



BAAL News

Issue 116
Winter 2020



British Association for Applied Linguistics

Promoting understanding of language in use.

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Editorial

Dear BAAL members,

Welcome to number 116 of the BAAL newsletter. This edition of the BAAL News includes a Call for Papers for BAAL 2020, to be held at Northumbria University in Newcastle. This year's theme is 'Challenges and Opportunities in Applied Linguistics' which aims to open up debate about the future of our discipline and the contribution we make to the world around us.

Many members will have been saddened by the news of David Graddol's death on 1st March 2019. David was key in developing the field of applied linguistics; he was also deeply involved with BAAL, for example as Publication Secretary in the early years of our association. Barbara Mayor kindly compiled a very thoughtful reflection on David's life in this edition.

This edition of BAAL News also contains three reports of projects funded by our Applying Linguistics Fund. These three projects are excellent examples of how applied linguistic research makes an impact to a number of different groups in a great variety of contexts. With increasing pressure to conform to REF criteria, the Applying Linguistics Fund shows that in our subject area, impact can take different shapes and that it is an integral part of our discipline.

As usual, this issue of BAAL News features reports from our PhD student members. This time the reports are by the three prize winner at the last BAAL conference at Manchester Metropolitan University.

And finally, may I draw your attention to the Call for Papers by our Language in Africa SIG for their annual meeting? The deadline is 28th February; you can find their call on page 29.

With best wishes,

Bettina Beinhoff

Newsletter Editor

53rd Annual Meeting of the British Association for Applied Linguistics

3rd-5th September 2020

Theme: "Challenges and Opportunities in Applied Linguistics "

Northumbria University, Newcastle, England, UK

<http://www.northumbria.ac.uk/baal2020>



BAAL 2020 will be held at Northumbria University, Newcastle upon Tyne, UK. Our theme, 'Challenges and Opportunities in Applied Linguistics', aims to open up space for discussion of the future of our discipline and its contribution to the world around us. In what are perhaps both turbulent and challenging, but also thought-provoking and motivating, times we hope the conference theme will encourage proposals from across the field, and that conference papers, discussions and networking will enable cross-disciplinary connections to form. The interests of our local organising committee itself, for example, range from language teaching and learning to forensic linguistics, from language policy to teacher development, and from cognitive linguistics to language and migration; and we hope that BAAL 2020 deals with challenges and debates in these areas and many more.

The BAAL 2020 Conference is hosted by English Language and Linguistics in the Department of Humanities of Northumbria University, located in the centre of Newcastle upon Tyne. A city of character, charm and culture, Newcastle brings together industrial heritage, iconic river bridges, and a love of football alongside classical Georgian architecture, a world famous cultural and nightlife, and strong sense of local identity. Located only 9 miles from the sea (a 20 minute journey on the local Metro railway), and an hour from Scotland and the Lake District, Newcastle is easily accessible by rail, road and air from within the UK and beyond; Newcastle airport is just 25 minutes from the city centre by public transport.



Plenary Speakers

David Block (ICREA & Universitat Pompeu Fabra)

Zhu Hua (Birkbeck, University of London)

Constant Leung (King's College London)

Pit Corder Lecture:

Emma Marsden (University of York)

BAAL 2020 Contacts

Conference Organisers:

Alex Ho-Cheong Leung, Billy Clark, Graham Hall, Nicci MacLeod, Rola Naeb, James Street
Department of Humanities, Northumbria University, UK

Conference email:

baal2020.northumbria@gmail.com

Call for Papers and Submission Guidelines

Abstracts are welcome in any area of Applied Linguistics. Papers should offer something new, innovative and of interest to a BAAL audience and paper reporting on research should clearly outline objectives, method(s), and results where appropriate. Abstracts which address the conference theme will be particularly welcome.

Deadline for receipt of abstracts: **31 March 2020**

The maximum abstract length is 300 words. Please visit <http://www.northumbria.ac.uk/baal2020> for information on the formats for presentation (individual paper for parallel sessions or SIG track, poster or colloquium) and the abstract submission process.

All presenters have to be BAAL members by the time they register for the conference.



BAAL 2020 Scholarships and Prizes

BAAL offers 4-5 full conference scholarships for students or early career researchers, with the latter defined as being within 2 years of PhD completion. In addition, BAAL offers the 'Chris Brumfit scholarship' which is usually targeted at delegates from outside Britain who would not otherwise have funds to attend the BAAL Annual Meeting. Please see the Call for Papers on the conference website for more information.

Poster prize: A prize of £50, for the best poster presented at the conference, judged by plenary speakers and leaders of invited colloquia.

Richard Pemberton prize: A prize of £50, for the best postgraduate paper, coordinated by the Postgraduate Development and Liaison Coordinator.

Memories of David Graddol 1953-2019

compiled by Barbara Mayor (Open University)


It was with great regret that BAAL recorded the death on 1 March 2019 of former executive member, David Graddol, aged 65. David was active in the association in its early years and, as Publications Secretary, was heavily involved with the award of the annual BAAL book prize from the late 1980s.

Martin Bygate of Lancaster University, and fellow member of the BAAL executive, praised 'the calm articulacy of his contributions to discussion and... his range of appreciation of the field, as reflected in the way he coordinated BAAL publications. He left a lasting impression [and] for me he remains a special member of the academy'. Susan Hunston of the University of Birmingham confirmed that 'David's contribution to BAAL was inspiring and he had a massive influence on Applied Linguistics in this country. It was a privilege to know him.' Andy Kirkpatrick of Griffith University in Australia has said he will 'always remember David for his sense of fun and sense of humour, as well, of course for his outstanding achievements as an academic and public intellectual'. Author David Crystal echoes this in saying that David 'impressed us all with his enthusiasm and wit, and... has left us an intellectual legacy that will be appreciated all over the English-speaking world'.



The younger David had attended Barnard Castle School in Co Durham. It was characteristic of him that he was already defying convention by combining the study of French and Latin with Physics at A-Level. He then went on to study Language and Linguistics at the University of York, opting for the contrasting experiences of acquiring basic Swahili and a study period on the island of North Ronaldsay in the Orkneys, which entailed in-depth engagement with the phonetic alphabet. He then went on to achieve a second BA in Sociology. However, throughout his life he never lost his early interest in electronics and computing, and remained the archetypal polymath. He is one of the few linguists to have published in *Science*, and to have his work reported in the national and international press, including the *Financial Times*, *Newsweek* and the *Economist*.

At the time when David joined the Faculty of Education at the Open University at the end of the 1970s, OU course materials were particularly influential in UK teacher education, both with local education authorities who sponsored students, and within other university departments who often used the innovative OU materials as the basis for their own curriculum. Even in this context, David's own contributions to teaching materials, at both undergraduate and postgraduate level, were often groundbreaking. By the mid-1980s he was responsible for introducing material on semiotics into the new undergraduate course on *Communication and Education* (1985), as well as contributing to the influential professional development pack *Every Child's Language* (Multilingual Matters, 1985), which challenged conventional boundaries between bilingualism and bidialectalism. By the mid-1990s he had written original material



on multimodality and the emergence of visual identity in English for the best-selling volume *English: history, diversity and change* (eds Graddol, Leith and Swann, Routledge, 1996), as well as the widely adopted textbook *Describing Language* (Graddol, Cheshire and Swann, Open University Press, 2nd ed 1984).

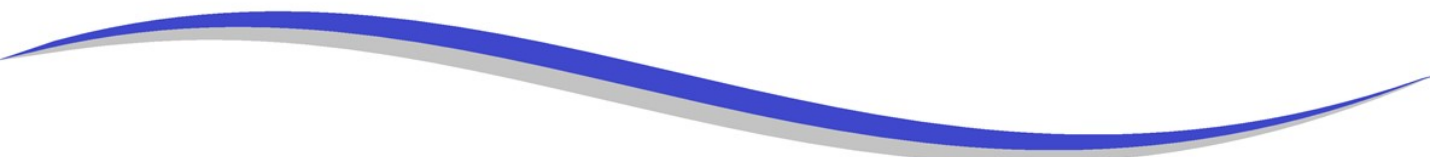
David was also a supportive and respected PhD supervisor. Former doctoral student, Simeon Yates of the University of Liverpool says 'I'd simply not be where I am today without him. [...] He looked much further ahead than others when looking to the future of language use. I'd not have had the PhD opportunity I did, had Dave not asked questions about language online back in 1989'.

Alongside his teaching and supervision roles, David always had a strong track record in independent research and scholarship. The major focus of his early research, conducted with Joan Swann, was on language and gender, culminating in the successful text *Gender Voices* (Graddol and Swann, Blackwell, 1989). In the course of a long career, he published widely with a range of colleagues, including Kingsley Bolton of Nanyang Technological University, Singapore and Raj Mesthrie of the University of Cape Town, South Africa. He also served at various points in his career on the editorial boards of the journals *English Today*, *Language Planning and Language Problems* and *Visual Communication*.

It was long apparent that David's horizons could not be confined to a single academic job. From the start of his OU days, he had always recognised the potential for collaboration with national and international agencies such as the RSA/UCLES examination boards, and was centrally involved in the OU's first major international collaboration with the Singapore OU Degree Programme. By the early 2000s he had left the OU and in the years 2010-12 was based in Hong Kong as Visiting Associate Professor at City University. During the last two decades his international profile continued to grow, due largely to a series of British Council publications, BBC World Service broadcasts and speaking engagements across all world regions - including but not limited to India (see *English Next India*, British Council 2010), China (see *Profiling English in China*, Cambridge English Language Assessment 2013) and Brazil. His research, modelling the spread of English as a global language, is now widely used across the world by policymakers in public sector education, private sector ELT organisations and the third sector.

Greg Myers of Lancaster University remembers David's BAAL plenary in 2000, drawing on *The Future of English* (British Council 1997) and 'challenging ... the assumptions that English would inevitably continue to be the dominant global language, and that native speakers were its best representatives. Other people made these points, but he took them to a very wide audience through his British Council publications, and through his fluent, provocative, entertaining talks'.

Given the extent of David's legacy beyond academia, it seems fair to grant the final tribute to some of the policy makers and practitioners who were influenced by his work. Shortly after his death, a discussion thread was created on Hornbyscholars in India entitled 'We MISS YOU David Graddol'. Ramanujam Meganathan of the National Council of Educational Research and Training in New Delhi wrote that 'David Graddol will be remembered for this timely work and contribution which alerted us on why and how this country should plan for English language education which should find a place along with Indian languages... We will use his thinking and idea in our future curriculum planning and policy making'. Nicole de Lalouviere, former Director Learning and Training in the British Council Beijing, who had first invited David to China to present his ideas around *English Next* (British Council 2006),



said 'It was early days for China to think about where their own language might go, and... he was hugely inquisitive'. She laments 'the loss of such an amiable, warm-hearted, knowledge-seeking language specialist'.

In 2016, the TESOL International Association selected David to be included in the list of 50 people 'who have made significant contributions to the profession within the past 50 years (50 at 50)'. Wendy Arnold, ELT Consultant, says that 'David made a considerable difference to the ELT world by helping us to see the big picture and where he envisaged the learning of English going forward. [His] astute vision is missed already'.

As for me, after our 40 years of friendship and collaboration it's the regular exchange of ideas and academic gossip that I miss... David could be hard to challenge when he was in full flow, but I could always rely on him for a perceptive insight into the latest social trends. There was something of the prophet about him, and his prophecies usually came to pass! Now I shall have to face the future wondering what he would have made of it all.

David is survived by his wife, Margaret Keeton, and triplet daughters, Alice, Clare and Katherine.



BAAL Applying Linguistics Fund:

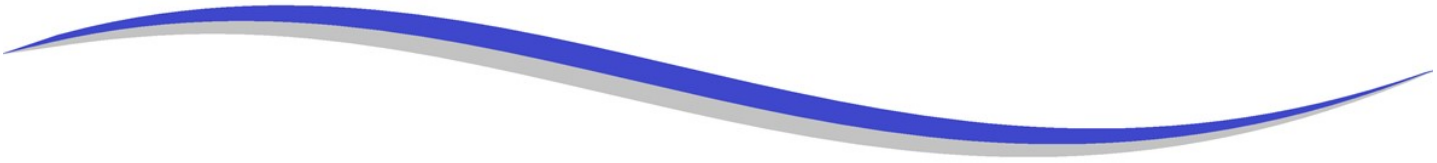
Increasing the Visibility of Linguistic Diversity in an International School: Children as co-researchers and co-designers of linguistic landscapes

Jackie Jia Lou (Birkbeck, University of London) with Susan Stewart (International School of London) and Jean-Marc Dewaele (Birkbeck, University of London)

This project began two years ago in January 2018, when Susan, the then Multilingualism Lead at the International School of London (ISL), invited me to visit their campus in West London. As with many international schools around the world, ISL is incredibly diverse, linguistically as well as culturally. More than 87% of their students come from households where languages other than English are spoken. More impressively, the School offers academic support in 23 home languages, including the most common home language Arabic (15.7%), followed by English (12.7%), Japanese (9.1%), Italian (6.9%), and Dutch (5.9%). These so-called ‘mother tongue’ classes are also available for smaller languages with only a few speakers on campus, such as Greek, Hebrew, Swedish, Czech, and Hungarian. The main job of Susan was to understand home language practices of the incoming students and their parents and find teachers for any new languages that arrive with them. While the home language programme distinguishes ISL from most international schools which tend to privilege English, shaped by colonial history as well as forces of globalisation (see Hayden and Thompson 2013), when viewed through the lens of linguistic landscape, we were both struck by the absence of other languages on this very first visit.

How does this absence then affect children’s perceptions of and attitudes towards languages other than English, including their own home languages? What impact does it have on their language learning? And if we were to increase the visibility of their home languages in the schoolsapes, what impact would it have on the multilingual awareness of the children and others in the learning community? With these questions in mind, we collaboratively designed a participatory action research project, which would involve children as co-researchers and co-designers of the linguistic landscape of their schools.

Over the years, a growing body of research has examined linguistic landscape in educational settings (what Brown 2012 calls ‘schoolscape’) or employed it as an innovative pedagogical practice (see Gorter 2018 for a comprehensive overview). Yet, most studies so far have focussed on the perspectives of teachers, administrators, and policy makers, and the perspective of students, especially younger students, is largely missing. Therefore, in our project, we asked 27 Grade 3 and 4 students (aged 10~12) to document ‘languages that they can see in their school’s environment’ with the iPads available in the classrooms. They then participated in a series of creative workshops where they worked in small groups to design and make posters for languages of their own choice and decide *where* they would like to install their creations. At three data collection points, we also asked the students to fill out a questionnaire survey to quantitatively measure the impact of each activity on their multilingual awareness over time. Meanwhile, Jackie documented the changes in the schoolsapes in four geosemiotic surveys, video recorded the workshops, and interviewed the teachers. Including the lengthy process of obtaining ethical approval and parental consents (kudos



to Susan), the project began in October 2018 and completed in May 2019, when students' creations were added to the linguistic landscape of the campus.

The project yielded a number of key findings regarding schoolscape from children's perspective. First, during the iPad research activity, we were struck by their intuitive understanding of the multimodality of language. Even though they were instructed to photograph 'languages they can see in the school', half of the children included mages, activities, spaces, musical instruments, and material objects that do not have languages in them, such as the traditional Chinese dance rehearsal on the playground, the music room where they learned to sing Spanish songs, and objects that "look foreign." Among the 947 photos documented on iPads, more than 15% have no language in them.

Secondly, the children 'documentation of the schoolsapes and the researcher's geosemiotic surveys show that languages other than English are largely restricted to what's known as the Mother Tongue rooms or MT rooms and the corridor outside it, aptly labelled 'The language Corridor'. In the schoolscape documented by these students, nearly 44% were taken in the MT area alone

Students' perceptions of language use seems to be restrained by this spatial regime of languages in their schools. When answering the question "Where do you use different language(s)?" in the first questionnaire survey, one student wrote 'English in most places', and all students indicated that they spoke other languages only in the respective MT rooms and very occasionally on the playground. This contradicts both the teachers' and the researchers' observations that some of them do frequently use their home languages in the main classrooms. However, some students showed an expanded spatial awareness by the end of the project, where spaces such as the receptions were indicated as multilingual by the students.

Overall, we were encouraged by the positive impact this participatory action research project has produced on the multilingual awareness of the children. The questionnaire survey results indicated a statistically significant in the questions 'I can see many languages in my school' and 'We can use many languages in my school'. We also observed the transformative impact of the creative design workshop. One Indian student in the group created a poster petitioning for Hindi to be added to the home language provision at the school.

Even though our focus in the project was the multilingual awareness of children, our close collaboration with the classroom teachers seemed to have made them see their schools with new eyes. As one of them remarked several times during the project she's been seriously thinking about incorporating more languages into the main curriculum in her classroom. The impact of the project also seemed to have reached neighbouring classes which were not directly involved. In this Grade 3 class, for example, a Japanese Kanji character for "wave" appeared next to student's artwork imitating the well-known Hosuke print. It was drawn by a shy and newly arrived Japanese student who rarely spoke in class due to her limited English language proficiency. Making the 'wave' sign was then a great opportunity to engage her by drawing upon her language and literacy skill.

Since its completion, the impact of the project continues to be felt and has lead to new initiatives in ISL and beyond. In fact, Susan, who is now Head of Operations, Systems and Facilities at ISL, has been working to incorporate a section on "Linguistic Landscape" into the school's new language policy. More recently, in January 2020, the School's Marketing Department took their own initiative to design multilingual wayfinding signage for the school. Last but not the least, we are deeply grateful to the participating teachers and students at ISL for their time, patience, and encouragement, and to the BAAL Applying Linguistics Fund for the generous support.



BAAL Applying Linguistics Fund:

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 stakeholders¹ 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-portfolio;

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>

Notes:

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.



BAAL Applying Linguistics Fund

Solving critical literacy problems in a multilingual prison: A community-based collaborative approach


Rodney Jones (University of Reading)

Mastering the literacies of institutions involves the complex interaction of individual competencies, institutional agendas, and the range of social practices with which these literacies are associated. Mastery of institutional literacies is even more complex in contexts in which individuals are brought together around regimes of practice over which they have limited control — contexts such as hospitals and prisons. In such contexts literacy practices sometimes act to constrain the agency of individuals or create barriers to them accessing the services they need. This project focused on the institutional literacy practices in HMP Huntercombe, a prison for foreign national prisoners in the UK. Prisoners, staff of the prison, and students of Applied Linguistics and complementary disciplines from the University of Reading worked together to identify and solve practical literacy problems in the prison.

HMP Huntercombe is a category C prison holding adult male foreign nationals. Within the prison, approx. 80 nationalities are represented, and approx. 40 different languages are spoken. The English language proficiency of many of the prisoners is low, and some lack basic literacy skills in their own languages. This situation results in considerable challenges for prisoners and staff associated with a range of practical literacy and communication tasks, from dealing with their immigration cases to managing day to day activities such as filling out request forms.

The purpose of this project was two-fold: 1) to understand the vernacular literacies and communication strategies that people develop in such situations, and 2) to explore ways that theories from applied linguistics can be brought to bear to support prisoners and staff in coping with the language and literacy challenges they face. It took a participatory, collaborative approach which recognized that all parties (researchers, students, prison staff, and prisoners) brought to the project their own kinds of language expertise, and that all parties learned alongside and from one another as they worked together to solve real-life problems.

The project spanned two terms at the University of Reading. In the first term, 6 undergraduate students studying Discourse Analysis were paired with 3 students from the Department of Graphic Design to work with prisoners and staff to improve the signage in the prison. Students were divided into three groups, each working with a different unit in the prison. The units represented were: 1) The Rehabilitation and Resettlement Office, 2) The Chaplaincy 3) The Drug and Alcohol Rehabilitation Team. Each team visited the prison twice during the course of the term. During the first meeting they conducted group meetings with prisoners and staff of the relevant unit and performed a needs analysis. After that visit, they applied theories from Multimodal Discourse Analysis, Linguistic Landscapes (place semiotics), Information Design, and Community Based Approaches to Public Discourse to the design of prototype posters, which all stakeholders (prisoners, staff) were able to comment, respond to and modify during the students' second visit to the prison. Fieldnotes were compiled of all meetings, especially focusing on the kinds of linguistic and semiotic challenges prisoners faced, and the interactional processes that contributed to the negotiation of expertise among stakeholders.



In the second term, 4 undergraduate students from the module Language and Power worked together with peer advisors—prisoners who had undergone a training qualification administered by staff from St Giles Trust. Students and prisoners worked together to compile an easy to read handbook for prisoners on how to understand the language of deportation notices and handle their immigration cases. Here students drew primarily on theories from Genre Analysis, Critical Discourse Analysis, Mediated Discourse Analysis.

All of the students involved produced reports about their experiences, which became part of the data for the project. The prisoners and staff involved were invited to provide written feedback on their experience in the project. At the end of the year, a workshop was held for staff and prisoners at Huntecombe to share insights from the project. An exhibition about the project was also held at the University of Reading during the School of Literature and Languages Graduation Awards Ceremony, at which the Governor of HMP Huntercombe and a former prisoner who had been involved in the project spoke.

The project produced a number of key insights into the kinds of literacy challenges faced by foreign national prisoners. When it came to the institutional discourse within the prison, prisoners faced challenges with the coherence/design of the information, the complexity of the language, space/time constraints on processing the information, and the sense of ‘ownership’ they felt over the information. Involving prisoners with students of Applied Linguistics in addressing these challenges resulted in clearer, more coherent communication which prisoners felt spoke better to their information needs. When it came to the kinds of legal literacies prisoners needed to develop to deal with their immigration cases, prisoners faced challenges related to the complex legal register in which documents were written, information flows and constraints on access to documents they needed to process their cases, and self-efficacy, the feeling among many of the prisoners that there was little they could do to avoid deportation. As a result of the project, prisoners were provided with resources in plain, easy to understand English that enabled them to take more direct control of their cases.

Working with Reading University students is great and very helpful for me,’ one prisoner commented. ‘I have learnt many things from the students and every time they came they made me feel like I can improve the conditions here with the tools to overcome language barriers. I finally feel like people are listening to me now.

In their reports students commented on how the project helped them to understand how to apply the concepts they had studied in their course as well as widening their horizons and challenging prejudices around migrants, multilingualism and prisoners. Typical of the students’ comments is the one below:

The prison placement was an incredible experience. It allowed me to gain wider knowledge of the power imbalances that prisoners experience every day and the way language contributes to these. It also helped me to understand the perspective of the prisoners, and see beyond the government and media representations of foreign prisoners. Finally, it helped me to see how the things I studied in my course can really make a difference in people’s lives

This project has also helped researchers at the University of Reading solidify their relationship with HMP Huntercombe, opening up avenues for future research. Because of the enthusiastic response from students and the community, the School of Literature and Languages of the University of Reading has decided to provide ongoing funding to make placements in Huntercombe a regular opportunity offered to students of English Language and Linguistics.



PhD research report:

The Online Discussion Forum: A Catalyst for Effective Learning

by Charles Ononiwu (BAAL 2019 Chris Brumfit Prize winner)

Introduction/Background


Technology-enabled learning is fast becoming widespread in higher education around the world and is being adopted by a large number of high schools and higher educational institutions. In fact, available evidence shows that the use of Information and Communication Technology (ICT) in the educational process is spreading faster than any other form of curricula change and innovation in the world (Gilbert, 1997), and advances in technology have led to a significant shift in the instructional processes (Hu et al., 2018). Some pedagogical challenges that necessitate this approach to learning include overcrowded classrooms, poor listening skills, lack of meaningful note taking skills during face-to-face (f2f) classroom contact and the culture of memorisation-based learning and assessment.

In order to address these teaching and learning challenges, it was reasoned that if contents/notes were provided to students online prior to f2f class contact, it would help students to note down key points and then concentrate on listening actively during f2f lectures and participate fully during the online discussion phase. It is believed that it would create opportunities for students to meaningfully and actively participate, debate, and share the findings of their research efforts with their peers in the online discussion forum (ODF) and thus cross-fertilize ideas, thereby, helping them to achieve critical thinking and effective application of knowledge which can result in academic long-term success (Frazer, et al., 2017).

Higher educational institutions in sub-Saharan Africa are under pressure to produce graduates that would be trained to think critically in order to solve the present 21st century human and industrial needs. Worried by the declining quality of instruction in Nigerian higher institutions, Professor Ibrahim Bello-Kano argued (in a roundtable programme on reviving the culture of debate and critical thinking in the Nigerian university system organized by the Centre for Information Technology and Development CITAD, 2019) that Nigerian universities have degenerated into 'Super Secondary Schools', as the current system does not encourage students to grow critical minds but is targeted at developing their capacity to pass examinations through memorisation.

Theoretical Framework

Theoretically, the present study examines the online interactions of students in the undergraduate course titled 'Introduction to Applied Linguistics' as well as the processes of mediation and scaffolding through Vygotsky's (1978) sociocultural theory. This theory holds that social interaction is the most important stimulus for all learning. Two central concepts associated with this theory are the concept of 'zone of proximal development (ZPD)' and the concept of 'scaffolding'. The term 'zone of proximal development' refers to the 'difference between a learner's ability to perform a task independently versus performing the task with some guidance'. Consequently, 'scaffolding refers to the way in which, with support from others, learners can reach levels of achievement which they would be unable to reach independently'. This support often comes from an expert, but learners themselves may also provide it for each other. (Littlewood, 2006). The theory privileges social interaction as key to the learner's development of cognitive functions. It shows that through mediation, learners can achieve their potential within the ZPD.



A handful of literature on online discussion forums are framed around Vygotsky's sociocultural theory. For instance, Richards (2009) frames the community of inquiry research around this theory, maintaining that teaching is mediated learning and mediation, in turn, requires interaction. Citing Hung & Chen, (2001), Richards (2009) explains that according to Vygotsky's sociocultural theory, learning is a social act and construction of meaning is mediated between social beings

Study Aims

The current study is set up to examine the value of the ODF as a learning tool, using Vygotsky's (1978) Sociocultural Theory, and to underpin ODF as tool for scaffolding and peer-to-peer interaction, which enhances learning experience. To achieve the study objective of this research, the study looks at 1) specific ways ODFs can mediate the acquisition of higher cognitive functions, 2) how interaction is achieved in ODFs, 3) the nature of these interactions, and 4) how scaffolding and peer-to-peer interaction contribute to the acquisition of higher cognitive functions.

Research Design and Findings


An ODF was set up on www.easyclass.com (an online learning management system), and students were invited to post their submissions in the forum bi-weekly for three months. This research adopted the interpretive methodology using students' textual submissions in the ODF as artefacts. Specifically, the study adopted Hara, Bonk, & Angeli, (1998) framework for analysing cognitive skills and learning outcomes, which was an adaptation of Henri's (1992) framework for analysing cognitive skills, which in turn resonates with Bloom's Taxonomy of Educational Objectives. Shortly before the intervention, a pre-test was administered to the students in order to determine their entry-level knowledge in the course which served as a basis for measuring their progress.

A series of prompts from the lecturer were usually given to students in the ODF bi-weekly after the f2f classroom interaction. The prompts were designed to elicit students' responds which would provide evidence of students' learning such as application of theory to practice, abstraction of major ideas from a text, appropriate inferences and synthesis of ideas, to reflect in their write-ups the skills to assess, to evaluate, to appraise and to summarise. The ODF exercise was 100% asynchronous in the sense that the students were **not** required to submit their posting at the same time; this was to give them the opportunity to engage in a deep reflection on the issue under focus.

The findings demonstrated evidence of meta-cognitive awareness, which was facilitated by the asynchronous nature of the discussion forum, as it gives learners sufficient time to engage in thorough research and careful thought before posting their submission. The findings also demonstrated that peer-to-peer knowledge dissemination is best stimulated using the ODF, as it gives learners opportunities to participate actively and to collaborate with their peers in the learning process. ODF is a tool for scaffolding and peer-to-peer interaction, which enhances learning experience. It is undoubtedly a technological tool to impact the skills of text creation, critical thinking, and other cognitive skills.

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PhD research report:

Informal language contact and phrasal verb knowledge among international students in the UK

by Siyang Zhou (BAAL 2019 Richard Pemberton Prize winner)

Attending BAAL 2019 annual conference was a great experience and I was awarded the Richard Pemberton Prize for the best postgraduate presentation. In this report, I will share my research findings from a mixed-method study that I completed for my master degree at the University of Cambridge.

The globalization of higher education sets a backdrop for the current study, in which two phenomena are noteworthy. Firstly, the sheer number of international students in the UK is large (HESA, 2019). Secondly, international students are an importance source of income for British economy. Considering the huge time and financial investment from students and their parents, it is of paramount importance for us to know whether SA does contribute to the English development of second language (L2) learners effectively.

Overall, it is widely agreed that SA significantly facilitates L2 improvement, with some mixed results that intensive domestic context might be no less effective (Borràs & Llanes, 2019; Marijuan & Sanz, 2018). Language contact was identified to be a key predictor of social-related linguistic gains during SA (Kinger, 2011), such as oral fluency and pragmatics. Nevertheless, for some other linguistic competences, language contact does not demonstrate significant influence. It would be interesting to find out whether phrasal verbs (PVs), as a highly colloquial type of formulaic language, benefits from extensive L2 exposure.

Thus, this study aims to answer the following questions.

1. What kind of informal language contact do international foundation students in the UK experience the most?
2. How is the productive knowledge of the most common PVs of these learners?
3. To what extent is the PV knowledge associated with the amount of target language contact outside the class?
4. How do learners account for their acquisition of PVs in the study abroad context?

A total of 118 foundation program students in a British university completed a modified Language Contact Profile (Freed et al., 2004) and a 45-item productive PV test (Garnier & Schmitt, 2016; Schmitt & Redwood, 2011). Nine students took semi-structured interviews to further unravel how they acquire PVs with informal language contact. The participants were foundation year students from Asian or African countries. They took intensive English class and most of them had IELTS scores of Overall Band 5-6. Quantitative data were analyzed via descriptive statistics, correlation analysis and multiple regression analysis, whereas qualitative data were analyzed through content analysis.

Overall, students rated 3.588 out of 6 in terms of overall frequency of English informal language contact, which falls between the continuum of “sometimes” and “often”, with a large standard deviation ($SD=9.056$). Regarding individual items, there is a sharp contrast between the frequency of talking with friends in L1 ($M=4.669$) and that of talking with British friends ($M=2.512$). Overall, students were exposed to more reading contact ($M=3.987$) and

writing contact ($M=3.675$) than speaking contact ($M=3.302$) and listening contact ($M=3.503$). When it comes to PV test performance, students obtained a decent average score ($M=28.41$, 62.5% of the full score), with large individual variations ($SD=10.245$). It shows that target participants had a good knowledge of the PVs of the highest frequency.

In correlation analysis (Table 1), speaking contact was significantly moderately related to PV test performances ($r=.328$, $p<.000$). Multiple regression analysis identified a significant model ($F(4,113)=13.735$, $p<.000$), with an R^2 of .327 (Table 2). Time spent talking with international friends or flat mates in English were significant positive predictors of PV test scores, whereas time spent writing homework in English and time spent speaking L1 were significant negative predictors.

Table 1 Pearson correlation between test scores and language contact by type

N=118	Overall	Reading	Speaking	Writing	Listening
<i>r</i>	.213*	.101	.328**	-.255**	.269**
<i>p</i>	.021	.277	.000	.005	.003

Table 2 Coefficients of regression analysis


Model	B	Std. Error	Beta	t	Sig.
(Constant)	26.548	4.842		5.483	.000
international	3.579	.693	.406	5.161	.000
homework	-2.370	.651	-.283	-3.638	.000
flatmates	1.607	.559	.229	2.874	.005
L1friends	-1.532	.648	-.184	-2.363	.020

Interviews revealed large individual differences in students' attitudes towards the limited opportunities of using English out of the class. In the following excerpts, Ben was actively coping with the situation whereas Zoe just passively accepted what was available to her.

I don't have the opportunity to talk with native speakers. I would if I could... I try to communicate with everyone in English. Unfortunately, the majority of my classmates are Chinese so I have to speak in Chinese every day. I don't really like that but I have to deal with that. (Interview with Ben)

I know there are many Chinese in this city. Because my English is bad. I am afraid of going to somewhere there is no Chinese. Now I think it's good. I can adapt to the new environment little by little... (Interview with Zoe)

In line with the quantitative results, the interview showed some interesting introspective examples of how students acquired PVs through interactive language contact. For example, a Chinese girl learned the meaning of "dress up" by asking why her Italian boyfriend was late for their date. Another Chinese student learned the PV "tell off" from her friend explaining on WhatsApp his mother's reaction when he came home late.



Overall, this study highlights the importance of social interaction during SA in facilitating PV acquisition. SA is not a panacea for L2 development, but the quality of social interaction is the key. Students are advised to build up confidence and intercultural awareness to find friendly English speakers and establish a “peer support group”. More opportunities to integrate into the local community are needed for students to enhance their colloquial vocabulary knowledge.

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PhD research report:

A qualitative study on developments in perspectives towards English use and intercultural communication among university students in Japan from short-term student exchanges

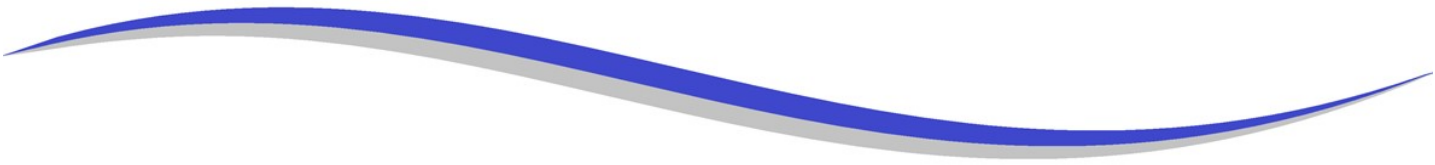
by Gareth Humphreys (BAAL 2019 Poster Prize winner)

I attended several interesting presentations at the BAAL 2019 Conference in Manchester and I was pleased to be able to present a poster relating to my postgraduate research. I had presented a poster at the BAAL conference in Leeds 2017 and both occasions provided useful opportunities to discuss my work in-depth with other researchers and teachers. The informal one-to-one dialogue enabled by poster presentations is a key benefit of this form of delivery and I was able to gain advice and ideas which have helped develop my research project. Later, I was grateful to receive an award for this poster. Despite some personal doubts about how deserving the poster was, I am also grateful for the opportunity it has provided here to outline some details of my PhD study.

Through my research I have accumulated fairly expansive interview data from fifteen participants relating to three research questions around intercultural communication and study abroad. The volume of data raises challenges in terms of what to include on a poster and how to represent research in a coherent way. Therefore, I selected to focus on one of the research questions, looking at experiences using English language in short-term international study abroad contexts and how these experiences may support changes in perspectives towards English uses among Japanese university students.

The research used a qualitative longitudinal interview methodology to collect data at three points: (1) pre-exchange, (2) immediately post-exchange, and (3) 6 months later. The approach was selected to allow students the space to talk openly and at length about matters of individual importance relating to their experiences. This addressed challenges in some related research where survey-based approaches may limit insight available through the application of fixed categories of analysis. I wanted to use a more open-ended design to support the growing body of research looking at variability in individual experiences in study abroad research.

The short-term exchange destinations represented in the research included Poland, Germany, UK, USA, Taiwan, and Malaysia, with programmes ranging from a few days to a few weeks. Most universities in Japan now offer short options including language study, cultural tours, field trips, and research on EMI programmes. These are increasingly promoted in Japanese settings in response to policy pressure to enhance opportunities for student internationalisation. Despite the growing number of options available, few universities in Japan have established measures to evaluate the extent that their short programmes



lead to internationalisation among participants and it is common that success is seen in terms of numbers participating.

It is further problematic that study abroad practices and related research may adopt target language approaches in which English language is treated as fixed knowledge to be learnt in association with the codified norms of some 'native' English speaking country. These approaches risk reinforcing a view among students of English language use in terms of 'authenticity' and 'correctness' in how it may be represented by language 'authorities' including textbooks and Anglophone teachers in Japanese university language departments. However, this neglects the wide diversity and variability in English use and among users in the world. In addition, many programmes take place in non-Anglophone settings where English is not the dominant language, and on programmes in Anglophone settings interactions with other international students tend to be more numerous than interactions with 'local' individuals.

The research showed a shift in perspectives among participants from monolithic to pluralistic associations of English. Students reported engaging in communication using features of English as a lingua franca in effective communication characterised by intelligibility in achieving communication goals rather than strict adherence to Anglophone codified norms. However, this was often accompanied with self-criticism over perceived 'incorrect' and 'inauthentic' uses. Given the extent of the meaningful intercultural contact the students reported with other 'non-native' English speakers, in both Anglophone and non-Anglophone settings, the research concluded that multilingual and multicultural aspects of exchanges can enhance learning opportunities, in the right conditions. The research concluded that there is a need to support learning with substantial pre-departure training taking a Global Englishes orientation in which diversity in English use and among users is effectively represented. Such training may improve outcomes by developing among students awareness of alternative perspectives towards English use from those in both ELT and study abroad practices within Japanese universities.

The PhD, as briefly outlined, examines some processes involved in terms of what developments may be seen among participants in their perspectives towards English language use in intercultural communication. It may, ultimately, make a small contribution to Global Englishes research outcomes that it is useful to help students develop understandings of English language beyond a sole focus on Anglophone codified norms, and relating this to the multicultural and multilingual realities of study abroad contexts. I am looking forward to further opportunities to disseminate findings from this research at future BAAL events.

I would like thank my supervisor Dr Will Baker at the Centre for Global Englishes at the University of Southampton for his guidance.

BAAL PAWBL SIG

Work, Life, Study: Literacies in and out of institutions

(Open University, Milton Keynes, 06th December 2019)

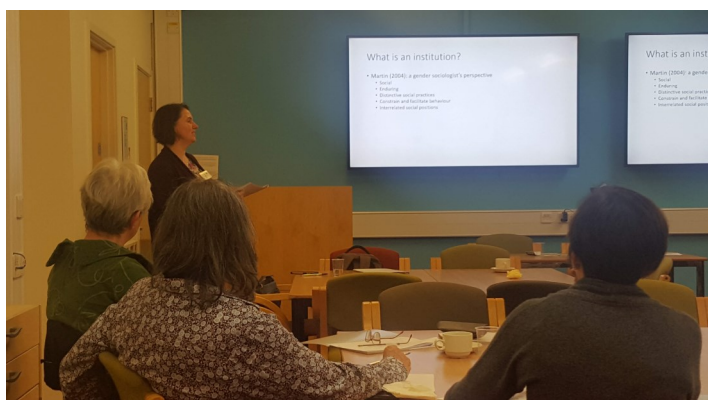
On December 6th 2019 the Professional, Academic and Work-based Literacies (PAWBL) SIG held a successful Symposium at the Open University, Milton Keynes. The event theme was **Work, Life, Study: Literacies in and out of institutions** and we were delighted to welcome 35 colleagues, including visitors who had taken the trouble to travel from Brazil and Japan. Attendees were able to enjoy a wide variety of sessions covering topics across the SIG's range from academic to professional and workplace contexts. It was exciting to get a flavour of the work people are doing to understand contemporary institutional and individual literacies and their consequences. We were reminded that, although institutions themselves play their part in seeking to sponsor, specify and fix literacy practices, these institutions themselves – universities, disciplines, professions, commercial enterprises, industries – are not fixed and are subject to change both through individual agency and as a result of broader technological and social change. This prompted discussion not only about what institutions require of individuals, but what we collectively want from our institutions. Literacy practices are thus ultimately about values: they throw light on the tensions between duty and desire, not only for individual writers but also at a broader collective, political and social level.

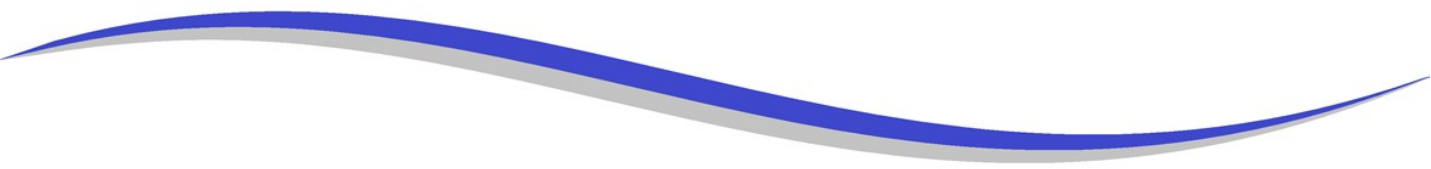


The day kicked off with a plenary talk by Professor Theresa Lillis who provided an insight into professional voice in social work, based on multiple sources of ethnographic data from the **'Writing in Social Work Practice project' (WiSP)**. The talk drew on a range of writing research methodologies and theoretical tools including theorisations of citizenship and governance, particularly the notion of 'expert systems'. Theresa offered us a clear sense of the contested nature of professional voicing in social work which resonates loudly with wider contemporary

debates about what, if any, value is accorded to 'expertise', and whose expertise counts.

Dr Karin Tusting's plenary provided a fitting conclusion to the day, resonating both with Theresa's talk and with many of the themes and issues emerging in parallel sessions. Drawing on the recent project **'Academics Writing: The Dynamics of Knowledge Creation'**, and homing in on the recent industrial action as a case in point, Karin raised thought-provoking questions about





what happens when academics are simultaneously part of, and have responsibilities towards, more than one institution whose imperatives may conflict. Karin showed us how writing can be deployed as a lens through which important questions are raised about what universities are for, how the relationship between universities and disciplines may be changing, and the consequences for knowledge production.

The PAWBL committee would like to warmly thank our plenary speakers and all presenters for their time in preparing such thoughtful contributions to the day. A fuller synopsis of impressions of the event will shortly be available on the PAWBL website (<https://pawbl.wordpress.com/>).

Jackie Tuck

PAWBL SIG Convenor



ULAB conference 2019

Undergraduate Linguistics Association of Britain

(Queen Mary University of London, 11-14th April)

BAAL were proud sponsors of the ULAB 2019 conference held at Queen Mary University of London, 11-14th April. The Undergraduate Linguistics Association of Britain (ULAB) are a student-run autonomous collective, and are entirely staffed by volunteers. They are the only society set up for undergraduate linguistic students that is not tied to another professional organisation or university. BAAL is proud to have sponsored their 2019 conference. The local organising committee chair, Macarena Chiclana, reports below on a successful conference.

The Undergraduate Linguistics Association of Britain was created by a group of students at the University of Edinburgh in 2011. Since then, it has become an essential organization for undergraduate Linguistics students. It is run by students, for students. The annual conferences are a unique opportunity for undergraduate Linguistics students to present their work in a professional yet welcoming and warm environment, and we are so happy that BAAL could be a part of it.

The 2019 conference was very important, since it was the first time that the event took place in London – most importantly, it was not only run by Queen Mary, but by the University of London as a whole. As a result, the conference was a great success and attracted students from all around the UK and from around the world. We were aware that running it in London would mean it would be more expensive, both for organizers and for attendees. Thankfully, in 2019 we raised more money than ever before in the history of this association, which allowed us to financially support those attendees who needed it the most and to provide lunch for everyone for the duration of the conference.

The event ran for three days, from 9th to 11th April at the Queen Mary University of London campus, and included student presentations and posters ranging from sociolinguistics to computational linguistics. We welcomed three plenary speakers from Queen Mary, King's College London and the University of Cambridge, and we held two Q&A sessions: one for postgraduate studies in Linguistics and one for career opportunities for Linguistics students. The postgraduate Q&A was led by academics from the MIT, UCLA and Queen Mary, and the careers Q&A by employees of the British government, Google and What3Words.

Finally, we were glad to hand over the organization process to the University of Oxford. The 2020 conference will take place there, for the first time ever, from 3rd to 5th April. To find out more about ULAB, its committee and its conferences, go to www.ulab.org.uk.

Thank you to BAAL for their help!

Macarena Chiclana, Local Chair (2019)

BAAL 2017 Proceedings:

Voices and Practices in Applied Linguistics: Diversifying a Discipline

Edited by Clare Wright, Lou Harvey and James Simpson, University of Leeds

Newly published by White Rose University Press (November 2019), this peer-reviewed edited volume grew out of BAAL's 50th anniversary conference held at the University of Leeds in 2017. It is an eclectic collection highlighting current globalised perspectives on diversity in language use and communication across a variety of contexts. It displays a rich mix of frameworks, methodologies and participants, and will be of interest to established and emerging researchers and language professionals.

The publication can be accessed and downloaded for free from the White Rose University Press website <https://universitypress.whiterose.ac.uk/> or using the DOI <https://doi.org/10.22599/BAAL1>. Print copies can also be purchased via the Press website.

Table of Contents:

Introduction – Diversity in Applied Linguistics: Opportunities, Challenges and Questions (James Simpson, Lou Harvey and Clare Wright)

The Engagement of BAAL – and Applied Linguistics – with Policy and Practice (Tess Fitzpatrick et al.)

Disciplinarity and Disparity in Applied Linguistics (Henry Widdowson)

Applied Linguistics from the Perspective of Sign Language and Deaf Studies (Bencie Woll)

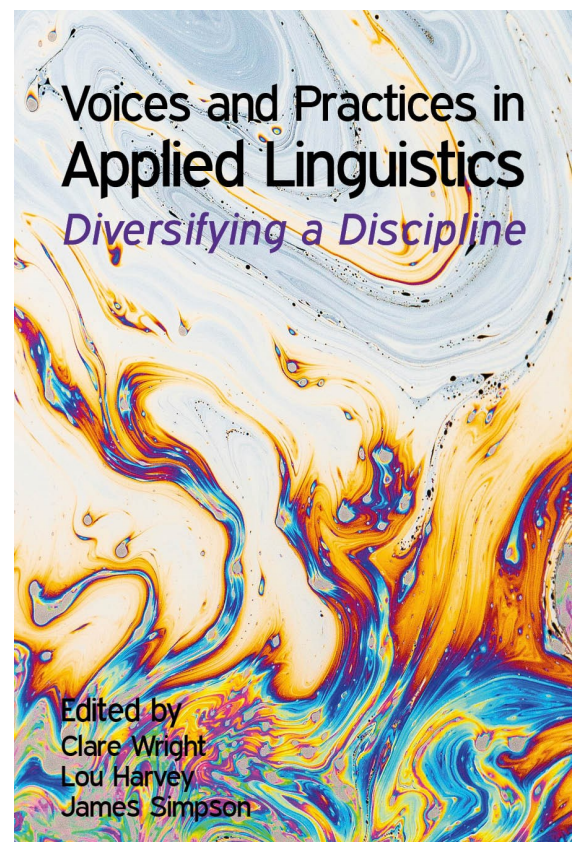
The Vital Need for Ontological, Epistemological and Methodological Diversity in Applied Linguistics (Jean-Marc Dewaele)

Creative Inquiry in Applied Linguistics: Language, Communication and the Arts (Jessica Bradley & Lou Harvey)

Standard Language Ideology and the Non-Standard Adolescent Speaker (Shivonne M. Gates & Christian Ilbury)

A Linguistic Ethnography of Theatre Production (Kelli Zezulka)

HIV/AIDS Antenatal Consultations as Regulative Discourse: The Case of Malawi (Rachel Chimbwete-Phiri & Malcolm N. MacDonald)





Rethinking Policy and Pedagogy: A Study of Linguistic Diversity and Practice in Sri Lanka (Dilini Chamali Walisundara)

Language Teaching in Turbulent Times: Curriculum-Savvy Teachers for Curriculum Success and Sustainability
(Mohamed Daoud)

Hard to Know or Hard to Say? Developing Explicit Grammar Knowledge among Primary Student Teachers (Huw Bell & Steph Ainsworth)

Constructing Science Knowledge in Linguistically Diverse South African Classrooms: Opportunities and Challenges for Learning (Margaret Probyn)

Using an Online Collocation Dictionary to Support Learners' L2 Writing (Dung Cao & Alice Deignan)

Syntactic Complexity in Second Language Academic Writing in English: Diversity on Display (Rosmawati)



Call for Papers

African languages and social change: Politics, activism, and justice

BAAL Language in Africa (LIA) SIG Annual Meeting

ABSTRACTS of up to **250 words** for 20 minute presentations are now invited, to be sent to Dr Seraphin Kamdem, Convenor, at: jk58@soas.ac.uk and cc Dr Colin Reilly colin.reilly@essex.ac.uk **no later than February 28th 2020**. We also invite proposals for posters. As in previous years, it may be possible for participants to deliver their papers via Skype from Africa.

The ways in which language can be used as a tool for social change intersect with political issues and other forms of social activism (such as gender equality, climate justice, and minority rights). This emerges at a variety of levels such as: how individuals organise themselves during action; how we understand and discuss key issues; and how struggles for justice can be effectively communicated at local, regional, national, and international levels.

The 2020 LIA Annual Meeting aims to bring together researchers to present and discuss current research on the role of language and languages – at the levels of policy, planning, education, social practice and literature – in contributing towards social change within Africa and the African diaspora.

Language can be used as a tool of oppression, to marginalise communities by repressing their languages. It can also be a powerful tool for liberation and positive change, to promote diversity and inclusion, to allow individuals and groups to be represented and share their experiences and voices. This conference will provide an opportunity to explore what determines whether language is used as a tool for oppression or liberation: concerns might include who is using language; how they are using it; and what language(s) are being used?

One salient area of discussion focusses on linguistic human rights. Ensuring that individuals and communities are given linguistic rights allows them to access and effectively engage with health services, legal services, education, economic opportunities, community and political activities. Denying these linguistic rights is discriminatory, and is fundamentally a human rights issue. In complex, multilingual contexts, how can individuals, groups and institutions secure and protect linguistic rights?

The primary objective of the meeting is to explore what current research has to say on how languages in Africa are entangled in the struggle between social change and oppression.



Book Reviews

Jule, A. (2018). *Speaking up. Understanding language and gender*. Bristol: Multilingual Matters. ISBN: 978-1-78309-959-7. 127 pages

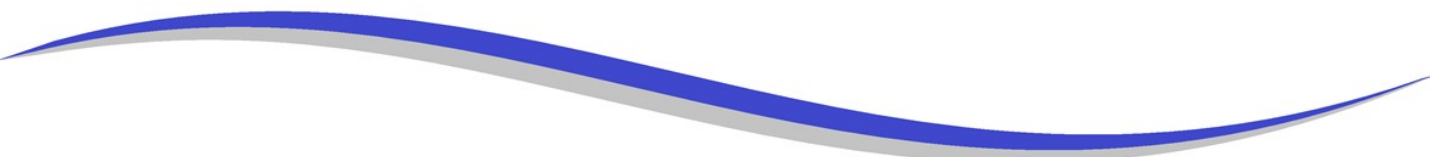
In its own words *Speaking up: Understanding language and gender* was written to be an “accessible introduction to academic research in this dynamic field”, and I think Jule absolutely achieves this. The book assumes no prior knowledge of language and gender studies and is unintimidating, accessible and gives a good introduction to language and gender, while applying our understanding to current world challenges. It functions like a map of the territory signposted to more detailed works, via its references. New students to the subject should find that at least one of its topics whet their appetite and inspire further reading. I have tried to approach this review with the new student in mind.

I’d advise readers not to be put off by the book’s unusual front cover, with its image taken from the cover of a Blur album, and the quote “I can’t wait to read it!”, which is slightly disturbing to see on any book cover. There are three glowing quotes from people who have read the book, including one from the academic Mary Talbot, but these are tucked away on the back cover. I’d guess this arrangement is a deliberate effort to make it more approachable. The page layouts are visually inviting and the text style is easily digestible, with a number of nice touches to widen its appeal, for instance at the beginning of each chapter Jule treats us to a quote from a range of sources that includes Malala Yousafzai, Beyoncé and Elaine Page in addition to a selection of academics.

Having been surprised by the cover design, the book content came as a pleasant and impressive surprise. Jule quickly establishes the relevance of the subject area in the Prologue, pointing to gender as a key variable within many current realities such as the increased awareness of sexual harassment, the refugee crisis, religious terrorism, and the shifting of American politics to the right. In response to these issues Jule sees a growing understanding of the connection between language and gender embodied in the #Metoo, #TimesUp, and HeforShe movements that are also shaping the social landscape. While the coverage of each topic is necessarily brief within such a short book, the breadth of topics discussed is wide-ranging, from leadership styles at work, to reporting sexual abuse on campus, to gender issues in Islam. I would expect many readers would find something here to pique their interest, and possibly to tempt them to follow some of Jule’s references to step down into more detail.

The book is divided into two parts, Part 1, ‘Understanding Gender and Language Use’, takes up the first third of the book and it contains the first two chapters. In Chapter 1 ‘The Basics’, Jule uses a description of how her gendered upbringing shaped her gender performance as a departure point for a whistle-stop tour through the following sections: Feminism: a Quick Review; Sex and Gender, LGBTQ+ Terminology; Neoliberalism; New Feminism; and Globalisation. Chapter 2, ‘Language as Gendered’, keeps up the pace as it takes us through ‘Language and Power’, ‘Social Constructions’ ‘Critical Discourse Analysis and Gendered Discourses’. Part 2, ‘Understanding Gender and Language Use in the World’, makes up the remaining two thirds of the book, and this comprises six chapters that discuss gender and language use in the contexts of: Media and Technology; Education; the Workplace; Religion: Judaism, Christianity and Islam; and Relationships.

For each area, Jule gives us an interesting discussion of a real-world context, populated with relevant classic, and



some more recent, studies. Later in the conclusion she explains to new students that while the older studies done between the 1960s to 1990s are situated in a time and place that may not relate directly to the current situation, they are the foundation of more recent work. Some topics are more heavily populated with recent studies, such as Chapter 4, 'Gender and Language in Education', where I found five references to studies published since 2015, and in 'Gender and Language Use in the Workplace' there were references to four studies published in 2016. Some areas have fewer recent references, for instance in the section 'Girls and Technology', the most recent study was dated 2007, and for more recent information here Jule provides a reference to the website www.girlswhocode.org. It is worth noting that the introductory nature of this book probably requires Jule to avoid overloading readers with detail, rather than providing a source of very up-to-date research.

I was particularly interested in Jule's coverage of more recent developments such as the changes around social media in the Chapter 3's 'Gender Identity in the Mass Media', 'Technology as Mediated Community', and 'Misogynistic Abuse' sections, and also her discussion of online gaming in 'Gaming and a Non-gendered Community'. Other topics of note are in Chapter 4's section 'Speaking About Sex' which provides an interesting insight into the complexities of discussing sex with children in the internet age, and in Chapter 5's section 'Chipping Away at the Glass Ceiling' which contains an interesting discussion focused on contemporary female Prime Ministers such as Theresa May and Julia Gillard.


Jule concludes with an 'Anti-Conclusion', named to reflect that the issues are ongoing and nothing is concluded nor will be soon. She ends on a lovely note, acknowledging that there is much more to say on the topics she has included, and that many other topics have had to be omitted, and she invites the new student to explore these.

It is a small book, and of the 127 pages, 26 are occupied by the glossary, references and index. However, I think it packs a deceptively strong punch as an introductory guide. I recommend this book to any new student seeking an introduction to the study of language and gender, or any general reader interested in learning more about how this aspect of the world works.

Jill Crawley, Lancaster University

Han, Z.-H. (Ed.) (2019). *Profiling learner language as a dynamic system*. Bristol: Multilingual Matters ISBN: 978-1-78892-279-1. 168 pages.

This edited volume is an innovative, challenging, and stimulating collection of papers that shed empirical light on Complex Dynamic Systems Theory (CDST). More specifically, the book presents the reader with five sets of analyses of two longitudinal, interactional datasets, involving two dyads exchanging emails. The volume contributes to the literature a rare collection of papers, the first of its kind. The authors delve into multiple subsystems of learner language, traversing the domains of morphosyntax, semantics, pragmatics and discourse. The book offers critical insights relevant to CDST researchers, as well as to those seeking a nuanced understanding of the benefits of computer-mediated interactional activities.



The volume has its origins in a graduate course of Interlanguage Analysis. It is well organised and consists of seven chapters. It is clearly written and leads the reader from a critical discussion of concepts, familiar to applied linguists, via an introduction to systems theory, to the discussion of emerging strengths and limitations in the research on CDST. The research presented in the book derives from interactions via email, but does not address other means of computer-mediated interactional activities.

In the first chapter, ZhaoHong Han and Jing Liu provide the reader with an introduction to profiling learner language from a complex dynamic system perspective. The chapter walks the reader through research from the late 1960s to 2017, a brief sketch of CDST, an introduction to the subsequent chapters, and ends with a brief note on the significance of the book.

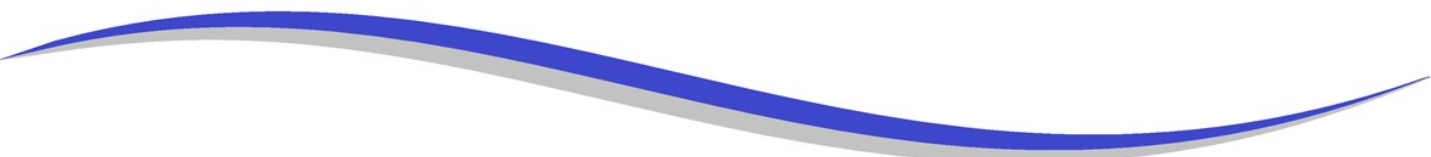
Chapter 2, by Yuan-Yuan Meng, discusses the dynamic view of morphosyntactic accuracy and complexity in dyadic interaction. The chapter examines the changes in morphosyntactic accuracy and syntactic complexity of two dyads as they engaged in email exchanges over a period of two months. The author presents an overview of the theoretical perspectives of CDST, a review of CDST inspired by Complexity, Accuracy and Fluency (CAF), and an analysis of data that identify key CDST phenomena.

In Chapter 3, Natalia Sáez explores a dynamic view of prepositions, modal auxiliaries and metaphorical functions in dyadic interaction. The author discusses a study that included four college students who were foreign language learners based in China and the US. The data consisted of two dyadic sets of email exchanges. Each pair of students generated 25 emails in English, within a period of two months. The chapter displays interrelationships between linguistic, communicative and sociocultural subsystems involved in language use. The chapter promises to open critical avenues for studying the interaction between linguistic and non-linguistic subsystems in an L2, which is the nexus of CDST.

Heidi Liu Banerjee concentrates on a dynamic view of advice-giving in dyadic interaction in Chapter 4. The study focused on email correspondence between four female university students from China and the US. The exchange lasted for approximately eight weeks as part of a course in intercultural communications. The study presented in the chapter differs from previous advice studies in that there was no previous expectation that participants would seek or give advice in the course of interaction. The chapter concludes with a preliminary view of how Dynamic System Theory (DST) can be used to describe L2 pragmatic development when giving, seeking or receiving advice.

In Chapter 5, Vanessa Sheu elaborates on a dynamic view of relational propositions in dyadic interactions. The author presents a study which examined the written correspondence of two dyads of university students studying cross-cultural communication. The participants of the study were from China and US who exchanged emails as part of the course. The Rhetorical Structure Theory (RST) analysis of each email was divided into clauses representing the basic idea unit, or semantic proposition. The chapter provides an extensive discussion, concluding how patterns of adaptability, variability and stability occur at the discourse level within dyadic interaction. The chapter also draws conclusions about whether pragmatic effects emerged from these patterns.

Farah Akbar discusses a dynamic view of topic management in dyadic interaction in Chapter 6. The two longitudinal datasets used in previous chapters fed the data analysis of the present study. The author examined the email interactional data from two transpacific female dyads participating in an intercultural communication course project



in China and the US. The data were coded qualitatively for topics using an inductive approach for each dyad and for all four participants. The analytic focus was on topic management, how topics were established and what propositional density the participants induced.

In the final chapter, the editor of the volume, ZhaoHong Han, focuses on research in CDST, its promises and pitfalls. The chapter offers a very welcome closure to the book. The chapter presents an overview of the volume, a summary of findings discussed in all chapters, outstanding issues that surfaced in and across the five sets of analyses, and closes with the future outlook for CDST.

The volume will provide an invaluable conception and metaphor that can assist in reinterpreting research findings, recognizing their limitations, and placing them in relation to other variables. I recommend the book to researchers, advanced graduate students, educators and language planners interested in second language acquisition, as well as communication and interaction.


Christina Nicole Giannikas, Cyprus University of Technology

Rose, H., McKinley, J. and Briggs Baffoe-Djan, J. (2019). *Data collection research methods in applied linguistics*. London: Bloomsbury. ISBN: 978-1-3500-2584-4. 296 pages.

As a PhD student in the midst of designing a research plan and drafting my methodology chapter, I was keen to review this book. The reading I have done so far has clarified the differences between research methods and methodologies (e.g. Cohen et al., 2000), illuminated arguments surrounding quantitative and qualitative approaches in the social sciences (e.g. O’Leary, 2004), emphasised the imperative of ethical standards (e.g. Ortega, 2005) and contributed to the sense that I belong in the post-positivist, inductive and interpretivist camp of applied linguistic researchers. Rose, McKinley and Briggs Baffoe-Djan boldly claim that their book goes beyond the usual research design focus provided by most other textbooks; they go to the heart of the matter and address the all-important steps to *collecting* research data. Being a novice applied linguistics researcher, I feel ill-equipped to judge how far other authors actually “conflate data collection methods with approaches to research design” (p. vii). The perspective I *can* take in reviewing this book, is one of a student looking for solid, reliable direction and support in designing my research plan. By the end of the review, you should be able to tell whether I found what I was looking for.

All twelve chapters begin and end with the classic pedagogically-minded “pre-reading activities” and “post-reading activities” boxes. While I appreciate both the sense behind and the value inherent in pre-thinking, reflecting on personal experience and applying thoughts and ideas, I quickly found myself short-cutting these tasks. As a lone PhD student focused on my own context, I had little interest in completing any of the tasks. Were I to use this as a textbook in my capacity as a university adjunct – as the authors explicitly state is one of their intentions behind their endeavour (p. viii) - I would certainly build in the reflective prompts for deeper learning with my groups.

Before getting to the book’s stated focus, the introductory chapter helpfully runs through a selection of the research methods typically used in applied linguistics research. The authors distinguish between the popular methods which are used to “inform the design and structure of a study” (p. 12), and those which can be explicitly used to collect



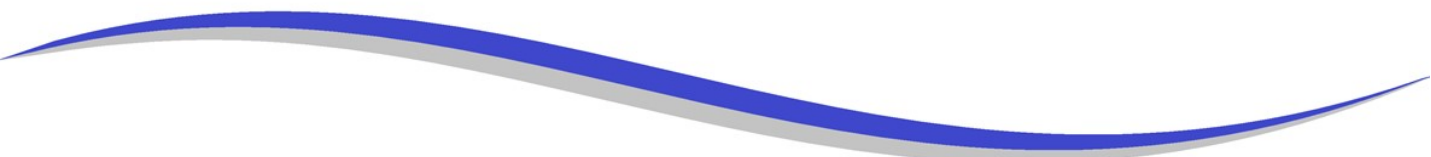
data. Cohen et al.'s (2018, p. 288) quoted description of the social and educational world as messy, contradictory and complex (p. 6) serves as a reminder to researchers of the necessity of imagining multiple ways to creatively and innovatively collect data in pursuit of original knowledge expansion in our field (pp. 13 and 242). This is exactly what the authors consistently encourage throughout the entire book.

Chapters two to eleven do exactly what it says on the tin: describe data collection research methods in applied linguistics. In a clearly structured format, each individually themed chapter is built upon sub-sections which provide a consistent orientation to the discussion of each method: Introduction; Key concepts; Procedures and practicalities; Improving reliability and validity; Example studies in applied linguistics; Implications for researchers. The very last sub-section, after the post-reading activities box, presents two or three helpfully annotated "Resources for further reading". I found this especially useful and was able to pick out a number of relevant books for my own ongoing reading towards my methodologies chapter.

The sub-sections listed above, resonated with me for differing reasons. For example, the introductory sections provide a succinct overview of the focal method in that chapter. The authors' voices come through the writing in a relatable way; their expertise and knowledge is tangible. I certainly felt reassured that they know what they are talking about. In addition to the authors' claim that other textbooks neglect data collecting procedures (p. 3), they identify a number of research weaknesses in our field which piqued my interest: 'focus groups' are an underemployed methodology (p. 177); 'journal studies' are sadly underutilised (p. 150); the use of 'observations' need to be whipped into shape (p. 93); 'documents' are relatively underutilised as primary methods of data collection (p. 213); 'replication' has been significantly underutilised (p. 242).

The "Example studies in applied linguistics" sub-section presents studies published by our authors as well as other applied linguistics researchers. A summarising table lists a selection of exemplary studies; then a bite-sized descriptive overview of each study adds more flavour to the listed sources; finally, an in depth discussion of two studies deemed to be good examples by Rose, McKinley and Briggs Bafoe-Djan, showcase the particular research method under scrutiny. I found the examples helped me to better understand how the method should ideally work in practice. Worthy of particular note – for me at least as it was new perspective - is how 'focus groups' need to be differentiated from 'group interviews' (see pp. 188-191).

Specifics covered in "Procedures and practicalities" sometimes cross over with "Implications for researchers". In combination, the information therein offered me exactly what I need during this preparatory phase of my research design. Indeed, throughout the book, I found myself tucking away a number of golden nuggets: the forewarning that collecting good data in the field is going to be difficult (p. vii); that there is scope for innovation and creativity in research design which pushes boundaries (p. 100); that reflexivity and mindfulness can improve subjective data collection (pp. 127 and 105); being transparent and honest about data collection means embracing the messiness and the obstacles along the way (p. 248). On a technical note, it is also helpful for novice researchers to know the correct, universally understood terms for what are often common sense activities. For example: labels for different types of journals, dependent upon when entries are made ('event contingent journal') and whether prompted by researcher messages ('signal contingent journal') (pp. 137-139). The glossary further aides terminology awareness (pp. 258-267) as do layperson explanations of research terms throughout the text, e.g. anaphoric, cataphoric and exophoric references (p. 217).



In conclusion, I can say *Data Collection Research Methods in Applied Linguistics* has contributed significantly to the current phase of my PhD research design ideas. It nicely complements the reading I have done so far and has added to my understanding of specialised applied linguistics research terms. However, I find myself now confronted by a wide choice of which data collection methods to use! Taking up the authors' call for increased creativity and innovation in our field, I want to apply those many 'underutilised' methods. Luckily, by the time I reached the last chapter, I became reassured that triangulation extends beyond data analysis and can incorporate research design and data collection methods too.

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Michelle Hunter, University of York

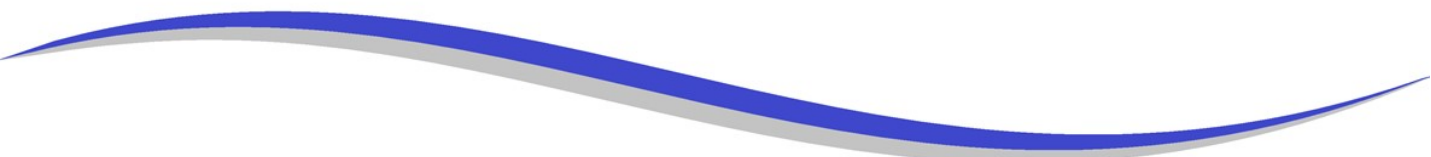
McNamara, T. (2019). *Language and subjectivity*. Cambridge: Cambridge University Press. ISBN 978-1-108-46855-8. 250 pages.

Tim McNamara offers interesting and engaging insights into the construction of subjectivities in various discourses, and the role of language in the formation of understanding *self*. The book, although theoretically sophisticated, is full of well-explained examples, either from various researchers' work, or McNamara's personal experience. Along with suggestions for further reading, and its useful glossary of terms, this book constitutes an essential thinking tool for scholars and students who want to explore further our construction of identity through language.

The writer argues, and convincingly demonstrates throughout the book, that "although subjectivity is powerfully experienced as a private feeling, something lying deep inside us, its origins lie outside us, in the social world and in the discourses that circulate within it" (p. 1). The book starts its first chapter with a review of the theoretical underpinnings of the *subject* in poststructuralism. It focuses on Foucault's contribution in understanding the *subject* within a discourse as discourse constructs the definitions of 'other', 'abnormal' and creates the *stigma*. He continues exploring the notion of *agency* in subjectivity, and how the iterability of power might allow space for *agency*.

McNamara continues with discourses of gender and sexuality. He uses examples from the cinema to show how discourses dictate socially acceptable norms of being a man or a woman. He explores whether men and women communicate differently, using works from Robin Lakoff, Deborah Tannen and Deborah Cameron. Finally, he discusses Judith Butler's work on performance and performativity in terms of gendered discourse.

In his next chapter, the *other*, and its colonial settings, are discussed. Fanon's work on his own experience as a colonial subject is used to demonstrate how language encodes relationships with, and of, power. He then continues in an effort to critically demonstrate how, in Said's scholarship, anti-Semitism is part of Orientalism. He concludes with a review of Derrida's work in the light of the latter's experiences of subjectivity. Although terms such as *self* and



other appear binary, in reality, these definitions and realisations of *self* incorporate the excluded *other* and its own, often silent, view of *self*. Definitions of *self* always compile themselves by some kind of account of *other*. McNamara strongly highlights, in this chapter, the complexity of colonial relations, the internalisation of racism, and the relation of both with language.

After colonial discourse, the writer explores racist discourse in everyday language. His account of racism in everyday language discusses Victor Klemperer's work about language under Nazism, and Orwell's essay on anti-Semitism. The fact that racist discourse in spoken interaction has an ephemeral nature still focuses research on analysis of publicly available, written materials, despite the development of methods for collecting evidence in spoken language. McNamara continues by exploring findings from his own study with Israeli-born residents of Melbourne, which shows anti-Semitism being perpetuated in action by ordinary people absorbing and reproducing the anti-Semitic narrative.

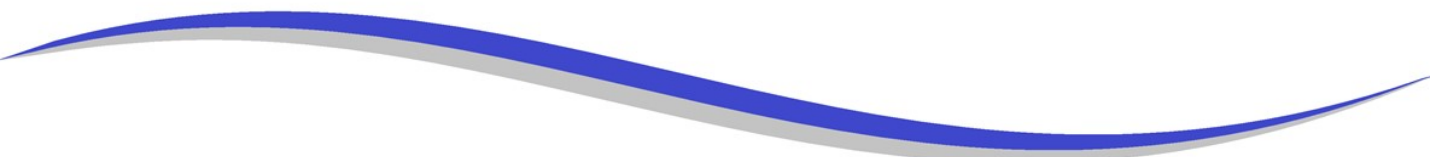
In the next chapter, subjectivity is discussed from the perspective of language learning. The chapter starts with an historical account of language research, and how it has recently focused on the social context of language learning, and on the subjectivity of learners. Discourses of national identity and ethnicity have also embraced language learning, and directed language policies, as the reader can appreciate in the examples used from all over the world. Furthermore, McNamara offers a detailed account of his personal experiences with language and the construction of his own subjectivity, during his efforts to critique, in a meaningful way, communicative movements in language education, as they are produced by discourses of globalisation and managerialism in education.

He continues his exploration of subjectivity, discussing and analysing face-to-face interaction as it had been researched, and initially theorised, by Garfinkel, Goffman and Sacks. He emphasises Conversation Analysis (CA) as an appropriate method to research social interactions. He offers examples from institutional settings, demonstrating how institutional roles/identities are constituted in these interactions, as they permeate institutional and bureaucratic discourses. Despite critiques of CA, it remains a research tool which can give clear evidence of compatibility between macro-level discursive elements such as gender, and race, and those essentially narrower concepts, from the micro-interactional level, (p. 136) which form the interaction order.

McNamara explains further techniques of CA by exploring 'interaction order' in the case of gender. The focus of CA is to reveal 'interaction order', recognising gender as a macro-social category, that influences interaction at micro levels. With this in mind, the writer examines Schegloff (1997) on the operation of gender in interaction, as well as Kitzinger and Frith (1999) on refusals in date rape. Interestingly, he continues his exploration of the potential of CA, examining in detail a study where university students discussed gender and performativity. Findings there showed that students, although they recognised gender and gender bias in discourses, they enact performativity of gender unconsciously; it is so deeply naturalised that students find it difficult to become conscious of it.

After CA, the discussion continues with Membership Categorisation Analysis (MCA) and Harvey Sacks' work, according to which discourses create categories with clear boundaries, and subjects see themselves, and are seen, in terms of those categories. This has as a consequence that any member of a category can be seen as a representative of this category. McNamara explores these ideas and their critiques in Schegloff and Stokoe's work.

In his last chapter, language tests are examined as a means of surveillance and, consequently, as technologies of



subjectivity. McNamara examines language analysis techniques for the determination of origin of asylum claimants, affirming that language analysis is highly politicised, and often utilised for political purposes.

In his conclusion, McNamara also highlights how linguistic practices such as spelling are part of the discourse of language ideology. He finally reminds us that discourse needs to be studied into comprehensibility. When shared definitions of discourse inside a paradigm have been stretched to cover the possibilities reasonable to scholars inside the field, language study and applied linguistics come into their own as ways to observe and inform our conception and use of *self*.

As McNamara states, this book offers theoretical clarification on subjectivity, and a focus on poststructuralist writing, combining methodological clarity with examination of CA as a tool for study of interaction order. McNamara does this in a way which avoids the inhumanity of absolutisms, and reflects the essentially moral nature of our conception and use of the *self*.

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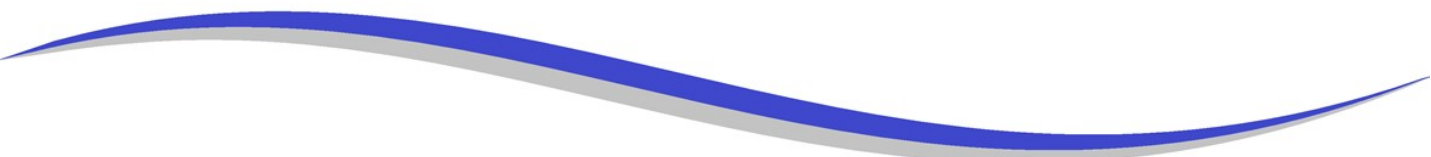
Schegloff, E. A. (1997). Whose text? Whose context? *Discourse and Society*, 8, 165-187.

Argyro Kanaki, University of Dundee

Evans, D. (ed.) (2018). *Language, identity and symbolic culture*. London: Bloomsbury. ISBN: 978-1-3500-2301-7. 285 pages.

Evans has managed to draw together a series of highly articulate and relevant authors for his new exploration in the field of language and identity for his most recent work, following the success of *Language and Identity* (Evans, 2014). The book focuses on social justice as linked to language as symbolic capital, specifically exploring marginalisation in discourses of power through the examination of language holding currency and value, and resistance to dominant perceptions of these values.

The book is split in four parts, the first of which consists of three chapters by Evans, each dedicated to building up the theoretical background, exploring discourses around language and identity. Following the introduction in Chapter 1, Chapter 2 provides a thorough theoretical perspective on language and identity, exploring both constructs of identity as subjective and mind-based, and identity as socially constructed. A particular strength here is the clear signposting of paradigm shifts as linked to philosophical discourses versus empirical research, offering both historical and current linguistic examples to contextualise the various works. This chapter, in particular, is a tour de force which succinctly and eloquently charts key theories and discourses that are vital to anybody in the field of language and identity. Chapter 3 concludes the theoretical section by providing an excellent overview over discourse formation, particularly as linked to identity. This chapter will be highly valued by students beginning to work with discourses and discourse analysis, while experienced researchers will appreciate the comprehensiveness and clarity of the work.



The second part of the book focuses on 'Urban Discourses', offering two chapters from the UK context. In Chapter 4, Christopher Anderson explores tensions within discourses of gentrification between socio-economically advanced commuters 'Down from London', and the original population of impoverished urban areas. The focus of online discourse is particularly interesting, offering not only an insight into Anderson's work, but also providing a clear structure of analytical procedures, serving as a solid methodological example. Following on from this, in Chapter 5, Patricia Giardiello focuses on the circular relationship between youth identity and social media – how media shapes identity, and how it is used to express identity in turn. Her work problematises the application of identity patterns or paradigms, highlighting the complexity of identity research.

In the third part of the book, four highly relevant and necessary chapters explore socio-political aspects of language and discourse in marginalised contexts, specifically in Africa (Cameroon) and Asia (India and China). Henry Kum's chapter (Chapter 6) on state bilingualism in Cameroon sensitively and critically highlights tensions between state language policy and practical reality, 'not just between indigenous languages and the two official languages but also between English and French as the only official languages of the country' (p. 106). Kum describes how the historical, long-term exclusionist practices have led to an elitist society, offering critical insights into bilingual-multilingual cultures as sights of marginalisation and conflicts around identity. In Chapter 7, Kum follows with a vital chapter on the de-politicisation of refugee voices, and the impact this has on care and identity. Drawn from the UK context, it nevertheless has global implications, and the careful, comprehensive and clear writing makes this chapter a core contribution to theory and practice. Chapter 8, authored by Joseph Mundananikkal Thomas, provides an analysis of Dalit literature, a genre of Marathi literature. The term *dalit* translates as 'broken', and links to the stratified caste system. The chapter offers a theorisation of dalit literature and confronts readers with aspects of identity and ownership in the genre, situating it in 'in-between' spaces highlighted by Bhaba (1994). This in-between space is a recurring theme, with multiple populations referred to in the book occupying liminal, marginal, or transient spaces which influence both language and identity. Mamtimyn Sunuodula (Chapter 9) brings the section to a close with a highly useful inquiry into the role of language policy in China, specifically in Xinjiang, one of China's autonomous regions. The rhetoric highlighted by Sunuodula, where a particular language is earmarked by policy makers as 'the language of modernity, economic progress and national unity', whilst also 'tacitly approv[ing] it as a measure of the level of civilizing [...] ethnic minorities' (p.197) continues, like other chapters in the book, Bourdieu's (1991) discourse around language and symbolic power.

The book's final section around pedagogical discourse offers two chapters from the teaching context. Chapter 10, by David Evans, focuses specifically on the foreign language classroom, a welcome addition to the book, which enhances its scope. The chapter explores the links between language learning and intercultural competence, drawing on Dörnyei and Ushioda's (2009) concept of future selves, among others, to highlight the close link between language ideology and learner identity, before outlining a study which highlights how frequently and easily complex aspects of learner identity are conflated and oversimplified. Chapter 11, by Karin Zotzmann, rounds off the section by looking at the perspectives of teachers, highlighting the need to view classrooms within the context of larger sociocultural and socio-political spheres. The concluding chapter by David Evans skilfully returns to the various themes highlighted in the book, synthesising, summarising and questioning. This is an important piece of work, which highlights the complexities of the field, arguing for systematic and sensitive exploration of language as a social justice issue.



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Sabine Little, University of Sheffield



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