilize practitioners' personal experience into critical incidents that induces collaborative reflective practice? How do learning processes become instantiated in interpersonal/intercultural competence? How does reflection manifest in collaborative training? What effects does RP have on the learning process? How can the facilitator support and scaffold practitioners' reflection and learning process? What type of questioning is used to help practitioners link CRP to their own experience, particularly at the intersection of language teaching and intercultural learning?
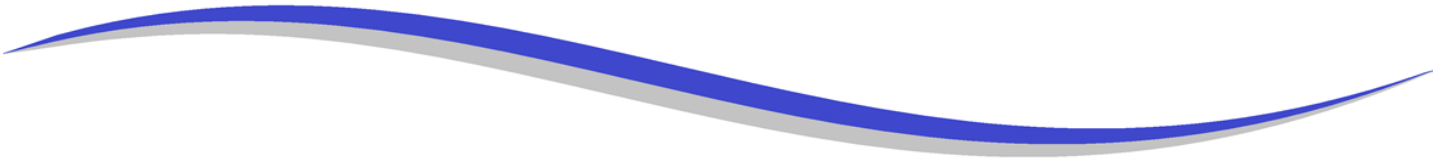
My research follows an inductive approach which is why most of these questions were formed during, and as a result of, examining the datasets and they will surely develop further.

Intervention Design and Findings

The intervention was a series of Collaborative Reflective Practice sessions (CRPs) conducted bi-weekly for three months, a set of interviews and classroom observations for each participating practitioner. One of the purposes of interviewing was to help the practitioners identify critical incidents from their personal teaching experience and reflect on them and construct them as learning opportunities. As for the CRP sessions, their main focus was a vignette-led collaborative reflection where practitioners engage in a discussion about the critical incident of each vignette. The classroom observations were conducted for necessary follow ups with each practitioner and in support of the interviews but this will not be detailed in this report.

In my research, I refer to the vignettes as 2D/3D vignettes due to their nature and structure. A 3D vignette consists of three dimensions where all dimensions present the same critical incident, yet from three different perspectives; a neutral description of events, a teacher's viewpoint, and an assumed student viewpoint. All three dimensions of a vignette were constructed by participating practitioners from their personal experience with the guidance and support of the facilitator. During CRPs, the dimensions of a vignette are separately presented to the participants consecutively after a thorough reflective discussion of each dimension is done. The purpose of the 3D vignettes and their construction process is to Include the practitioner as a vital part of constructing personalised material for the CRP sessions; to provide detailed real incidents as stimulus for CRP; and to construct an opportunity to view an incident from different perspectives.

In my talk "Empowering Teachers: Implications of Creating a 3D Vignette as a Reflective Practice for CPD" at the BAAL -Cambridge University Press Seminar entitled "Blowing Away the Dust: Illuminating the value of Practitioner Research in Applied Linguistics", I discussed some of the most interesting findings that I have come across so far in my research. These included the benefits of the process of constructing a 3D vignette for the practitioners and the implications that framed it as a modified form of reflective practice. The data shows that it created an unexpected personal reflective space for practitioners that prepared them for discussing their personal incidents collaboratively with colleagues. Practitioners were stimulated to wear different thinking hats to construct the three dimensions of their vignettes. It induced them to play an un/conscious role in directing the collaborative discussions, enhancing the collaborative RP experience for all participants.

I'd be happy to talk in more detail about my research with anyone who might be interested! Feel free to contact me at s.ghounaim@warwick.ac.uk.

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BAAL/Cambridge University Press Seminar Programme:

Blowing Away the Dust: Illuminating the Value of Practitioner Research in Applied Linguistics

(School of Education, University of Leeds, 8-9 April 2019)

This Seminar was organised by Loreto Aliaga, Judith Hanks, Laura Grassick and Harry Kuchah Kuchah, (all from the School of Education, University of Leeds), in collaboration with

AILA Fully Inclusive Practitioner Research Network

Centre for Language Education Research (CLER)

IATEFL Research SIG

The aim of the two-day seminar was to encourage dialogue to develop renewed understandings of Practitioner Research (PR) in Applied Linguistics and to highlight the opportunities and epistemological challenges that this brings.

Forty-two participants attended. These included teachers, teacher educators, researchers, and students from educational institutions, both international (Argentina, Cameroon, Chile, Japan, North Macedonia, Turkey), and across the UK (Universities of Essex, Greenwich, Leeds, Leicester, Sunderland, Warwick, and Regent's University, London) with expertise in secondary, tertiary education and teacher training/education being shared. The programme featured two keynote talks from the Global South, as well as oral presentations, poster presentations and a roundtable. The Seminar organisers were pleased to invite two rapporteurs: Lou Harvey provided explicit links with the upcoming BAAL-Cambridge University Press Creative Inquiry Seminar (10-11 July, 2019), and Martin Wedell ensured global reach and contextual sensitivity for the discussions. Each day ended with reportage from the rapporteurs, aiming to frame ideas from the Seminar within/through/across Applied Linguistics and Language Education.

Day One began with a keynote by Paula Rebolledo (RICELT, Chile) where she focused on the empowering effects of teacher research. Drawing on the Champion Teachers programme, she illustrated how Exploratory Action Research (EAR) helped teachers to increase their confidence autonomy and ability to make informed decisions, develop better relationships with their learners and feel an improved sense of professional status. Paula echoed pertinent questions from the literature around who practitioner research is for and who it might benefit,

encouraging the participants to consider their own roles as researchers and/or teachers in the empowering potential of PR.
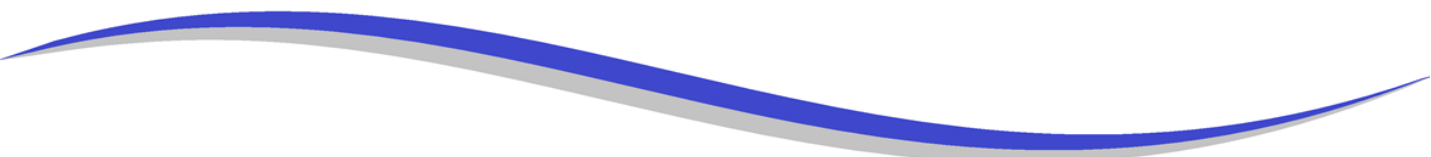
Shorter presentations followed, which critically analysed the theme of empowerment and transformative learning, while exploring the sometimes conflicting roles of teachers and researchers in PR. Representing BAAL, Sal Consoli introduced BAAL to the participants and invited further contributions in future. Turning to his work with a particular form of PR, Sal Consoli (University of Warwick) went on to discuss his doctoral work investigating Exploratory Practice (EP) and student motivations in English for Academic Purposes (EAP) in a higher education setting in the UK. His preliminary work suggests that teachers-as-researchers are well-positioned to conduct research into their own educational contexts, and therefore provide richer understandings of the local realities in EAP. Continuing the theme, Chris Banister (Regent's University) provided an insightful investigation of the EP notion of learners-as-researchers, documenting their reflections as the learners engaged in researching their own practices. Chris highlighted the cross-disciplinary relevance of this work, and noted the positive effects on learner identity and affect that EP afforded.

Sara Montgomery and Angela Hulme (Language Centre, University of Leeds) highlighted their personal journeys as teachers and researchers in EAP and gave a candid account of their shifting roles/identities within a new collaborative Scholarship initiative between the Language Centre and other schools across their university. They, too, identified increased confidence, shifting identities, and the complexity of engaging in research-and-practice as their autonomy grew. The concept of autonomy within Action Research was highlighted in the presentation by Carol Griffiths (University of Leeds) and Kenan Dikilitaş (in absentia, Bahçeşehir University), who discussed an account of post-graduate students engaging in research through the process of academic reading in a university in Turkey. Carol also provided sound advice for those in the audience wishing to publish their work.

A much-needed perspective was provided by Eric Ekembe (ENS Yaounde, Cameroon). He presented a case study of the role of teacher associations in the low-resource context of Cameroon. Eric provided insights into how teacher research in secondary schools might inform policy and orientate practice to suit the needs of both learners and teachers. The presentation richly illustrated a local teacher research group managing to develop the skills necessary to enable them to navigate the challenges of their teaching contexts.

Poster presentations then took the floor. Presenters covered a range of settings around the world from secondary schools to higher education and teacher training/ teacher education. Starting with the latter, Elena Ončevska Ager investigated teacher education, by probing issues of mentoring for pre-service teachers in a longitudinal study in North Macedonia, arguing that more dialogic approaches are needed. Concurrently, Assia Slimani-Rolls reported on a project investigating the value of EP for Continuing Professional Development (CPD) of lecturers in the UK and Brazil while Michael Hepworth probed the relationship between trainee-teachers' professional identity and dialogic, multimodal participation in on-line distance learning programme. Hamdan Alzahrani discussed challenges for Teacher Research in a well-resourced

university setting in Saudi Arabia concluding that a systematic, contextually appropriate approach is needed. Meanwhile, Marwa Massood discussed an EAR project with teachers team-teaching in Bangladesh, concluding that this can aid reflection on classroom practices and future actions. Turning to EAP pedagogy, Yasmin Dar presented her work with students conducting EP to investigate their puzzles around struggles with comprehension of ideas when listening in a UK university, combining this with her own CPD as part of an annual teacher observation exercise. From Japan, Yoshitaka Kato discussed the potential of learner puzzles for developing mutual understandings of both learners and teachers and suggesting that learner-initiated EP is feasible, but needed further investigation. In a very different setting, Sophie Liggins discussed her work with Heritage Language students in a secondary school in the UK, identifying translanguaging practices as a way of developing curriculum design and delivery.

Day One ended with Martin Wedell highlighting the opportunities this wide range of PR approaches afforded Applied Linguistics. He argued that the field could learn from practitioners in order to better understand teaching contexts being studied, identify areas where Applied Linguistics research is (or is not) relevant, and aim for understanding of the future directional focus of Applied Linguistics research. Lou Harvey noted that Applied Linguistics is a broad church, with new developments charting movements in (practitioner) research through, across and beyond boundaries, arguing that we need to break 'rules' to make space for creative inquiry.
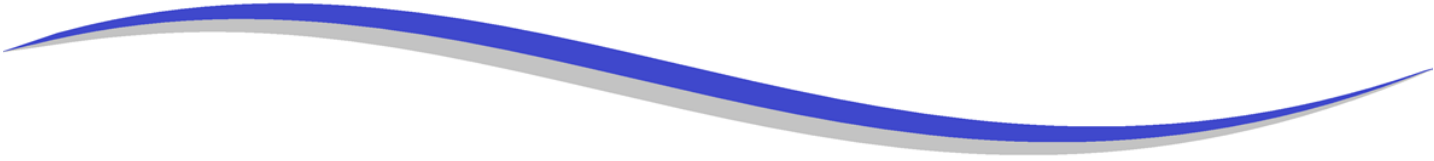
Day Two started with a keynote by Darío Luis Banegas (Ministerio de Educación del Chubut, Argentina) in which he focused on the ecological nature of PR. Drawing on a study carried out in Argentina bringing together three teacher education institutions, a journal and a teacher association, Dario showed how the teaching, learning and research aspects of this project worked collaboratively and in synergy to bring about new learning and professional development through enhanced motivation and language proficiency and a renewed confidence to engage in writing for publication.

Presentations then provided discussion around how practitioner research might be used to enhance inclusivity. Samiah Ghounaim (University of Warwick) described her doctoral research looking at 3-D Vignettes. These examined the intercultural aspect of reflective practice for novice language teachers using critical incidents from the classroom to encourage reflective discussion. Providing a welcome critical take on Teacher Research (TR), Angi Malderez (University of Leeds) questioned the universal relevance of TR for all contexts. She posed questions related to *why, why, where* and *who* and pondered whether TR benefits just a select few teachers. A lively debate ensued around the question of whether TR is actually research and what this might imply for teachers, learners and researchers.

Turning to the area of Modern Foreign Languages (MFL), Anna Costantino (University of Greenwich) discussed her EP work with undergraduate students of Italian. This had allowed a more bottom-up, critical approach to educational policies and practices promulgated in UK higher education institutions (e.g. the Inclusive Curriculum Framework). Mutual teacher-student engagement was encouraged, thus bringing more inclusivity into the learning environment. Anna contrasted issues of *doing* and *knowing*, and noted the need for *listening, attuning, noticing and sense-making* in the entanglements between teachers and learners.

The presentations were followed by a roundtable with Loreto Aliaga, Harry Kuchah Kuchah, Laura Grassick and Judith Hanks (all from University of Leeds). Loreto and Harry presented accounts of successful teacher networks/research groups and teacher associations in Chile and Cameroon, and emphasised the benefits of agency and empowerment that PR affords. In contrast, Laura considered contextual challenges that teachers in diverse contexts face. Telling a

moving story of one teacher in Vietnam, she suggested that while teachers may be keen to achieve greater agency and autonomy in their professional learning, existing institutional, policy and socio-cultural constraints can hinder this. Concluding the debate, Judith critically analysed the 'applied' notion, asking: *of what; to what; by whom; to whom*? She argued that including practitioners (learners as well as teachers), acknowledging their contributions, is an ethical imperative in research. By promoting sustainable ways for teachers, researchers and learners to work together to meaningfully integrate research and pedagogy, Judith posited that PR could actually set the agenda for highly relevant research in Applied Linguistics.

The seminar ended with the rapporteurs' impressions of key concepts and themes. Lou Harvey noted that PR relates to ownership of knowledge, and the role of language in knowledge creation. She joined participants in critiquing the established hierarchy of research and teaching, and posited instead issues of emotion and affect, acknowledging understanding and not-understanding as key concepts for the field. Martin Wedell suggested that PR is a 'glorious, subversive and propulsive force'. This, he said, is the start of a process for Applied Linguistics to respond to local contexts and to move away from the search for a single, generalizable solution.

The Seminar concluded that PR is a credible form of democratised, locally-relevant research which should be recognised within the field of Applied Linguistics. Questions of how teachers and learners might best achieve the kind of agency or empowerment suggested in PR were explored, and issues of agency, identity and self-efficacy raised. Caveats aside, the Seminar found that it is this sustainable inclusivity in research which might blow away the dust and allow a renewed conceptualisation of PR in Applied Linguistics.

Plans for the future included:

- An on-line discussion hosted by IATEFL ReSIG of themes raised by the Seminar (June 2019).

- Collaborating with the Hornby Trust on their ongoing 'De-centering ELT' project.

- Collaborating with the AILA 'Fully Inclusive Practitioner Research Network' Symposium at AILA 2020.

- Partnering with IATEFL ReSIG, GISIG and Africa TESOL to run a Pre-Conference Event on practitioner research aiming to develop a TR mentorship system.

- Supporting, developing and extending global practitioner research networks

- Collaborating on a Special Issue of a Journal featuring articles from this Seminar's contributors.

- Collaboration with the BAAL-Cambridge University Press Creative Inquiry Seminar to be held at University of Leeds (10-11 July 2019).

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BAAL/Routledge research development workshop programme:

Language Teacher Cognition Research: theoretical stances and methodological choices
(University of Exeter, 18 January 2019)

This workshop, organised by Dr Li Li (University of Exeter), Dr Xuying Fan (South China Normal University) and Jingya Liu (University of Exeter) took place on 18 January 2019. This workshop aimed to bring PGR students and academics together with experts in the field of language teacher cognition to engage in collaborative dialogue on theoretical stances and methodological choices in the area of language teacher cognition.

This workshop was highly successful, with over 30 participants (25 attendees, 2 keynote speakers, 3 organisers, 4 volunteers) from across the world, including participants from the University of Southampton, University of Glasgow, University of Oxford, and other UK universities, and academics and students from China, Germany, Japan and Switzerland. The regular paper presenters unpacked the conceptions of language teacher cognition and discussed methodological choices for language teacher cognition research from an international perspective. The programme covered two keynote speeches, one featured presentation, six regular paper talks and two after-talk group discussions.

The first keynote speaker, Professor Simon Borg, worldwide recognised as a leading scholar in language teacher cognition and professional development, gave the first talk of the one-day workshop on 'What, Why and how: Fundamental considerations in language teacher cognition research'. Drawing on some fundamental issues which underpin language teacher cognition research, he reviewed the changing conceptualisations of teacher cognition over the years and proposed the possible alternatives of defining teacher cognition in the field. Also, he suggested what the justifications for teacher cognition research are and how teacher cognition research is positioned theoretically and how it is communicated.

Following Professor Simon Borg, we had four regular paper presenters to present their work before the first group discussion. Li Ji, from Xi'an Jiaotong-Liverpool University in China talked about 'East Meets West: Teacher Cognition in a Changing Education Climate'. Her investigation focused on one participant who has been socialised into both the Chinese and a Western educational context. The result suggests that conflicting cultural and educational beliefs shape the participant's educational practice and highlight the interactive and complex processes of thinking, knowing, and doing. In her talk, she highlighted how the teacher resolves his conflicting beliefs and knowledge to create an educational reality for his learners and pointed out the necessity of in-service training in these multi-cultural and complex institutions to help staff deal with often conflicting pedagogical and cultural demands.

Dangeni, from the University of Glasgow, presented her talk on the "Investigation of Chinese TESOL Learners' Experience of Learning Engagement and Conceptual Change at UK Universities". Her talk focused on examining the process and structure of teacher learners' conceptual change and shed light on the theoretical and practical

knowledge on maximising their learning experience and optimising learning outcomes at UK TESOL programmes. Coralie Clerc from the University of Southampton presented a talk on "Researching Teachers' Beliefs in a Context of Change: Methodological Implications". Her talk uncovered the stability of Swiss teachers' beliefs regarding the implementation of a new curriculum. Dr Kayoko Mayumi, also from the University of Southampton, discussed the transitions of two Japanese teachers' beliefs who had been uncertain about reflecting their beliefs into teaching practices after completing their MA in TESOL degree in the UK.

Followed by the regular paper presentations, another keynote speaker, Professor Maggie Kubanyiova, from the University of Leeds, delivered a talk on 'Beyond themes: Learning how to see language teacher cognition in qualitative data'. She illustrated how to treat qualitative data as evidence of language teachers' acting in the social world. She summarised the role of language teachers' desired future visions in supporting students' engagement in the language classrooms.

The afternoon session included four regular paper talks. The first presenter, Dr Susan Sheehan, presented the finding of a funded research project that she conducted with Dr Sonia Munro on teacher cognition and assessment. They found that the experiences of assessment at school influenced the teachers' assessment practices but not in the way we had expected. Rather than replicating the types of assessment they had experienced which included traditional pen-and-paper grammar tests the teachers made a conscious decision to use other assessment activities which were more learner-centred. They believe that viewing assessment through the prism of cognition can enrich our understanding of assessment practices. Dr Smaragda Kampouri from Bishop Grosseteste University gave a talk on "Relationships between Subject Content Knowledge and Teaching Practice: A Study of two EALP Teachers on a UK Law pre-sessional Course". Her paper addressed the Subject Content Knowledge (SCK) of teachers of English for Academic Legal Purposes (EALP), and their tactics in teaching an EALP course. Paul Berge from the Technical University of Dortmund in Germany, reported a pilot research paradigm on investigating teacher cognition in the context of Content and Integrated Language Learning, aiming for the improvement of CLIL programmes in Europe. Yonghua Wang, from the University of Bath, also presented his research design on exploring the applicability of teachers' beliefs which are shaped during the MA in TESOL about English learning and teaching from the TESOL programme in the UK. This study also examines the perceived applicability of those beliefs in real teaching contexts in China.

The featured speaker Dr Li Li gave a presentation on 'Cognition-in-interaction: A discursive psychological perspective of teacher cognition'. In this talk, Dr Li Li introduced a discursive psychological perspective as a new approach in understanding what teachers think, know, believe and do in professional contexts. Informed by the principles and theoretical underpinnings of conversation analysis, Dr Li demonstrated classroom-based evidence to show how teacher cognition is socially constructed, displayed and developed in situ, arguing that teacher cognition should not be treated as static traits that remain constant, but as a result of interactions with others in different contexts.

These presentations highlighted and developed the knowledge, research skills and current climate in researching teacher cognition and create a space to support and inspire early career researchers with methodological innovation.

The discussion sessions held between regular papers brought together researchers to scholarly share their comments and concerns around teacher cognition in language education, including the topics of the aspect of teacher emotion on language teachers' beliefs, and researcher's role in conducting language teacher cognition research.

On the day, many participants provided positive feedback, stating that 'the quality of presentations and discussions was excellent' (Jane Jenvey, King's College London) and 'looking forward to follow-up news from the workshop committee' (Dr Smaragda Kampouri, Bishop Grosseteste University).
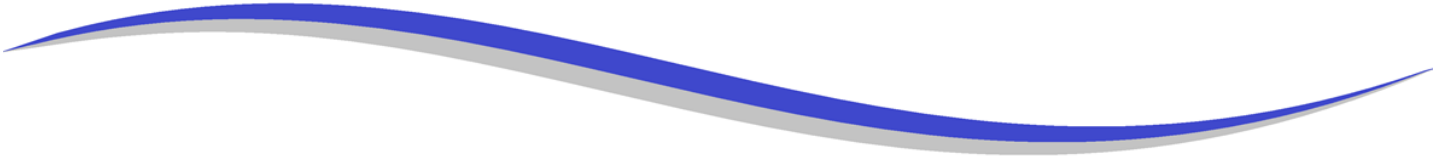

To promote collaborative dialogue about research in language teacher cognition, several initiatives are now underway,

1.   We have set up two social media accounts for professionals who are interested in the field of teacher cognition to share their comments, opinions and insights: Facebook: Language Teacher Cognition Workshop_UoExeter_2019 and Twitter:@LTCworkshop2019

2.   We are establishing a Language Teacher Research Network (LTRN) aiming at bringing together all those with a special interest in the full continuum of teacher education.

3.   We are planning to hold follow-up activities to discuss further how teacher education research is situated in different contexts.

4.   There is also an initiative to explore the possibility of publications on the papers which were presented in this workshop.

Finally, the Language Teacher Cognition Research workshop would like to thank all workshop participants for their contribution, volunteers who donate their time and passion to this workshop, and the Graduate School of Education for its support in the preparation of the workshop. We hope that this workshop could form a vibrant and dynamic community to continue to bring experts and researchers from across the UK and the world to establish and expand a Language Teacher Research Network to further discuss teacher education research situated in different contexts and research agenda as a contribution to the field.

Xuying Fan (South China Normal University) & Jingya Liu (University of Exeter)

Language Policy SIG: Second Language Policy Forum 2019
Language Policy: Lenses, Layers, Entry Points
(University of Edinburgh, 30-31 May 2019)

As part of the BAAL SIG Language Policy, the second Language Policy Forum 2019 was hosted at the School of Literatures, Languages and Cultures at the University of Edinburgh.
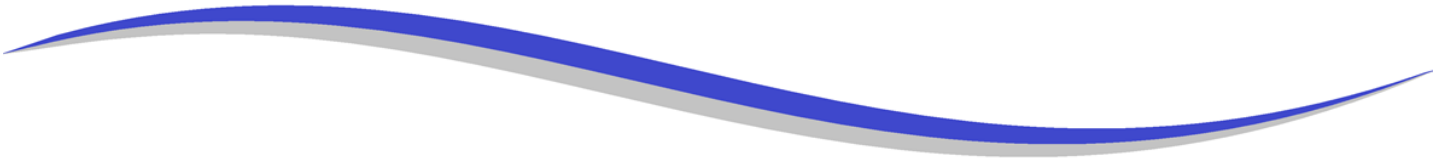
The theme of the conference was "Language Policy: Lenses, Layers, Entry Points". The organising committee chose this theme as there is no single theory nor method of data collection and analysis that can capture language policy, given the multiplicity of agents involved and the dynamic and multi-layered nature of policy processes. The consensus today appears to be that a variety of research methods and approaches are possible and encouraged, depending on the 'entry point' chosen to approach language policy. Whilst some choose an image, a discourse, an interactional practice, or an ideology as an entry point to the study of language policy, others focus on shedding light on the possible relationships between different layers, scales and contexts of language policy processes. These different entry points call for different analytical lenses, which in turn shed light on different layers of policy.

The conference programme reflected a diversity of lenses, layers and entry points to the study of language policy, with a plentiful range of topics that approached language policy in institutions, the family, via language rights perspectives, in minoritised and peripheral contexts, education, migration etc. What these clusters show is that debates over language policy are *never* about language/policy alone but concerned with questions over access, resources, equity, power, privilege and marginalisation.

Similar to last year's conference, the event was again truly international, with over 90 registered presenters and attendees from Europe, North and South America, New Zealand, Central and South-East Asia. Details of the conference can be found here: https://sites.google.com/view/langpol/events/2019-lpf. In our continuing efforts to make the Language Policy Forum an inclusive, accessible and affordable event to scholars at all career stages and with a range of accessibility needs and caring responsibilities, we have also created a Code of Conduct for all our events. We want everyone to share ideas, discuss research, learn from each other and network productively, in a safe and comfortable environment (see website for full details: https://sites.google.com/view/langpol/events/conduct).

Programme highlights of the conference included two plenaries, a monograph-writing panel a rapid networking session, and a book raffle. The first plenary was given by Professor Constant Leung from King's College London. In his talk entitled 'Policy Incommensurability: Assimilation and monolingualism in contemporary diversity in the UK', Constant Leung highlighted the strong tendency of government policies to treat "monolithic Britishness" as a norm of today's UK society. He conducted a detailed and insightful backward-looking exercise, reviewing and discussing the trajectories of various policies related to English as an Additional Language in particular, since 1979. He also offered an analysis of the language model underlying the current English language requirements to gain British citizenship. His talk finished on the observation that recent (2019) amendments to the CEFR indicated a recognition of multilingualism and the possibility to convey meaning in more than one language.

The second plenary was given by Dr Julia Sallabank from the School of Oriental and African Studies (SOAS) London. In her talk "Resilience in Language Policy: Discourses and Practices", Julia provided a fascinating insight into the notions of sustainability and resilience in language policy, considering how language management unfolds at various levels of language policy. With multiple examples from the minority language context of the Channel Islands and the Isle of Man, she highlighted the roles of potential stakeholders, from individuals, families, communities, institutions, to local, national and supranational governing bodies and examined practices as well as ideologies and their implications for sustainability in language policy.

The monograph writing panel was also a very successful session and well-attended by academics at different stages of their career. The panel was made of: Julia Sallabank (SOAS London), David C. Johnson (Iowa University), Lisa Mcentee Atalianis (Birkbeck, University of London), and Joseph Gafaranga (University of Edinburgh). The scholars shared great advice on and their hands-on experience with the publishing process of a book (as well as edited volumes) and the audience had the opportunity to ask specific questions to further clarify the process of publishing a book from initial proposals via editing to the final product.

The rapid networking session was very well attended and received positive feedback from delegates, which inspired us to offer a similar session in future editions of the Language Policy Forum. All delegates were asked to sit at a table of 6 and to explain their research interests and/or current projects in a few minutes. Delegates were then asked to switch tables and meet new delegates. This session enabled delegates to explore common interests and has been the start of many follow-up conversations.

The book raffle was supported by all the publishers who are sponsoring the Language Policy Forum, who donated over 50 books to be distributed to delegates. The book raffle took place during our drinks reception at The Informatics Forum, The University of Edinburgh, and was enjoyed by all.

Building on the success of this second Language Policy Forum, we are now planning the Language Policy Forum 2020 ("Language Policy and Global Human Movement"), which will be held at The University of Cambridge, 7-8th May (tbc). More details to follow here: https://sites.google.com/view/langpol/events/2020-lpf

Dr Elisabeth Barakos and Dr Florence Bonacina-Pugh, Co-Founders and Co-Convenors of the Language Policy BAAL SIG, on the behalf of the committee.

Corpus Linguistics SIG:

New Directions in Data Driven Learning (DDL)

(Coventry University, 8 June 2018)

This year's BAAL Corpus Linguistics SIG event, hosted by Benet Vincent and Hilary Nesi (Coventry University), aimed to explore the latest work being carried out in the area of Data Driven Learning (DDL), the use of corpora in language teaching and learning. The event included one invited talk, by Maggie Charles (Oxford University) and six other presentations on ongoing work. It finished with a workshop in which participants were encouraged to explore the BAWE quicklinks website (http://bawequicklinks.coventry.domains/) currently being developed at Coventry University. We were also fortunate to have John Higgins, one of the pioneers of DDL, with us to reminisce about his work with Tim Johns in the 1970s and 1980s as well as Martin Wynne, who introduced the work being carried out by CLARIN.
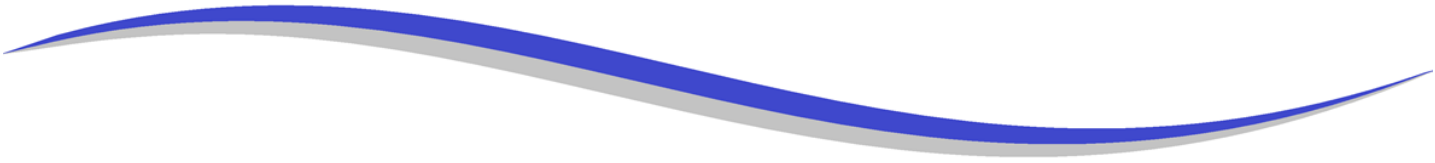
The projects introduced through these interesting talks covered the full scope of DDL, from creating online courses, to developing new tools, to research investigating student responses to DDL initiatives.

After the short talks by Martin Wynne and John Higgins, Peter Crosthwaite continued in suitably high tech fashion with a recorded talk followed by video Q and A from Queensland. This talk focused on Peter's project aiming to demonstrate the benefits of corpus consultation to large numbers of university writers through an online 'SPOC' (Short Private Online Course) at the University of Queensland. This course takes students through the steps of consulting the British Academic Written English (BAWE) corpus to find collocations etc.; it is now open to other interested parties at this link   https://edge.edx.org/courses/course-v1:UQx+SLATx+2018_S2/about (use by student cohorts can be arranged upon request).

The next talk was given by Ana Frankenburg-Garcia and described developments in the ColloCaid project (http://www.collocaid.uk/), involving researchers from the University of Surrey, Adam Mickiewicz University, and Bangor University, which is developing a tool that student writers of academic English will be able to use to check their phraseology as they write. The aim of this tool is to encourage learners to engage with corpus data in a dynamic way by proposing corpus-based suggestions indicating typical usage of common academic words, for example indicating to the writer who wants to use the word *research* that it is usually *conducted, carried out* or *undertaken*.

The academic English theme continued with Megan Bruce's presentation on the 'Write on the Edge' project she leads at Durham University. The talk described how the project uses a corpus of proficient student writing collected at Durham and bespoke concordancing software (external access at https://community.dur.ac.uk/foundation.focus/login.php) to support students who are writing genres which are unfamiliar to them, indicating how students appreciate this support and learn from it.

Antonio Verolino from the University of Pavia then gave a talk on the ways that corpus linguistics tools can support self-directed learners. The interest in this talk was that it was not about the learning of English but focused instead on learners of Italian and German and how the free interfaces itSkELL and deSkELL can help these learners.

Xin Xu continued the theme of how learners may benefit from DDL with her interesting presentation about an initiative to introduce DDL materials in a high school in an underprivileged area in southern China. This took a critical realism approach to the results of the intervention, discussing why the results may not have been as positive as initially thought and considering cultural factors relating to education in China that may hinder the uptake of DDL.

The talk by our invited speaker Maggie Charles took us through the benefits postgraduate students can gain from creating their own DIY corpora. These corpora are made by PhD students who through a specially designed course are shown how to compile research articles related to their topic and then to use Laurence Anthony's AntConc to help them with phraseological questions and check their own writing. The aims of the course also include providing these students with a resource which they can use independently in the future. Clearly, the success of this aim will depend on how effectively students can use the software to find answers to their questions (and thus how appropriate the questions are). The study indicates that with the help of the course, these students are able to see the benefits of using their own corpora both for checking correct usage (verification) and discovering usages they were previously unaware of (elicitation).

The day concluded with an outline of the BAWE Quicklinks project, a recent development at Coventry University which is currently under construction at http://bawequicklinks.coventry.domains. This project aims to create an online database of links that lecturers and EAP teachers can use to help less proficient writers of academic English to find more appropriate words and phrases. This approach gets around the barrier to corpus use created by the complexity of many corpus interfaces by providing links to ready-made corpus outputs. The success of the initiative will thus depend not just on identifying problem areas in the students' writing, but also on making the links which address them easy to find on the site. A follow-up workshop then encouraged event attendees to check how easily they could navigate the site and provide feedback.

In summary, the research and projects presented at this one-day event indicate that DDL is still developing and looking to expand into new areas, in line with Tim Johns' initial philosophy.

Language and New Media SIG:

A force for good? Digital media, positive social change and transformative practice
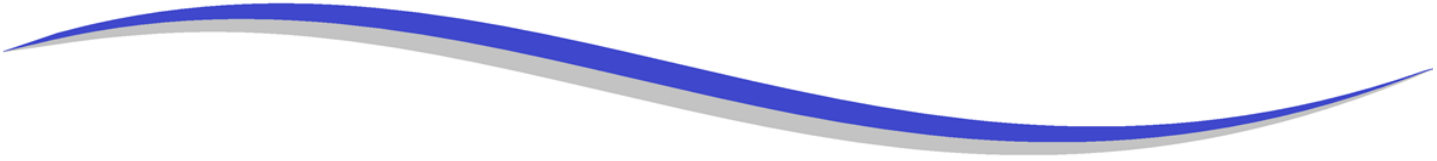
(University of Nottingham, 2 May 2019)

The 6th BAAL Language and New Media SIG event, hosted by Jai Mackenzie and Daniel Hunt, focused on the positive effects digital media can have on people's lives. The day included a range of presentations that critically examined the role of digital communication in redressing forms of social justice and inequality, promoting individual and group rights, and maximising communicative potential. Papers covered a range of theoretical, methodological and analytical approaches for the study of language and new media – from linguistic landscapes to small stories analysis to ethnography – showcasing the diversity of research taking place in this varied field. There were twenty-seven delegates in total, comprising academics at a range of career stages (from Doctoral Researcher to Professor), working in a range of disciplines (including English, Religious Studies and Sociology) at institutions around the UK (and one delegate from the University of Szczecin, Poland). This made for a stimulating day of conversation, discussion and debate. The event attracted a number of delegates who had not previously been members of the SIG, and who have subsequently joined the group.

The day began with a plenary talk by Professor Louise Mullany (University of Nottingham), who used her recent research about online activism in YouTube and Twitter to explore the positives and negatives that digital platforms have brought to public life, including bias, discrimination and harassment online, and to show how activists have responded through movements such as 'digilantism'. This was followed by seven short-format talks from presenters who had responded to an open call for papers. We closed the event with an extended discussion on the question of whether and how research in language and digital media can help to address issues of social justice, equality and diversity, as well as bringing together key issues and themes arising from the day. Many delegates joined us for further networking and discussion at a nearby bar on campus.

A number of important themes emerged from the event, in relation to the central question of whether digital media can be a force for good in contemporary society. Several presenters showed that this is certainly not always the case, demonstrating that digital media can certainly be harnessed to do harm. Louise Mullany and Kelly-Mae Saville, for

example, demonstrated some of the ways in which Twitter and YouTube can be used to mediate online abuse, focusing on misogynistic and sexist comments and threats, and abusive behaviour towards people with dwarfism, respectively. However, neither presenter saw digital media as an exclusively negative force, with Saville, for example, showing how one activist used Twitter to promote transformative language practices around the naming of people with dwarfism. Whilst Mullany's data was overwhelmingly negative, she showed how research in Applied Linguistics, including her own collaborative work, and the work of others such as Claire Hardaker, is helping to address abusive

and discriminatory behaviour online, in part through working with policy makers and technology companies themselves. For the majority of presenters, the positive transformational effects of digital communication took centre stage. For example, Korina Giaxoglou's account of a teenage cancer sufferer's vlogging activities showed how digital technologies can empower people with illnesses to tell their stories outside of established frameworks. Kelly-Mae Saville's exploration of one activist's efforts to 'call out' abusive behaviour towards people with dwarfism highlighted the interplay between embodied struggles and protests, and online activity. In a completely different context – that of that 2017 'Unite Cyprus Now' peace protests – Christiana Themistocleous also considered this relationship, with a focus on how protest signs move through and are resemiotised in public and digital spaces.

Extreme situations and activism were not the only subjects of interest on the day; several presenters acknowledged the positive and transformative potential of digital media in people's mundane and everyday digital engagement. Caroline Tagg and Agnieszka Lyons' exploration of 'mobile resourcefulness', for example, showed how two multilingual business owners exploited the resources available to them to get things done and keep their businesses afloat. Sumin Zhao and Rosie Flewitt considered quite a different context, analysing young children's emergent translanguaging practices on social media; nevertheless, both presentations demonstrated how people regularly affect transformation in their everyday digital communication, mobilising a range of the resources that are available to them to sustain relationships and cultural practices.

Finally, an unexpectedly prevalent theme of the day was the overlap between activism, empowerment and promotional or corporate activity. Małgorzata Sokół and Korina Giaxoglou, for example, both highlighted the important role of promotion in young people's vlogs – about environmental activism and personal experience of cancer, respectively. In the case of Sokół's environmental vloggers, some engaged in product promotion to make money from their vlogs, whilst the teen cancer sufferer investigated by Giaxoglou also undertook entrepreneurial activity, promoting and raising money for a cancer charity through her website. These talks raised questions from the audience about the persistence of corporate interests in social media platforms, and whether their influence might have an oppressive effect. Reem Al Madani investigated a context in which corporate interests explicitly come to the fore, exploring the way Arabic companies employ different language varieties on Twitter to maintain a positive image for their multiple target audiences.

This thought-provoking event offered many reminders that there is still much work to be done to investigate the ways in which language used online can ignite and perpetuate discriminatory and damaging practices and, importantly, how such practices can be resisted and challenged. Its positive focus, however, also brought socially beneficial online practices to the fore, showing that digital media can be used to raise consciousness about social problems, to express and explore diverse experiences, and to transform everyday practices. In our closing discussion, delegates looked to the future of socially-conscious research in language and new media, emphasising the importance of critically examining the nature of impact in digital media research, and carefully negotiating ethical issues throughout the research process. They noted that we must remain alert to crucial questions such as 'who will benefit from this research?', 'what kind of social justice do we want?' and 'how (indeed, *should*) we research groups who are hard to reach?' The day confirmed that exploring the ways in which digital media are employed in innovative ways in people's everyday lives continues to be a key area for applied linguistic research, and that applied linguists are well placed to promote the use of such media for good.

By Jai Mackenzie

Testing, Evaluation and Assessment SIG
Annual One-Day Conference
(Institute of Education, University College London, 29 March 2019)

The BAAL Testing, Evaluation and Assessment SIG held its 10th one-day annual conference event at the Institute of Education, University College London on March 29th, 2019. The theme of the conference was designed to follow up on the previous year's discussions on issues with integrated skills and the need for better cross disciplinary interaction between Assessment and Second Language Acquisition (SLA). The title was: *Exploring the relationship between language assessment and second language acquisition (SLA) research* and it was hoped its broad focus would allow a range of views and approaches to be covered during the day.

The event was very successful indeed, with 86 participants attending. It was recognised that the convenient location (London) plus the significant number of MA students at IoE probably contributed to the significantly higher number of attendees. The programme included two invited speakers, Nivja De Jong (Leiden University) and Evelina Galaczi (Cambridge Assessment English) and Lynda Taylor (University of Bedfordshire), five peer-reviewed presentations and concluded with a panel discussion in which participants reflected on the contents of the day and speculated as to what the future might hold. Ana Pellicer-Sanchez, an SLA specialist from IoE, was especially invited to participate in the panel.

The event brought together a range of perspectives and a series of reports with a string focus on the speaking skill. Most of the papers presented raised the challenges around making sure assessments reflected real life SLA. There was a spirited final discussion where all members of the panel welcomed better communications across disciplines including the need for SAL to take better account of validity in their applications. The SIG Coordinating Committee extended its warm appreciation to Andrea Revesz of the Institute of Education for her meticulous organization of the event and contribution to the theme in the planning stages. Participants were appreciative of the venue and the smooth organisation.

Following the main conference, the SIG also held its annual AGM, electing a new coordinating committee. Sathena Chan was elected as Convenor, Mark Griffiths was elected as Communications Officer, Nate Owen was elected as an Ordinary Member and Nicola Latimer was co-opted as a Special Ordinary Member for a year.

The new SIG Coordinating Committee will be gathering ideas for themes for next year's event. It is clear that there is more to explore relating to the content of this year's theme and the SIG is keen to make sure themes aim to explore under-represented issues.

Book Reviews

Garrett, P. and Cots, J. M. (Eds) (2018). *The Routledge handbook of language awareness*. **London: Routledge. ISBN 978-1-138-93704-8. 535 pages.**
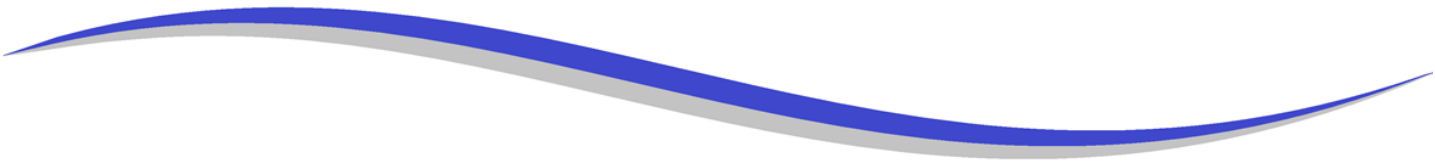
Given the broad field of language awareness, the daunting weight of this thorough handbook is hardly surprising. This handbook maps out the field of language awareness in language teaching and language learning, and also sketches the role of language awareness in contexts beyond language pedagogy. It contains a collection of state-of-the-art articles authored by experts in the field. This short review is therefore inevitably complex, and is intended to be read alongside the handbook itself.

The thirty articles, distributed over three parts, cover concepts, theories, research findings and applications. The editors inform us on page one of their intention to use their collection to "open up" the field of study to more students and researchers, and the volume demonstrates not just technical research advances in language awareness, but also its explorations and expansions into areas beyond language teaching.

Part 1 is titled "Focus on Language Teaching and Teachers". Here, one finds Young's article tackling discriminatory practices and prejudices about language and emphasising the importance of language awareness in the primary school to promote inclusive language education policies, which could, in turn, nurture teacher and pupil language awareness, and cultivate active linguistic ecologies in schools. Ranta and Lyster discuss form-focused instruction by exploring its various types, the use of metalinguistic explanation, the role of consciousness-raising tasks and the integration of form-focused instruction with content-based lessons. Next, Andrews and Lin's chapter focuses on language awareness and teacher development, especially in CLIL contexts. Borg continues the theme, exploring teachers' beliefs and their classroom practices. He includes in his article methodological issues for conducting research on beliefs and practices, and offers some research guidelines to overcome the issues. Then, Goh's chapter looks very closely at language awareness itself and the teaching of listening and speaking; she highlights the importance of metacognitive awareness as it arises from learners' perceptions and introspections of their own learning processes or strategies. Finkbeiner and Schluer continue with language awareness in the teaching of reading and writing, discussing different types of awareness for reading and writing, and suggesting practical applications for awareness raising reading and writing approaches.

This first part continues with Wallace's article on critical literacy; she refers to the contributions of Foucault, Marxist scholars, Habermas and Freire's work on critical literacy pedagogy, and expands it by including Halliday and Fairclough's contributions. She finally presents examples of teaching critical literacy, and how it is related and linked to language awareness. On the same theme, Hall talks about stylistics, and linguistic approaches to literature in education, and how to implement creative writing programmes and methodologies. The last chapters of Part 1 are about English and assessment. Llurda, Bayyurt and Sifakis discuss teachers' awareness and English as a Lingua Franca, giving specific examples of non-native teachers' awareness of English as a lingua franca. They also contribute a hands-on practical guideline for teaching a global language. Dafouz then explores English-medium instruction (EMI) in multilingual university settings by introducing the acronym of ROAD-Mapping framework as a tool to synthesize the wide range of research, under the EMI auspices, and to foreground the language focus. Finally, Figueras' chapter explores language awareness and assessment by giving an overview of challenges, classroom approaches and
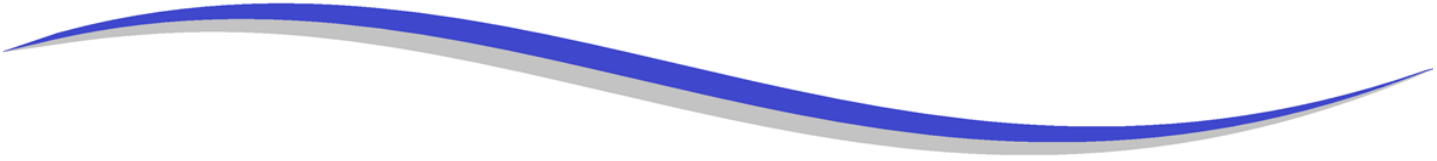
available materials.

Part 2 is focused on language learning and learners. Simard and Gutiérrez give an overview of the research conducted so far about metalinguistic constructs, and they offer an outline of possible future research perspectives. Kalaja, Barcelos and Aro look at beliefs about language, and language learning and teaching, held by L2 learners. They explore definitions and research approaches and suggest further studies in this area. Oliveira and Ança discuss learners' plurilingual competence as an established didactic goal, and the possible interconnections between plurilingual competence and language awareness. Jessner explores language awareness in multilingual learning and teaching by showing the importance of metalinguistic awareness in language learning, and the need for the use of complexity theory as a prerequisite tool for explaining 'multilingualism', probably only, or mainly, to monoglots. Llanes looks at 'study abroad' contexts and the role of language awareness by unfolding previous research in the field. Basturkmen and Philp review perspectives on the role of collaborative activities, and peer interaction in fostering language awareness, whilst Dooly looks at the relationship between language awareness and social media. Bardovi-Harlig invites the readers to think about pragmatic awareness by unpacking the history of pragmatics awareness research with contemporary significance, whilst Derwing explores phonological awareness and its own research findings.

Part 3 goes beyond language pedagogy and expands to other contexts where language awareness occupies a role. Without falling into controversy, the volume suggests language awareness as a strong solvent for curricular divisions. Van Leeuwen incorporates the idea of language awareness in the practice of photography; he analyses elements of visual composition, explores the theory, the concepts and the normative discourses behind visual depictions. Preston's chapter looks at folk linguistics, their foundational properties and their importance to language awareness. Kristiansen talks about the nature of the relationship between language awareness and language change and how these two are interrelated. Lasagabaster explores minority language contexts focusing on the Spanish case and, especially, on the Basque-speaking community; here, language awareness includes linguistic tolerance in efforts to transform educational systems into multilingual ones. Hatoss brings readers into diasporic contexts analysing conceptual and methodological developments for language maintenance and language shifts, as well as talking about critical language awareness in migration contexts. Boye and Byram explore awareness of language and culture in Intercultural Communicative Competences (ICC) and suggest that language learners need to acquire Languaculture Awareness as well as part of ICC. Malmkjær deals with the complexity associated with translation, and analyses the relationship between translators and language awareness by giving translation examples. Codó explores language awareness in multilingual and multicultural organisations by referring to theoretical and methodological approaches. The last chapter by Bartlett, Montesano Montessori and Lloyd looks at language awareness through Gramsci's work by contesting key terms and concepts that exist in the civil sphere as their three examples demonstrate; these terms were negotiated, presented as 'myths' and established as 'social imaginaries'.

This volume is considered by the reviewer to be an important collection of reading for students and researchers, gathered across a range and in a depth which captures the highlighting of language in novel paradigms for much of the social sciences, particularly education. It works as a collection of state-of-the-art reviews in the field, and could be seen as a simple, but comprehensive, amalgamation of research findings and conceptual developments in the field. One can immediately access research methodologies and theoretical advances that have been established so

far in language awareness as well as observing the directions and some of the forces for immediate change. Furthermore, new directions for further investigations and explorations are suggested in a way that would spur thinking and possible future research. Suggested readings and ample bibliographical references constitute a useful bank of specific, thematic references. It definitely meets the expectations of an item of essential reading for both students and researchers in applied linguistics.
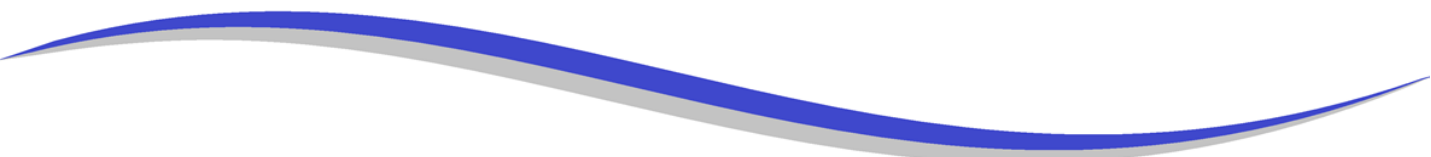
Argyro Kanaki, University of Dundee

Farina, M. (2018) *Facebook and Conversation Analysis: the structure and organization of comment threads*. **London: Bloomsbury. ISBN: 978-1-3500-3828-8. 225 pages.**

At the time of writing, Facebook's fortunes as a company may be on the wane (it lost 15 million US users between 2017 and 2019), but there's little doubt online social networking has had a profound and probably lasting effect on how people communicate. While offering opportunities for community building not previously available, these changes have over the years also garnered a range of concerns regarding our declining interaction and social skills, often based on a comparison between virtual spaces and embodied face-to-face conversation. All of this makes understanding exactly how people communicate on sites like Facebook important, and suggests that applied linguists have the analytic tools – developed through investigation of spoken interaction – to achieve this.

Using conversation analysis, Matteo Farina sets out to identify whether and how Facebook comment threads are sequentially organised, and his detailed and carefully written book does just that. Throughout the book, we learn that Facebook users (like speakers) accomplish actions when they post status updates or comments on the site, and that these actions make relevant subsequent posts which in turn may generate further posts (Chapter 3). The posts are therefore not random but sequentially organised. Interestingly, the format of a post – whether a user tells their story in words, pictures or hyperlinks – has no effect on the sequential organisation of the ensuring thread; in other words, pictures and hyperlinks appear to constitute valid 'turns' in a Facebook conversation which generate subsequent posts in the same way as a verbal message.

As discussed in Chapters 4 and 5, comment threads are typically opened by first-post 'tellings' (broadly defined), designed – through the use of naming or tagging, evaluation and humour – to attract responses. Immediate responses typically orient to the initial post and show their understanding of it through evaluations and the posters own stories or tellings (which, interestingly, tend not to be picked up on by other commenters) (Chapters 6 and 7). In contrast with spoken interaction, the site design means that responses, in orienting back towards the initial post, often appear to ignore the actions previously performed by other Friends in the comment thread. In contrast, making a useful distinction between the *first comments* posted by each Friend and their *later comments*, Farina finds that after posting their first comment in a thread, Friends' subsequent comments tend to orient not to the first post but to the immediately preceding comment. As discussed in Chapter 8, this often involves the emergence of dyadic 'private' interactions within the comment thread, marked as such by the use of second-person singular pronouns (and verbs) and names, and possible only when participants are simultaneously online. In Chapter 9, the book concludes that while Facebook comment threads have much in common with spoken interactions, the online interactions are shaped by the affordances and constraints of the medium.
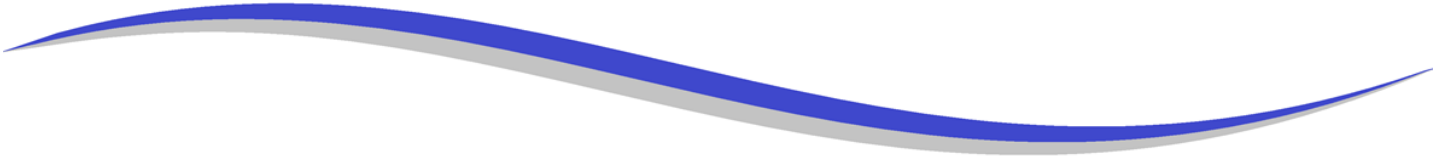
These findings are based on a fairly substantial corpus of 213 comment threads (1264 comments) posted between November 2011 and August 2012 by 266 users on the author's Facebook (see Chapter 2). The participants included 29 'primary contributors' (18 males and 11 females), Friends of the author and Italian speakers who are generally well-educated and multilingual, and 237 'secondary contributors' including Friends of Friends who the author does not necessarily know. This data collection method has been used elsewhere in the collection of private online data, and constitutes a pragmatic approach to overcoming the challenges of otherwise accessing such data. As Farina suggests in the conclusion, further research could investigate speakers of other 'languages' or differences between age groups or gender. The age of the contributors is not given, but we might assume they are young adults, perhaps in their twenties, and it would seem possible that younger and older users might act differently. I'd also add class, as well as level of education, to the mix – important perhaps less tangible factors sometimes neglected in studies of language and social media which often (though not exclusively) focus on students and graduates.

Looking across social networks is perhaps more important than this book implies, particularly given the emphasis placed on how interaction is shaped by affordances of the medium – as well as asynchronicity, of relevance to this study is the observation that status updaters must work to secure recipients in the semi-public virtual space (through humour and a clear interactional frame) and that commenters do not automatically see the full comment thread when they post, thus encouraging a focus on either the initial post or the most recent comment. Although Farina's findings resonate with my own experience of Facebook and with my studies of users from various national backgrounds – albeit all of similar class and educational levels – it is important not to assume that this constitutes the only, or the most natural or intuitive, way to respond to perceived affordances (see, for example, how Elizabeth Costa's work on Turkish users of Facebook challenged observations made elsewhere around the collapse of context online). As a study of a social network of young educated Italian-speaking Facebook users in 2012, the study is grounded in a particular place and time and should be read as such.

Across the chapters, observations are supported by painstaking analysis of full comment threads and claims carefully elaborated. The rich examples are replete with interactional and social phenomena that, given the book's focus on sequential organisation, go unanalysed: the overwhelming use of multiple punctuation (!!!!), the contributors' identity performances and audience design strategies in the semi-public space, the appropriation of widely circulating networked cultural artefacts. These fall outside the scope of the study, but more could have been done to justify and explain the use of conversation analysis and what that entails, not only the need for naturally occurring interactional data (as discussed in Chapter 1), but also the underlying belief that social order is (re)produced through sequentially organised talk-in-interaction and the focus on naturally occurring talk at the expense of wider social phenomena. In relation to the development of a digital conversation analysis, the book points to important questions regarding the fundamental distinctions between interactionally accomplished turn-taking in synchronous spoken interactions and the sequentially organised exchange of online posts (as raised by David Giles and colleagues), and makes some contribution to attempts to address them.

Caroline Tagg, The Open University, UK

Isaacs, T. and Trofimovich, P. (Eds). (2016). *Second language pronunciation assessment: Interdisciplinary perspectives.* **Bristol: Multilingual Matters. ISBN: 9781783096862. 288 pages.**
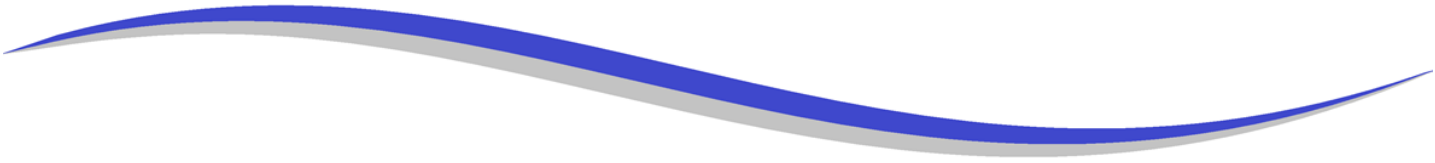
I approached this review not only from the perspective of an early career researcher but also as an interested, and sometimes frustrated, practitioner. Pronunciation was one of the first areas I felt deeply interested in as an undergraduate English major transitioning into an MA in Applied Linguistics years ago. Over time, my main interests have shifted into other areas, but some aspects of, and unanswered questions pertaining to, pronunciation assessment were still deep-seated in the back of my mind. The papers in this collection provide informative responses to my own queries and, perhaps, those that have been niggling other scholars and practitioners in our field.

The fourteen chapters in this edited volume are separated into five parts. In Part 1, Chapter 1, Isaacs and Trofimovich discuss key themes, constructs, and perspectives in second language pronunciation assessment. The authors draw attention to the interdisciplinary nature of the field, highlighting the melding traditions of psycholinguistics, sociolinguistics, and speech sciences with the work being conducted in L2 learning and teaching. This theme is constant throughout the volume as researchers from various backgrounds seek "to establish a common platform by which to carry issues forward in a research area that is increasingly assuming a higher profile and gaining currency in all domains within applied linguistics" (p. 6). Chapter 2 attempts to set out general principles for pronunciation rating instruments. Harding does this by gathering information about raters' problems using the CEFR phonological control scale to give technical and construct recommendations for future scale design procedures.

Part 2 focuses on how the more frequently researched areas of spoken fluency, writing, and listening may provide insights into L2 pronunciation assessment. In Chapter 3, Brown and Fulcher stress that listener familiarity/perception is as important to fluency/intelligibility as the speaker's performance. The authors give suggestions for alleviating construct-relevant variance in assessing speakers from different L1 populations. Chapter 4 employs research from the more established field of L2 writing to draw out possible implications for L2 pronunciation assessment, research, and pedagogy. Although writing and pronunciation may initially appear quite distant, Knoch does well to report on rating scale development, rater effects and training, task effects, and classroom-based assessment, using work in L2 writing as a model from which much useful information can be gleaned. In Chapter 5, Wagner and Toth problematize the role of pronunciation in assessing L2 listening ability. I found this chapter quite interesting from a practitioner perspective. Having taught with textbook audio where voice actors over-enunciate and students are assessed with recordings that feature similar speech, it's interesting to read more in depth about how this blinds us to knowing how well they comprehend aural input beyond the classroom.

Part 3 drills down into pronunciation assessment from psycholinguistics and speech science perspectives. Mora and Darcy's chapter thoroughly investigates cognitive control and pronunciation in a second language. Although quite dense at times and initially feeling only loosely tied to the overarching theme of assessment, I would encourage readers to stick with it. The authors do a nice job of tying their findings together with recommendations for assessment in discussing the implications of their study (see pp. 114-116). Chapter 7 reports on a survey of non-native speaking students' attitudes towards the accents of their non-native speaking teachers. For a minute I

thought I had skipped ahead to Part 4 in the volume, as this was not quite the type of study I expected to see in a section on psycholinguistics and speech sciences, but the chapter proved interesting nonetheless. Intelligibility, comprehensibility, accentedness, and acceptability as a teacher were assessed with strong evidence showing that familiarity with an accent made students feel it was more acceptable. In Chapter 8, Satio, Trofimovich, Isaacas, and Webb explore the construct of L2 comprehensibility, testing whether rater experience causes variance in assessment scores. While expert raters (those with language teaching experience and/or experience studying linguistics) were typically more lenient in assessing L2 comprehensibility, paying close attention to appropriateness of word usage, novice raters were more concerned with surface features such as pronunciation and lexical diversity. The authors' state that novice raters could be informed of these findings to improve assessment practices; however, I am not so sure it would be beneficial. Most interlocutors outside of assessment settings do not have experience studying linguistics or teaching language. In my opinion, the findings, show a need for the opposite sort of training to make sure test-takers are evaluated in the same way they would be by untrained speakers they encounter in public; are they comprehensible or not? Part 3 concludes with a look into prosody and speech rhythm at different proficiency levels.

Alan Davies' commentary at the start of Part 4 is a particularly interesting piece of writing to start this section's mix of three essays and one empirical study. It's interesting because it takes a stance that I imagine would be controversial to some readers. After wrestling with the term 'native speaker' and its implications, Davies problematizes spoken language assessment, stating that if accent is one of the variables, "the native speaker in its idealized representation as a prestige variety is needed as a model and goal" (p. 190). Of course, there is a bit more to his argument than that; it is brief but surely worth a read. Lindemann's chapter on variation and error takes a similar stance to earlier chapters in the volume (3 and 8), placing some of the onus on listeners rather than purely on speakers when it comes to rating intelligibility. This trend in the chapters is a relatively new perspective, one that I appreciate for its sociocultural realism. Kennedy, Blanchet, and Guenette tackle French lingua franca pronunciation in Chapter 12, and Sewell rounds out Part 4 with a discussion of English as a lingua franca in Hong Kong by reviewing existing literature and offering pedagogical implications.

At first, I was going to write that the best part about this edited volume is that it is made publicly available through two open access grants, but that would make no difference if the book proved uninformative and dull. Luckily for us readers, the opposite is true. This book has much to offer both postgraduate students and experienced researchers in applied linguistics, language assessment, and other related fields. Concluding remarks provided by Trofimovich and Isaacs highlight current issues and end, like most great papers do, with a long-list of questions rather than solutions. The depth from which some of the proposed issues can be investigated signals a bright future for the field; its research has a purpose, and further investigation is inevitable.

Nathan Thomas, University of Oxford

BOOKS AVAILABLE FOR REVIEW

The following books are available for review. If you would like to review one of them, please contact the **Reviews Editor**, Professor Christopher J Hall, School of Languages and Linguistics, York St John University (c.hall@yorksj.ac.uk). Your review should be submitted as an email attachment in MS Word within two months of receiving the book.

If you would like to review a book that is **not on this list**, it may be possible to obtain a review copy or access to a digital edition from the publisher, so please send full details of the publication to the Reviews Editor.

Blommaert, J. (2018). *Durkheim and the Internet; on sociolinguistics and the sociological imagination*. London: Bloomsbury.

Chua Siew Kheng, C. (2018). *Un(intended) language planning in a globalising world: Multiple levels of players at work*. Berlin: De Gruyter. (Open access volume available at https://www.degruyter.com/viewbooktoc/product/480552.)

Cohen, A. D. (2018). *Learning pragmatics from native and nonnative language teachers*. Bristol: Multilingual Matters.

Diamantidaki, F. (Ed.) (2019). *Teaching literature in modern foreign languages*. London: Bloomsbury.

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

Jule, A. (2018). *Speaking up. Understanding language and gender*. Bristol: Multilingual Matters.

Marr, T. and English, F. (2019). *Rethinking TESOL in diverse global settings. The language and the teacher in a time of change*. London: Bloomsbury.

McEntee-Atalianis, L. (2019). *Identity in applied linguistics research*. London: Bloomsbury.

Olsson, J. (2018). *More wordcrime. Solving crime with linguistics*. London: Bloomsbury.

Tatsioka, Z. Seidlhofer, B., Sifakis, N. and Ferguson, G. (2018). *Using English as a Lingua Franca in education in Europe: English in Europe*. Berlin: de Gruyter.

Tyler, A., Huang, L., and Jan, H. (Eds). (2018). *What is Applied Cognitive Linguistics? Answers from current SLA research*. Berlin: De Gruyter.

Zappavigna, M. (2018). *Searchable talk: Hashtags and social media metadiscourse*. London: Bloomsbury.

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

BAAL News Submission Deadlines

As always, the BAAL newsletter 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.

Please note that the submission deadline for the forthcoming issue is:

06 January 2020 for the Winter Issue 2020 (appears in late January 2020)

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

bettina.beinhoff@anglia.ac.uk

Unless there is a very special reason, please submit material in Times New Roman, 12pt, left aligned (not justified). Please do not use text boxes, or try to format your contribution in any other way, as this complicates the reformatting. Contributions are limited to a maximum of 1000 words. Thank you.

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BAAL membership cam be obtained or renewed on our website:

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You will automatically be subscribed to the *baalmail* list unless you tell us otherwise. Payment must be included with your membership application/renewal.

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        - £125

The British Association for Applied Linguistics

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

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

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