BAAL News

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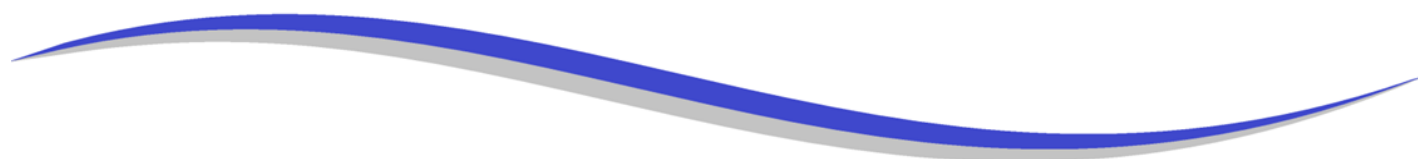
Editorial

Dear BAAL members,

This edition of BAAL News inevitably reflects the rapidly shifting realities we have faced over the past year. The pandemic has affected us all in a number of ways and has certainly shaped the way we teach, research, and think of Applied Linguistics.

We have all probably become somewhat accustomed to some of the radical changes in our lives and have learnt to do and give our best as researchers, teachers, and learners navigating the new virtual realities whilst coping with numerous frustrations and difficulties along the way. More than ever before, we have begun to appreciate the meaning of personal relationships within our communities of practice, and have learnt to foster the interpersonal dimension in all our professional endeavours. As such, this edition of BAAL News offers a positive perspective on the challenging COVID chapters of our lives.

In this volume, you will find updates on the Annual Conference which will be hosted online by Northumbria University with some exciting keynotes and other activities. You can read about the success of colleagues who have secured funding for excellent research projects (e.g., Kristina Hultgren) and other initiatives (e.g., BAAL-funded event organised by Sin-Wang Chong). Furthermore, you will find a new section, *COVID-19 Challenges and our Success Stories*, which draws on a range of case studies from the BAAL community that illustrate the diversity of talents and backgrounds of our membership, and some strategies they have employed as a means for turning these difficult times into fruitful opportunities. For instance, Li Wei offers a piece showcasing the validity and relevance of applied linguistics research in supporting our society during times of crisis. Judith Hanks and colleagues in Brazil and Saudi Arabia report on exemplary stories of stamina and resilience in pursuing research endeavours while becoming stronger communities of applied linguistic (practice). We have other stories of success from around the world, which give a flavour of the investment that BAAL members have made this year in their teaching, research and innovations whilst adaptively turning difficulties into newfound resources and discoveries.

I hope you will enjoy these narratives and feel a sense of belonging to BAAL despite the circumstances. One thing that I have learnt over the past year is that, no matter how tiring staring at screen may be, we are now able to connect with one another more powerfully than ever before, and BAAL is here to nurture and support these connections and partnerships across this international, resourceful and resilient community.

With warm wishes,

Sal Consoli

BAAL News Editor

BAAL 2021 goes online

by Alex Ho-Cheong Leung (University of Northumbria)

53rd Annual Meeting of the
British Association for Applied Linguistics
9th-11th September 2020
"Challenges and Opportunities in Applied Linguistics "
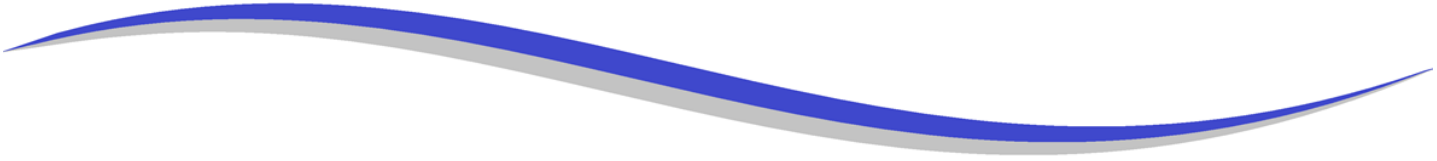### Northumbria University, Newcastle, England, UK

In light of the ongoing uncertainties brought about by the pandemic and the likely travel difficulties this may cause, the local organising committee and the BAAL executive committee have decided to move our 2021 conference online. Although we are disappointed that we are unable to welcome you to Northumbria University and the city of Newcastle upon Tyne in person, we do hope that you can join us at our online conference. The great news is that our exciting line up of plenary and invited speakers remain eager to join us. With your active participation and contribution, we are confident that BAAL2021 is going to be an interesting and stimulating experience.

Those who submitted to the BAAL 2020 Call for Papers can choose to have the previously submitted abstract considered for BAAL2021, modify it, or replace with a new submission. The submission link for all options is the same: https://app.oxfordabstracts.com/stages/1649/submissions/new

If you missed the submission deadline the last time around, this gives you a new opportunity to submit an abstract. **The deadline for submission is 31st March 2021.**

To make the event as accessible to members as possible, we are pleased to announce that the costs to attend this online conference are being kept to a minimum, as follows:

- Non-members: £60
- Members: £25
- Student non-members: £15
- Student members: £5

If you would like to become a member before submitting, you can do this by clicking on 'join BAAL' at: https://www.baal.org.uk

Call for papers: "*Challenges and Opportunities in Applied Linguistics*"
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 call for papers is now open, **click here** for further information.

Plenary Speakers

David Block (ICREA &Universitat Pompeu Fabra)
Zhu Hua (University of Birmingham)
Constant Leung (KCL)

LOC Invited colloquium:
- Linguistic Integration of Adult Migrants: Policy and Practice
- Lorenzo Rocca - Università per gli Stranieri di Perugia
- Rola Naeb - Northumbria University
- Martha Young Scholten - Newcastle University
- James Simpson - University of Leeds
- Marcin Sosinski - Granada University

Pit Corder Lecture

Emma Marsden (York)

We look forward to receiving your submission and eventually welcoming you to our online conference in the summer of 2021!

Local Organising Committee, Department of Humanities, Northumbria University

- Alex Ho-Cheong Leung (Chair),
- Billy Clark,
- William Guariento,
- Graham Hall,
- Nicci MacLeod,
- Rola Naeb,
- James Street

For any queries please email the organising committee at: baal2020.northumbria@gmail.com

Memories of Jan Blommaert

by Adrian Blackledge (Stirling University) and Li Wei (University College London)

Jan Blommaert, who has died age 59, influenced the field

of sociolinguistics beyond measure, changing how we think about, and understand, language in social life.

He took his PhD at Ghent University in 1989, his dissertation a study of Swahili political discourse in Tanzania. From that moment he was indefatigable in pushing at the boundaries of the known. His research, teaching, and writing always challenged the *status quo*, while also acknowledging the lessons of history. For all that, it was discussion with colleagues and students that he claimed as his favourite activity. He asked some of the most intriguing, unexpected and thought-provoking questions, always in a supportive and motivating manner. An eternal, insatiable learner, he took pleasure in the generous exchange of ideas – what he called the ludic, fun, pleasure dimensions of academic life.
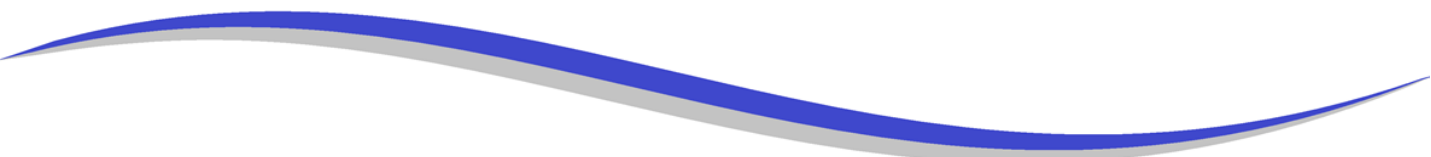
He spent a period as head of the Department of African Languages and Cultures at Ghent University; as Professor and Chair at the Institute of Education, University of London; and as Distinguished Professor at University of Jyväskylä. In 2007 he found a home as Professor of Language, Culture and Globalization, and Director of the Babylon Center for the Study of Superdiversity, at Tilburg University.

Throughout his career he held fast to core principles which guided his practice: to give, to educate, to inspire, and to be democratic. In his professional life he gave of himself beyond the reasonable. By his own nomination a knowledge activist, he made research and scholarship more than relevant, often going out to speak to non-academic audiences, including teachers, social workers, police, refugee support organizations, and many more.

He took his responsibility as an educator seriously. He expected the best of his students, believing that in aiming, as he said, an inch above their heads, they would respond by reaching for greater heights. He was rarely disappointed. As a researcher, a writer, and a teacher he opened up directions of thought, challenging existing formulations, always moving forward. Whether giving a keynote talk in a crowded conference hall, listening to a student in a tutorial in his office, or sitting in a research team meeting, he inspired with his energy, enthusiasm, and acuity. Indeed he took inspiration as a central instrument and goal of academic and intellectual practice. In his writing he led his readers to the limits of his own knowledge, gave us a glimpse of what lay beyond, and invited us to explore new intellectual domains.

A consistent theme throughout his scholarship was language and social justice. In his work, as well as in life, he was always ready to confront discrimination and inequality wherever he found them. He consistently worked with and for scholars and institutions in the Global South, building networks and partnerships, offering whatever support and assistance he could, and always learning. Academic partnership must be democratic at all times, never imposed 'from above'. For him knowledge earned through collaboration was the key to winning the fight for equality.

He found himself increasingly at odds with the formal strictures of the academy. He resisted what he saw as a new culture in the university, which insisted on competition, while restricting dialogue, collaboration, slowness, and time to think. He fought against academic publishing, which, as he saw it, had become a form of terror for young scholars,

rather than a force for creativity and liberation. His means of resistance was to make publication accessible to all. The *Tilburg Papers in Culture Studies Babylon*, which he founded and jointly edited, currently runs to 249 publications. In recent years, he spent considerable time and energy on *Diggit*, an online magazine providing an alternative platform for information exchange and debates on digital culture, globalization, and the arts.

To the end, his scholarship continued to provoke and inform, within and without the academy. In recent times he had taken forward the study of online-offline discourse in post-digital societies. Without question, his work will inspire and educate generations of students in the future. As a sociolinguist, applied linguist, ethnographer, and anthropologist, he was the leading scholar of his generation. We will miss him enormously.

He is survived by his wife Pika, and his sons Frederik and Alexander.

Memories of Laurent Nkusi

By Evariste Ntakirutimana (University of Rwanda) and Eddie Williams (Bangor University)

The Language in Africa SIG greatly mourn the passing of Professor Laurent Nkusi, whose work has had a significant impact on shaping contemporary African linguistics.

Born on the 20th of March, 1950, in the former commune of Gishamvu (Butare prefecture), now the District of Nyaruguru in the Southern Province, Professor Laurent Nkusi passed away on the 18th of May, 2020, in Kigali, Rwanda.

A highly regarded Africanist, he carried out his doctoral research in France. In 1976, he presented a higher level thesis entitled *The proverbs of Rwanda: an ethnolinguistic approach* (Paris X and EHESS no. 1278). In 1995, he defended his doctoral dissertation on *The syntactic analysis of Kinyarwanda, including dialects, and with special reference to the syntax of Rwandan oral literature forms*, at the University of Paris, V. Having been cruelly afflicted by the massacre of his family in the genocide perpetrated against the Tutsi, Laurent Nkusi subsequently found the strength to re-establish family life, and also to occupy positions of significant responsibility in the service of the reconstruction of his country:

1976-2000: Teacher and researcher at the National University of Rwanda

1997-2000: Founder and Director of the School of Journalism, National University of Rwanda

2000-2003: Minister of Land and Environment

2003-2008: Minister of Information

2008-2011: Academic Vice-Rector at the University of Agriculture and Technology of Kibungo (UNATEK)

2011-2019: Senator representing private higher education

Laurent Nkusi was among the first, if not the first, to have been promoted to the rank of professor in Rwanda. A gifted teacher, he guided many members of the Lexicology, Terminology and Translation Network (LTT) into African linguistics, such as his one-time assistants Jean de Dieu Karangwa (†) and Alphonse Kabano (†). Laurent possessed the essential characteristics of a first-rate academic: scientific rigour, a thirst for knowledge, relentless and voracious reading. To these qualities he added humanity, tolerance and humour.

Always discreet, and ever alert, he encouraged the efforts of the LTT Network to promote and to value scientific research in the heart of the African Great Lakes region.

Requiescat in Pace

BAAL Researcher Development Workshop Series 2021

By Sin-Wang Chong, Queen's University Belfast

The peer-review process is central to scholarly publishing and has been the longstanding method by which research knowledge is developed and enhanced. Because of its position as the central process through which research is vetted and refined, peer review should play a similarly central role in researcher training, although it rarely features. In particular, training and support provided to the most at-risk group in the peer-review process, that is, doctoral students and early-career researchers (ECRs), is minimal. Regardless of academic disciplines, doctoral students and ECRs are expected to publish high-quality research in high-impact journals to secure a tenured position in academia; at the same time, some of them are invited to serve as peer reviewers for journals. Both of these experiences require doctoral students and ECRs to be feedback literate - having the capacity and skills to respond to and give feedback.

In universities, training opportunities available for doctoral students and ECRs mainly focus on writing for publication. For instance, workshops and writing retreats are offered. Usually, these programmes focus on academic writing and research skills; but not on practical tips and strategies for addressing peer reviewers' feedback, let alone giving feedback as peer reviewers. Online peer-review trainings are also offered by some international publishers (e.g., Wiley, Taylor & Francis, Elsevier). Nevertheless, a close look at these online training modules reveals that they tend to be generic, catering for all academic disciplines, and focus on the logistics of the review process but not on developing young researchers' feedback literacy in the process. Because of the lack of peer-review feedback training available, it will be extremely beneficial to doctoral students and ECRs in applied linguistics to engage in dialogues with different stakeholders in this rather mystified process, including journal editors, peer reviewers, and authors. This serves as the impetus for organising a workshop series on feedback in the peer-review process of applied linguistics journals. Through workshops led by journal editors, peer reviewers, and authors, participants can expect to become more proficient in peer-review feedback by learning from first-hand experiences, feedback examples, and practical tips. Addressing a topic at the core of academics' lives and with speakers from Asia, Australia, New Zealand, United Kingdom, and USA, the workshop series will appeal to attendees in different disciplines and institutions.

Workshop	Speaker	Date	Time (UK)
2 Getting Published - Some Insider Tips	Prof. Hayo Reinders	5 March 2021 (Fri)	9:00 a.m. – 10:30 a.m.
3 How to Respond to Journal Peer-Reviewers' Feedback? A Tale of Two ECRs	Dr. Shannon Mason; Dr. Sin-Wang Chong	2 April 2021 (Fri)	1:00 p.m. – 2:30 p.m.
4 How to Give Constructive Feedback as a Journal Peer-Reviewer? A Tale of Two ECR Reviewers	Dr. Sin-Wang Chong; Dr. Shannon Mason	7 May 2021 (Fri)	1:00 p.m. – 2:30 p.m.
5 Training the Next Generation of Journal Peer-Reviewers: An Interdisciplinary Dialogue^	Dr. Wendy Green; Jisun Jung (Editors of the journal, *Higher Education Research & Development*)	4 June 2021 (Fri)	8:00 - 9:30 a.m.

Why and how the Rio Exploratory Practice Group is surviving in the pandemic

by: Judith Hanks on behalf of the Exploratory Practice Collective. Adriana Nóbrega, Atos Edwin Lucas, Giovane Amaro, Inés Miller, Isolina Lyra, Judith Hanks, Lucas Borba, Maria Isabel Cunha, Maria Cristina Góes, Thais Silva, Thiago Pereira, Vitor Azevedo Mourad, Walewska Braga.
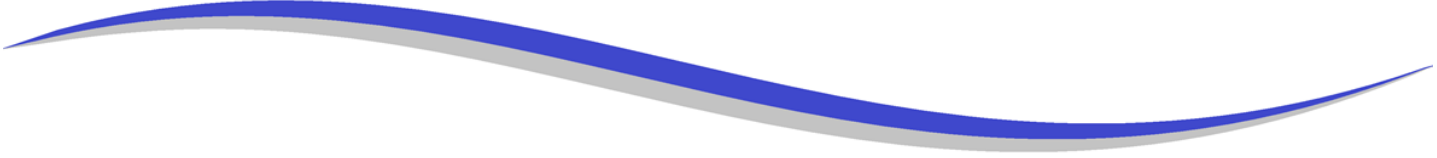
We are: An Exploratory Practice (EP) Collective, writing on behalf of many members in the Rio de Janeiro EP Group, composed of different generations of exploratory practitioners co-producing research in language pedagogy. Some of us are future language teachers, some have been teaching for many years – English, Portuguese, and Design. Some are retired. Some are Brazilian, others are British. All of us are learners; all are fully inclusive practitioner researchers in language education and applied linguistics.

We are writing from: Rio de Janeiro, Brasil. More than 195,000 COVID-19-related deaths recorded up to December 2020, an increasing unemployment rate, and an all-denying president known as "Trump from the tropics" mean hard times are harder.

Why we are writing: We intend to share what we managed to do during the pandemic in order to maintain our activities. On March 13, 2020, the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), where we have held our monthly meetings for more than 20 years, suspended its face-to-face activities. After consulting each other, 20 group members, involved in co-authoring a chapter on resilience, decided to start working via Zoom©, to meet our deadline. We continued meeting weekly to fulfil a series of commitments: (i) editing an EP e-book, entitled 'Why seek to understand life in the classroom?' (available soon) (ii) organizing and planning four live sessions about the '(New) Life in the Classroom', (iii) our 21st Annual Exploratory Practice Event (December 2020), 'Exploratory surviving in pandemic days'. We believe that all this was only possible because of the collegial involvement and democratic collaboration that permeates the work and life of the EP group.

The 21st Annual Exploratory Practice Event, the online version of our past events, happened at the end of the Brazilian school year, in early December, with 200 attendees. Retaining the structure of previous events, we organized morning and afternoon sessions. One of our inspiring principles is that teachers and learners, as exploratory practitioners, are the leading actors, displaying the ownership of their practices and ideas. We have therefore never felt the need to have an official plenary opening session, with a special speaker or university authorities, but we rather focus on the research, investigations, and questions of language teachers, teacher educators and, crucially, learners. Previously, EP Events opened with presenters (approximately 400 learners and teachers) setting up their posters, sharing their puzzles, their investigative work, and their collaborative understandings. In 2020, with 200 participants online, some EP members prepared a special retrospective video of previous flyers, programs, photos and posters. The combination of a well-known samba and the images created a welcoming emotional mood to celebrate the joy and beauty of life in the midst of the pandemic. Both morning and afternoon sessions offered concurrent virtual Workshops and Poster Sessions. These workshops were, as usual, planned by groups of students and teachers who drew themes from their lives inside and outside the language classroom. This year, the focus was on exploring the potential of the available technology while conceiving creative activities that helped us reflect upon pandemic issues (e.g., *cooking with memories; weaving words and affect).*

These ninety-minute workshops allowed participants to engage in reflection upon social practices from our everyday lives and language learning and teaching at school during lockdown. Such integration between people and their work for understanding the quality of their lives is at the core of the idea of Potentially Exploitable Pedagogic Activities (PEPAs), an exploratory way of being and working in the classroom. EP Poster Sessions are opportunities for participants to share understandings of puzzles related to life inside or outside their classrooms, by integrating pedagogy and research through PEPAs. Normally held in a large room resembling a 'greenhouse of learning opportunities', the poster session was re-designed and seventy digital posters were distributed into ten 'rooms' with a convener managing each session and group discussion. At the end of the day, we all joined in a plenary to express our reactions, feelings, and understandings about what we had just experienced.

Challenges: The most important challenge was the transition from a face-to-face event to a virtual one, keeping, above all, the essence, and the learner-centred focus, of previous Rio EP Events. As always, we worked collegially, in good spirits, allowing creativity to bond everybody as an inclusive community. Mindful of the struggles to access computers and internet, especially in state schools, we had considered cancelling this year's event, but decided to keep going. We did it for survival, for cooperation, for the will of doing it. We trusted our learners, teachers, and novice teachers. In previous events, there was already a cooperation movement, but in the online event, an even bigger cooperation phenomenon happened. The pandemic led to creative uses of technology so as to quickly adapt to current needs, especially in the field of education. Technology facilitated mobility: inside the event, participants felt freer to surf from one session to another; outside the event, it was easier for everybody to join regardless of distances. Has the magic of the PUC-Rio campus Event been replaced by the magic of the screen? The puzzle remains. Although technology had existed for some time, during the pandemic people explored the possibility of experiencing ubiquitous presence as they moved from one 'place' to another in seconds. This changed our EP way of interacting: we adjusted our organizational practices to create opportunities for stronger autonomy by involving our university students as new group members, who became responsible for web dissemination. This was an enormous gain for the life of the group, and one we wish to retain. Despite feeling gratified about our achievements, we missed the significant participation of learners from schools. We had anticipated that being online would integrate the 21st Event into regular classroom activities, thus encouraging a higher student attendance rate. This did not happen because of poor internet and computer access. However, one of our greatest pleasures was to witness the enthusiastic participation of university-based future teachers from PUC-Rio and the State University of Rio de Janeiro (UERJ) who shared their experiences with EP in their teacher education and professional contexts.

Conclusion: We believe in surviving by facing our challenges, puzzling about pedagogy, and developing learning opportunities with our colleagues, learners, teachers. State school teachers and learners have little-to-no government support for online education. Private and state sector schools may be missing on opportunities to reinvent themselves by developing innovative pedagogic practices. The pandemic rages, but despite the chaos and suffering, we highlight that learning, teaching, education and research are resilient, and ongoing.

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Research News

Tracing the causes of the rise of English as an international language

By Anna Kristina Hultgren (The Open University)

The rise of English as an international language

The number of people who speak English around the world is now estimated to have surpassed two billion (Crystal and Potter 2020), a fourth of the world's population. There is considerable debate about the consequences of the global spread of English for polities, societies, cultures and other languages around the world. Whilst many express concerns over fairness and equity and the potential loss of local languages, cultures and knowledge, others emphasise the benefits of having a shared language and view English not as replacing but as enabling multilingualism by bringing together, physically and virtually, people with diverse linguistic and cultural backgrounds. Linguists have recently sought to move beyond such debates by re-theorizing 'language' and 'linguistic norms' to make such concepts fit for purpose in a world where multilingual speakers, who have English as their second or foreign language, constitute the majority (Makoni and Pennycook 2006; Jenkins 2015; Li Wei 2018; Kimura and Canagarajah 2020). Where to date most linguists have focused on the *consequences* of the rise of English, there has been much less progress in tracking its *causes*, possibly because it is seen as beyond the remit of Applied Linguistics. What we do know is that the spread of any language is intimately linked with the political and economic power of its speakers (Phillipson 1992). The arrival of the Saxons, the Angles and the Jutes took English, or rather some form of it, to the British Isles in 449 AD. From the 17th century, British imperial expansion took the language to settlements around the globe; the industrial revolution from the 18th century solidified English as a language of scientific progress whilst the more recent rise of the US as a global superpower has reinforced its power and appeal. However, unlike in previous generations, where power could be more easily associated with particular nation states, in our contemporary globalized world, power is much more diffuse, distributed and not easy to pin down. In this project, therefore, we will ask: Who, if anyone, makes decisions that cause the English language to spread, and what exactly are those decisions? Is it even possible to identify them?

English as a Medium of Instruction in Higher Education

To begin to tackle this monumental question, we will study a domain in which English has risen considerably in recent decades: higher education. The project sets out to identify, with greater precision than hitherto, the underlying drivers of the expansion of English as a Medium of Instruction in higher education. To do this, we will take a novel approach. Firstly, we will focus on *decision makers*, those in power, in our case, higher education policy makers and university leaders, rather than what has previously been the case in the English as a Medium of Instruction literature: lecturers and students. We believe it is by uncovering the priorities in contemporary academic governance that we can truly begin to understand what drives the rise of English as a Medium of Instruction. Our driving hypothesis is that English as a Medium of Instruction is at least partially an unintended consequence of an approach to university governance that focuses on key performance indicators, metrics and governance by numbers. Secondly, we will adopt an interdisciplinary approach, borrowing theoretical and methodological frameworks from political science and applying them to linguistics. Political scientists have well-established ways of examining systems of governance and the actions of decision makers. Specifically, we will be using a combination of methods called process tracing and qualitative comparative analysis to systematically trace in a detective-like manner the (sometimes hidden) links between a decision and its outcome. We will ask questions like: Is the introduction of English-Medium Instruction encoded in institutional documents or does it happen as an unintended consequence of other decisions? Which academic governance systems are particularly conducive to driving English as a Medium of Instruction?

Outcomes

For some time now, there have been calls for Applied Linguists to engage with the political economy to better understand the linguistic and communicative consequences of globalization (Block 2018; Ricento 2015). This project is an attempt to take this call seriously. We hope that the outcome will offer a better understanding of the factors that cause English, or any language, to spread, and what, if anything, can and should be done about it. Beyond addressing such questions that intrigue linguists, however, we also hope that the project will offer insights of broader relevance into how current modes of governance in higher education may have (perhaps unintended) linguistic, educational, professional and societal consequences. By focusing on language shift in the higher education sector, we believe that Applied Linguists can illuminate previously hidden decision-making processes, thereby making a valuable contribution to debates about the purpose and role of universities in contemporary society and how they are best governed.

The project

The project ['English as a Medium of Instruction in European Higher Education: Challenges and Opportunities for Europe and the UK'](#) is an interdisciplinary project that brings together linguists, political scientists and key stakeholders. Led by [Dr. Anna Kristina Hultgren](#), the project is funded with £1.4 million by the [UKRI Future Leaders Fellowship](#) scheme. It runs for four years 2020-2024, with the prospect of another three years funding 2024-2027. The project combines in-depth case studies in six universities in Europe with cross-case comparisons of fifteen universities. We are currently a team of six European collaborators, four international stakeholder organisations, and we are in the process of recruiting two PhD students. We will also recruit three postdoctoral research associates in the near future. If you are interested in working with us, please look out for opportunities on the BAAL mailing list.

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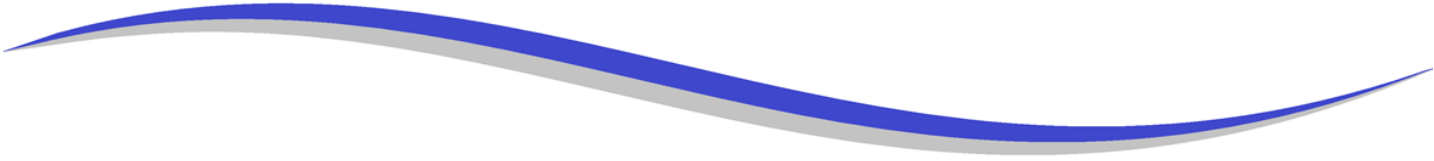
COVID-19 Challenges and our Success Stories

Attempting to understand the 'unnatural' online teaching environment: Reflections from an English language teacher educator

By Benjamin Luke Moorhouse (Hong Kong Baptist University)

COVID-19 has had a profound impact on how I teach and what I research. I have always considered myself to be an energetic teacher educator who is passionate about his job. I feel really lucky to play a part in preparing future language teachers for the classroom. I always try to create a positive learning environment where the relational dimensions of teaching and learning are central. Indeed, caring for and about my learners is core to my teaching philosophy. In the face-to-face classroom, a teacher's care can be exhibited in different ways, for example, engaging in casual chats, checking on students who are absent, respecting different opinions or bringing snacks for everyone to share.

When universities in Hong Kong suspended face-to-face teaching and we moved to synchronous online teaching through video-conferencing software in response to the restrictions necessitated by COVID-19 in February 2020, I suddenly felt the thing that excite me and motivate me to teach, the relational aspect of teaching, had gone. Sat in my office, talking to the computer made me feel isolated, alone and lacking the data I need about my learners (e.g., ideas, body language) to foster a sense of care for them beyond the superficial. Rather than looking forward to lessons, the opposite became true. For the first time in my career, I started to see teaching as a chore. I did not have the skills I needed to be an effective online teacher and had many questions that I struggled to answer, for example: How do I facilitate interactions between learners who are physically ad relationally distant? How do I show care for my learners online? What do students expect of me and what should I expect of them during online classes? How do I assess their understanding and needs? As the effects of COVID-19 continued to disrupt education, I knew I had to do something to re-motivate myself and adaptively adjust to this 'unnatural' teaching environment.

Therefore, I focused my energy on developing better strategies to teach synchronously online. I had no choice about the mode, nobody did, so I wanted to improve my own practices and help other teachers who were struggling like me. Over the last year, I have engaged in a number of research projects to better understand different aspects of online English language teaching and teacher education. For example, Prof. Steve Walsh (Newcastle University), Yanna Li (The University of Hong Kong) and I have explored the competencies English language teachers need to effectively utilize interaction for language learning during synchronous online lessons (Moorhouse, Li & Walsh, in press).

With Dr. My Tiet (The University of Hong Kong), I have conducted a self-study of our attempts at implementing a pedagogy of care during our synchronous online teacher education courses (Moorhouse & Tiet, under review). By focusing my energy on trying to answer the multiplicity of questions that COVID-19 has brought, I have regained some of the excitement in teaching I had pre-pandemic. I also see, when done well, the huge potential of synchronous online teaching. It provides flexibility and increases access – allowing many more people to benefit from our courses and programmes. Importantly, it has provided a way for us to continue teaching throughout the pandemic - bring a sense of 'normality' to our students during these 'abnormal' times. As a teacher educator, I am aware of the important role, I have, in helping teachers develop the skills required for synchronous online teaching. Personally, I still find teaching online 'unnatural,' have difficulty feeling the same sense of care, and do not get the same satisfaction from it. However, through conducting research and sharing my own challenges and practices with the community, I feel that I am helping others navigate this new 'normal'.

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The Success of Applied Linguistics

By Li Wei (University College London)

Covid has presented unprecedented challenged to all of us, to which the applied linguistics community in the UK has responded extremely well. First, the expertise in technology-mediated pedagogies that applied linguists have developed over the years have contributed and are continuing to contribute to the urgent need to move teaching online. Our staff have shown an impressive level of resilience and creativity. At the UCL Institute of Education, colleagues in the Centre for Applied Linguistics have been leading the way in adapting IOE-wide teaching programmes to the fast-changing environment. In particular, our work on multimodal learning and communication has shown to be very relevant and useful to both staff and students to develop new strategies to manage teaching and learning multimodally. We have also contributed to alternative ways of language assessment for admissions of international students.

Applied linguistics research has also demonstrated its relevance and impact during the COVID pandemic. Two areas of work stand out. One is health and healthcare communication. From the messaging of government policies and rules, to the public understanding of science surrounding COVID, applied linguists in the UK and elsewhere have contributed to the discussions and debates through working with policy makers and stakeholders but also through social media. The work by colleagues at UCL, Lancaster and elsewhere on the use of metaphors in health and healthcare communication in particular raised the public awareness of the relevance of applied linguistics.

The other significant contribution made by applied linguists concerns intercultural communication. Covid-19 is a global pandemic and is affecting the lives of people across the world. Intercultural understanding of the pandemic, the differences in responses to it in different cultures, the racism and nationalism that have been triggered by the pandemic, and the effects of the pandemic in the UK on international students in particular are just some of the topics that applied linguists are working on through funded research projects, publications, social media postings and activist work. A very timely book, led by Rodney Jones with an international team of applied linguistics, entitled Viral Discourse, is being published by Cambridge University Press in its new Elements in Applied Linguistics series. The book examines different aspects of the pandemic, from the debate over wearing face masks to the metaphors used by politicians and journalists in different countries to talk about the virus. Each of the ten pieces in the book makes use of a specific approach to analysing discourse (e.g., Critical Discourse Analysis, Genre Analysis, Corpus Assisted Discourse Analysis) and demonstrates how each approach can be applied to data. The book and all the other works that applied linguists are doing during COVID demonstrate once again that Applied Linguistics is concerned with finding solutions to real-world problems.

Podcasting through the Pandemic

By Matthew W. Turner (Toyo University), Robert J. Lowe (Tokyo Kasei University)

Podcasts have experienced a resurgence in popularity and significance since the onset of the COVID-19 crisis. Global listening figures have increased by a reported 42%, with downloads of educational podcasts rising as much as 20%. To meet this demand, podcasters have had to adapt approaches to producing content, particularly through audio-conferencing tools. Our podcast - *The TEFLology Podcast,* created along with our colleague Matthew Schaefer - has not been unaffected, but the pandemic has ensured some exciting new opportunities, too.

The TEFLology Podcast started in 2014, and consists of theoretical, pedagogical, and historical discussions between the three hosts, as well as conversations with notable practitioners and researchers. For us, the podcast is an independent and sustainable form of professional development, which provides opportunities for dialogic reflection whilst helping us to grow as educators and maintain an interest in our field. For listeners, podcasts function as an accessible learning resource. Podcasts also aids the dissemination of research and knowledge, and promotes communication within communities of practice.

Pre-pandemic, we almost entirely met in person to record episodes, and our interviews were nearly all conducted locally at conferences. At present this is not possible, and we have instead taken to podcasting remotely. This means we have been able to connect with new people and explore topics that we may otherwise not have. Fittingly, one of our first online interviews was with Russel Stannard, a prominent voice in EdTech from the U.K. We talked to him about moving courses online and implementing classes in a virtual environment, providing a timely opportunity to learn about online teaching from a trustworthy figure. Another interviewee was Sulaiman Jenkins in Saudi Arabia, who spoke to us about issues of race and native-speakerism in ELT - relevant issues considering the global prominence of the Black Lives Matter movement. The ability to interview people at a distance gave us more freedom to be responsive to these topics as they arose.

The pandemic also spurred us to experiment with new episode formats. Two of the episodes released in 2020 were collections of responses from contributors. One of these was a set of narratives from teachers regarding their experiences with emergency remote teaching, while the other was a report on activities by the *TEFL Workers Union* in response to questionable behaviour by language schools during the pandemic. These episodes brought together a unique collection of voices on shared themes, and this was a format which we were compelled to experiment with in response to the pandemic. Another first was a three-part 'live' episode. For this, we invited guests located around the world to discuss various topics of interest, and shared a link to the recording session on social media. This episode featured ourselves, our guests, and also several listeners who dropped in to ask questions and contribute, a mix which would have been impossible had we not been forced to change up our recording routine. We will therefore maintain our newly discovered freedom and creativity found during the pandemic, as we progress with our podcasting journey and broaden our project's scope.

Doing a part-time PhD from overseas during the COVID pandemic: Some personal reflections

By Takumi Aoyama (University of Warwick; Shinshu University)

For everyone working in the field of applied linguistics, including PhD students, 2020 was a difficult time. In this commentary, I share my experience of doing a PhD at such a time of crisis as a part-time student working from Japan. I have been working on this PhD part-time at the University of Warwick for several years while working full-time as a lecturer at a university in Japan, and COVID has certainly changed my PhD student life

Before COVID, regular tutorial meetings with my supervisor were done online at night after work (morning in the UK). In addition to regular online tutorials, I would visit Warwick campus for about a week to have several face-to-face meetings at least once a year before/after attending conferences in the UK (e.g., BAAL). The last time I visited the university campus was just before the travel restrictions were imposed, and therefore I have not had any face-to-face tutorials for almost a year.

So, how has COVID affected my PhD life? —there was no trouble at all continuing the PhD part-time with the same style of supervision as before COVID. Also, the impact of COVID on my research project was minimal, and I only had to make a minor change to the plan. On the contrary, my teaching job in Japan was largely affected by the situation. Because of the mode of teaching at my institution in Japan I had to spend most of my time preparing for online teaching. So, juggling work and PhD at the time of COVID has certainly been a tough challenge

However, while the spread of online teaching and online meetings have had some negative effects on my work, I believe that there are some positive effects. One obvious aspect is that it has become much easier to attend conferences and seminars held in different international places. Before COVID, it was difficult for me as a student based outside of the country to attend events to obtain information relevant to my research project. However, now that conferences and seminars are held online, I can join academic events more easily than before. Also, opportunities to attend small seminars hosted by many different universities (e.g., CAL Seminar Series at the University of Warwick) have arisen. Of course, attending events in the middle of the night with a cup of coffee is sometimes hard, but undoubtedly being able to learn from established academics without making expensive trips has many advantages for part-time students.

Another point relates to networking with other students. My concern at first was that I would not be able to communicate with PhD colleagues as actively as I used to. However, my colleagues have set up a PhD student group on Teams, and now they organise online study sessions and social events regularly. Although I miss the times when I visited the campus working, and chatting with colleagues face-to-face in a research environment, now there are plenty of opportunities to keep in touch with my colleagues while studying at home in Japan.

 In short, COVID has brought about significant changes both in my life as a PhD student and a university lecturer. Nevertheless, these changes have not been necessarily negative, and we can turn some of these into positives. I am hoping that PhD students, including myself, will be able to continue stay strong despite the COVID crisis.

Successful PhD viva during COVID

By Chris Martin (University of Wolverhampton)

The year 2020 was certainly a challenge and the pandemic has forced us to make significant changes to our personal and professional lives. It also happened to be the year of my 'writing up' period for my Professional Doctorate in Educational Enquiry at the University of Wolverhampton. I was incredibly lucky to have avoided any complications with my data collection caused by the pandemic and due to (thanks to?) lockdown, I was able to spend quality time on completing the write-up of my EdD.

Technology has played a huge part in helping me to succeed in my academic studies through the engagement with online communities of practice, and the proliferation of online conferencing platforms has certainly brought us closer together where geography posed a problem. I am very fortunate to be part of a supportive, online community of practice through which I have met some amazing people who offered a helping hand in preparing for my viva voce examination. Having a practice viva with a doctoral peer residing in Abu Dhabi is a fine example of this supportive network of individuals with whom I was able to maintain contact and engage throughout the duration of the pandemic.

I was quite anxious of the prospect of completing an online 'virtual viva voce' having built myself up for a traditional 'face-to-face' experience. There was also, of course, the ever-present risk of technology failure during the viva which, thankfully, did not occur. My examiners were incredibly welcoming and quickly put me at ease before embarking on the discussion of my thesis. Despite taking place during a global pandemic, from submitting my thesis electronically to having my viva online, the whole experience was positive and resulted in my being awarded the Professional Doctorate in Education which was conferred in December 2020.

A global pandemic will undoubtedly have implications on all stages of the doctoral research process, whatever stage you are at and many will be in the process of making changes to methodologies and data collection in order to mitigate the circumstances brought about by COVID-19. As such, the pandemic has made us consider and explore other avenues and methods of inquiry that we may not have considered previously which would, in turn, enhance further our understanding of the research process.
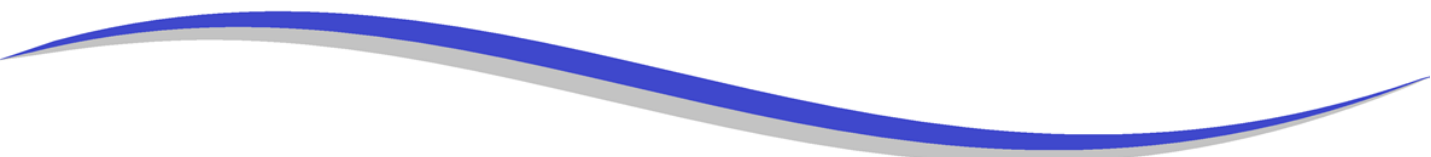
Researching/disseminating teacher wellbeing during times of COVID

by Dr Judith Hanks (University of Leeds), Dr Sian Etherington (University of Salford), Dr Eman Al-Shehri (King Abdulaziz University), Dr Rachel Mathieson (University of Leeds), Professor Chris Forde (University of Leeds)

In 2020-21, with COVID-19 raging, challenges to our wellbeing and quality of life have become ever-more relevant in applied linguistics. We present here an account of how we continued our research, teaching and meetings despite (perhaps even because of) the pandemic. We (Judith, Sian, Eman) had almost completed our British Council ELTRA funded project *'Sticky Objects' and Pathways to Wellbeing and Resilience: Teacher understandings of and practices in positive psychology in their classrooms,* when the first whispers of a new virus began to circulate. As the virus spread, countries went into lockdown, and teachers faced new challenges as they either moved to online teaching (in some cases with just 48 hours' notice) or continued face-to-face teaching with new (sometimes confusing) guidelines about how to stay safe in the classroom. Stress levels were high, and many teachers reported feeling anxious and exhausted. In this frightening atmosphere, educational institutions began to recognise the need to pay attention to teacher wellbeing.

In our situations (one in Saudi Arabia, the other two in the UK), we could have simply submitted our report, and focused only on 'survival teaching'. However, during the first weeks of lockdown, we realised that we wanted, *needed,* to keep our research activities going. We therefore continued to meet regularly online, and shared thoughts about what aided our own wellbeing. Some of us continued using the Diaro App to record diary entries and photographs of what made us happy. Whether positive feedback from a student/colleague, or a picture of children's chalked rainbows on the pavement, these small matters enhanced our quality of life (see Allwright & Hanks, 2009; Hanks 2017). Consequently, we increased the frequency of our meetings to weekly Zooms and emails. We heard from some participants that they, too, had decided to continue with the Diaro entries as a way of coping. Our students wrote to us, expressing appreciation for the care for their wellbeing that we had expressed. We received invitations to present our work (virtually) at Webinars for organisations such as the White Rose Doctoral Training Partnership (13 May 2020), NATESOL (16 May, 2020), and the British Council (9 December 2020). These attracted great interest, with the latter hosting more than 530 participants from 60 countries in the Global South, North, West and East.

Concurrently, Judith continued work on her ESRC IAA funded project, charting *Teacher Wellbeing and Burnout*, with colleagues Chris Forde and Rachel Mathieson. We switched to online interviews, and although our face-to-face stakeholder meetings and gatherings in Leeds and London were indefinitely postponed, we were able to share ideas, invite comments, and summarise teacher experiences online. At a time when the best advice for non-medics, non-healthcare staff, was to stay home, we felt it was crucial to record teachers' experiences of teaching during lockdown. In the UK, for example, although most children were told not to go to school, the children of keyworkers, and vulnerable children, did go to school, and their teachers were there for them.

Crossing oceans virtually, we applauded our colleagues, most notably the Rio Exploratory Practice Collective, who continued with their Exploratory Practice 21st Annual Event in Brazil. Here teachers and learners presented and discussed their multimodal, multilingual creative work as they investigated why and how they continued learning and teaching during such difficult times. Our colleagues in Finland, Japan, Spain and the UK, shared their Exploratory Practice work (see https://www.fullyinclusivepr.com/) as we all continued puzzling, working together for understanding, and supporting one another. We hope to present our various projects at the Fully Inclusive Practitioner Research Symposium, AILA 2021.

What is becoming increasingly apparent from this work is that wellbeing is not merely a matter of institutions providing flapjacks, coffee mornings or yoga (welcome though these may be). Rather, wellbeing is an aspect of quality of life which both enhances and is enhanced by human relations. We have noticed the strengthening of our sense of belonging in our communities of practice (Lave & Wenger, 1991; Wenger 1998). Our feelings of respect and affection for one-another have grown as we have continued to research (with or without funding) together. Thinking collaboratively about publications and protecting the crucial space for research to take place has significantly enhanced our quality of life. Our findings indicate that sincere acknowledgment and thanks for a job well done under difficult circumstances, are highly valued by students and teachers alike. Expressions of care and support (practical, financial, and emotional) during times of hardship are essential, but concrete support is also needed. Institutions need to pay attention to, and prioritise, spaces (physical and virtual) for staff and student wellbeing, and provide security of employment if they are to survive. There is an urgent need for continuing research into the ways in which positive emotions, quality of life and wellbeing are significantly affecting our ability to teach, research, learn.

'Going virtual' during Covid-19

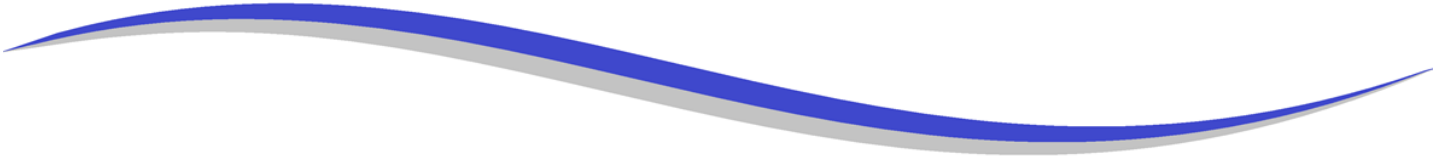## By Sara Ganassin and Müge Satar (Newcastle University, UK)

The opportunity to be mobile, attend on-site conferences, work with partners from all over the world and visit each other's institutions is key to intercultural communication research. It is also, maybe, an opportunity that many used to take for granted before the Covid-19 crisis. Here we share how the Covid-19 events forced us to think about alternatives to 'make (research) things happen' as we shifted to online mode with a large research project and an academic conference without much prior planning for such a shift.

Securing funding can be hard for early career researchers. I (Sara) was enthusiastic when, in autumn 2019, I was finally able to conduct a project on opportunities and issues in internationalisation of Chinese higher Education. 'Enhancing Internationalisation of Chinese Higher Education Institutions: An Intercultural Approach, 中国高校国际化建设：跨文化的路径' is a partnership between the School of [Education, Communcation and Language Sciences](#) Newcastle University, UK and the [English Department](#), Harbin Institute of Technology (HIT). The project focuses on how the physically non-mobile majority of Chinese students and staff understand and experience internationalisation.

Our (Sara and Müge) original plan included three trips to Harbin, in north-east China, to collect qualitative data and to deliver a series of virtual exchange (VE) data collection workshops. Virtual exchange (also known as Collaborative Online International Learning (COIL), Globally Networked Learning, or Telecollaboration) extends opportunities for intercultural and transnational learning to students within the curriculum of college and university classrooms. The second phase of the project explored how VE might generate inclusive international and intercultural experiences for students and staff members who cannot take part in international physical mobility programmes for various reasons (e.g., caring duties and limited financial support).

I (Sara) managed to complete my first of three trips to Harbin, just before the Covid-19 crisis became a reality in late 2019. We (Sara and Müge) had just bought our tickets for the second trip, when it became clear that the situation was not going to improve and that we had to either postpone the trip and lose the research momentum or to think of a plan B. We decided to move the second phase of the data collection online with 2 online sessions via zoom and some pre-training tasks. Finding a suitable platform for everyone, managing time-zone differences, and recruiting participants were some of the issues that we encountered. However, this was also a positive experience as we could demonstrate, to a certain extent, what a VE between students would look like and what unimagined opportunities it may offer.

Our second major challenge was organising the [International Virtual Exchange Conference (IVEC) 2020](#). IVEC is the largest and most prominent event on VE, providing a forum for an international audience of deans, internationalisation directors, faculty, instructional designers, administrators, and professionals interested in technology, international education, and innovative pedagogies. The conference theme was Towards Digital Equity in Internationalisation, and the Newcastle University team, led by Müge, had began to plan for an on-site event in

collaboration with the State University of New York (SUNY) COIL Center, DePaul University, UNICollaboration, Drexel University, University of Washington Bothell, East Carolina University, Durban University of Technology, Universidad de Monterrey, and Federal University of Pernambuco.

In March 2020, preparations were well under way and the organising committee had to choose between postponing/cancelling the conference or 'going virtual'. None of the partners had substantial experience organising a large event online and challenges included identifying a reliable platform, supporting attendees to deliver online presentations, moderating parallel sessions, limiting attendees' screen fatigue and, above all, recreating a sense of community without a physical dimension.

Due to COVID-19, IVEC 2020 took the shape of a full online event and was held between the 14 and 16 September 2020. We virtually welcomed 495 delegates from 47 countries, to discuss the current state and the future of online intercultural communication and collaborative learning. Although the organising committee was disappointed not to be able to host the delegates on site, our concerted efforts led to over 90 pre-recorded presentations, 27 live workshops/symposia, 15 live networking/social sessions and a variety of other opportunities for collaborative and reflective dialogue.

We cannot certainly say that 'going virtual' is a one size-fits-all approach to successful research. Spending face-to-face time with colleagues, meeting participants in person, and being with others in a physical space is incomparable, and we certainly look forward to re-gaining some sense of 'normality'. However, 2020, in many ways, pushed us to think creatively about overcoming challenges and make a virtue out of necessity whilst discovering and capitalising on new opportunities.
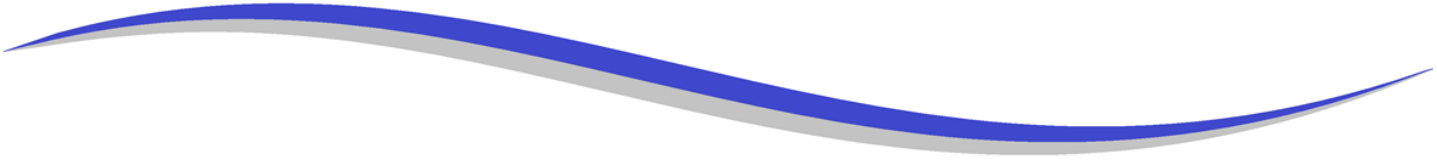
Book Reviews

Naji, J., Subramaniam, G. and White, G. (2019). *New approaches to literature for language learning*. **London: Palgrave Macmillan. ISBN: 9783030152550. 224 pages.**

This book, with its nine chapters, offers insightful ideas for anyone who believes in the transformative effects of language education and who thinks that the time has come again for allowing more space for literature and creative ways of meaning-making in language learning. In each chapter, the authors raise questions for readers to reflect on in their own contexts and suggest practical ideas and tasks using a wide range of excerpts from classics, contemporary and digital literature, and multimodal texts.

In Chapter 1, the authors re-evaluate the long-forgotten benefits of using literature in language education, discuss the issue from the perspectives of both teachers and students, and come up with novel reasons. The authors argue that the skills required to cope with 21st century realities, such as "creativity, imagination and criticality, problem-solving, collaboration with others in a team, lifelong learning and flexibility" as well as "building relationships and communities and understanding notions of identity and cross-cultural issues" (p.15), can be gained through developing new literacy skills by using all genres of literary texts, multimodal texts, and digitally produced literature.

In Chapter 2, the authors invite language teachers to use literary texts as a means for wider learning opportunities rather than simply as materials providing authentic language input. They present snapshots from their own teaching experiences. Regarding teachers' possible concerns about the complexity of language used in literary texts, the authors encourage language teachers to work on the literary devices in the texts and to discover with their students how these novel and more aesthetic ways of saying everyday things create particular impacts once they provide the necessary support for students to understand the general idea and the language of the text. The authors offer hands-on lesson plans foregrounding a variety of literary devices, and toward the end of the chapter they demonstrate how literary texts can be use to develop the four language skills. The authors also propose alternative ways of using the available corpora, translated versions of texts in L1, translanguaging, and abridged versions of the literary texts.

Chapter 3 discusses the teaching of literature from two perspectives: literature with a big "L" which is "studying literature as a subject matter" and with a small "l" which is "using literature as a resource". The authors suggest a combination of both, and they use a "text-centred approach" for the former and a "literary critical approach" for the latter. They provide a very detailed set of guidelines and tasks to demonstrate how these approaches can be utilized to promote literature appreciation, language awareness and language development. This chapter is particularly useful for teachers with an ELT and applied/linguistics background, because the authors make literary theories such as Stylistics, New Criticism, Formalism, Deep Structure Models, Post-structuralism and Cultural Studies intelligible for the readers and show how texts can be reread with these theories. "The points of engagement" section is particularly helpful, with questions about ethnicity, race, culture, gender, history, psychology, and ecology to be employed in the analysis of texts within the framework of literary theories, along with sample excerpts from classics and contemporary fiction.
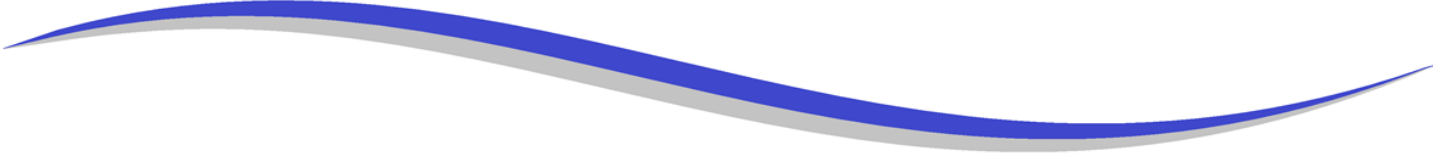
In line with the required 21st century skills, Chapter 4 provides a rationale for developing students' intercultural awareness via literature. With an emphasis on critical approaches to the cultural content in texts so as not to impose particular ideologies on students, the authors provide several innovative ideas for using multimodal adaptations and rewritings of classical texts and familiarizing students with postcolonial literature. The authors also discuss the legitimacy of the ideological and West-white-male dominated literary canon and suggest the use of multimodal forms of popular fiction/texts along with the classics to embrace students' reading and meaning-making processes outside the classroom.

Chapter 5 starts with the definition of electronic literature entailing both "digitised literature"—literary texts shifting to digital platforms—and "born digital literature" (p.100). The authors provide a wide array of hypertext fiction/ hyperfiction and interactive fiction in which readers can become active agents working collaboratively with the author in the development of the narrative, and they inform teachers about how mobile phone novels, virtual reality and augmented reality can be used in language classrooms. Acknowledging the "privileged and often monocultural nature of digital access" (p.122), several engaging web links and applications are presented throughout the chapter. I find this chapter very useful particularly for those who are not familiar with the gems available in the digital world.

In Chapter 6, the authors focus on the democratic and empowering effect of digital and non-digital reading communities where everyone is heard by her/his interpretation of a text and the authors explore how these platforms enable students to become autonomous learners. The authors provide a list of digital reading communities where the reading activity becomes a more collaborative, communal task. They suggest ways of establishing digital reading communities where students can have the opportunity to share their reading experiences, overcome linguistic and cultural barriers in understanding certain aspects of the texts, or create their own vlogs and online book clubs. The chapter ends with suggestions for engaging students in community readership and the "participatory culture" of Instagram poetry and Slam poetry.

In Chapter 7, the authors focus on ways of developing multimodal literacy skills by showing alternative ways of meaning-making and analyses of semiotic resources at affective, compositional and ideological levels. They explain with several tasks how teachers can make use of non-linear graphic novels and digital/transmedia storytelling, whereby students can play with literary texts actively by participating in the narrative and creating new modes using the available media.

Chapter 8 is about new literatures in new Englishes, which I think is a follow-up of Chapter 4 as it challenges the conventional "parameters" of the literary canon. The authors suggest teachers should go beyond the literary canon and broaden their students' horizons by familiarizing them with literature born in Outer and Expanding Circles reflecting diverse cultural realities, local literary traditions and varieties of English. The authors acknowledge that teachers may refrain from using literary texts emerging from these contexts as they may contain nativized, presumably non-standard, forms of English, and thus leave the matter to teachers' choice. However, they also demonstrate that familiarizing students with different varieties of English would only enrich students' understanding of other cultures and allow a space for students to reflect on and express their own realities more at ease and with confidence, as these literary texts embody themes and language use akin to that of the students. Examples of nativized versions of Anglophone literary texts, texts combining Anglophone traditional genres with local ones, and

sample texts including themes such as memory, language and identity which can enhance students' understanding of the world and their language learning experiences are provided in the chapter.

Chapter 9 "Literature and Personal Growth" functions as the concluding chapter of the book. Echoing the argument in Chapter 1 with more detailed guidelines, Naji, Subramaniam, and White draw attention to the communication and thinking skills that one needs to survive in the 21st century. They argue that inherent characteristics of engaging with literature—understanding of the self, the other and the human condition—will equip students with the necessary resources and skills that they need to make sense of the rapidly changing world not only at a personal level, but also at societal and global levels. As creativity is considered to be one of the most essential skills of the 21st century, the authors suggest several creative writing tasks and sample activities leading the way into self-discovery and personal growth for students with diverse needs and intelligences.

I believe both language teachers and literature instructors can benefit from this book to a great extent. I particularly recommend the book to those who teach language skills courses, creative writing and EAP courses and to those who are interested in new digital literacies.
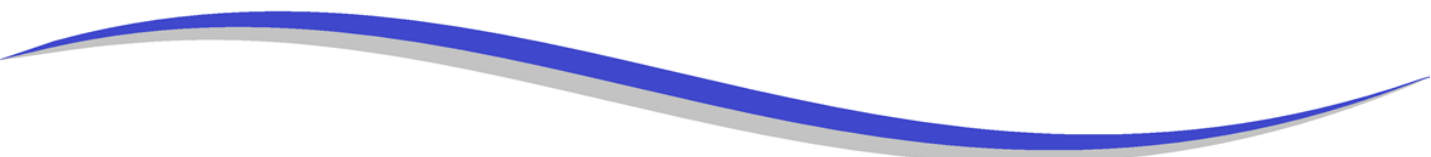
Derya Altınmakas, Istanbul Kültür University

Farrell, T. S. C. (2019). *Reflective practice in ELT*. **Sheffield: Equinox. ISBN: 139781781796542. 179 pages.**

This book is a timely exploration of the phenomenon of reflective practice (RP) which has proliferated in many disciplines – and their assessments – in higher education in the UK. This is evident not simply in fields such as education or social work, but across the board. Readers may be familiar with reflection from TESOL programmes, but also through teacher accreditation schemes in which academics are encouraged to engage in a form of RP; albeit what Farrell might describe as a 'checklist' approach to reflection. Here the focus is on RP in ELT, and the introduction promises a welcome level of criticality.

Chapter 1 explores the problematic issue of what reflection and reflective practice are by considering various definitions and a first look at selected models of reflection with an indication of their inspiration and influence. The chapter finishes by outlining the author's own 5-level/stage model of reflection, with its focus on teacher development and RP as a way of life.

Chapter 2 provides accessible summaries of different typologies/models of reflection, usefully highlighting points of differentiation. Starting with the two most influential on Farrell, Dewey's important contribution is described as proposing a form of reflection involving "active, persistent and careful consideration…" (p. 30) and that is evidence-based; thus moving beyond a 'thinking deeply' approach. Schön's principal contribution is noted as his conception of 'reflection-in-action', which explores how professionals 'think on their feet' at work. The importance of experience is noted in Kolb's model, while Gibbs' six-stage reflective cycle includes feelings, evaluation, analysis and an action plan, explaining its frequent use in education as a guide to levels of criticality in reflection. Johns' model is noted for its approach to RP as "a way of being" (p. 41) and Brookfield's for encouraging teachers "to examine the assumptions that underlie their practices" (p. 42).
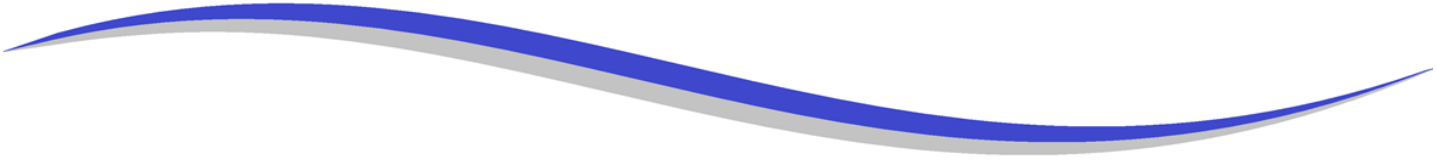
The second part of Chapter 2 reviews Farrell's early model (2004) and his latest model (2015). He concludes that the former was too focused on practice rather than the teacher as a person and did not address new teachers. His inspiration from a range of models led to his Framework for Reflecting on Practice with its five levels/stages: philosophy, principles, theory, practice, and beyond practice. 'Philosophy' encourages teachers to reflect on their own assumptions and beliefs. 'Principles' involves teachers reflecting on their conceptions of teaching and learning. 'Theory' concerns the official and unofficial theories learnt in formal education or through experience. 'Practice' involves reflection-on, -in and -for-action, thereby attempting to cover all ways of reflecting on practice whether past, current or future. 'Beyond practice' encourages teachers to examine the wider social/political context that impacts their practice. Farrell describes this as critical reflection, although it is not clear why other stages could not be labelled 'critical'. The chapter finishes with a review of the impact of key models on RP in general and Farrell's thinking in particular. Emphasised are the elements of rigour; evidence-based reflection; the comparison between what teachers say they do and what they actually do; the role of emotions; reflection as a way of life; and inviting colleagues and students to contribute their thoughts about our teaching. Also reiterated is the need to view the teacher as a person not separated from the act of teaching, thus avoiding seeing reflection as a tool to fix problems in teaching. A recurring theme in the book is mentioned: that of a negative, mechanical checklist approach to reflection aimed at satisfying other people's expectations rather than benefitting teachers and learners.

Six principles of reflective practice are outlined in Chapter 3, with the aim of countering the above-mentioned notion that reflection simply aims to fix problems. The principles describe reflection as: holistic; evidence-based; involving dialogue; bridging principles and practices; requiring an inquiring disposition; and, crucially, as a way of life. An interesting take on reflection being holistic involves the concept of an 'integrated teacher' defined as knowing "who they are, what they do and why they do it" (p. 60). In terms of being evidence-based, Farrell suggests useful sources of data beyond teacher journals, such as recordings of lessons and peer observations. The principle of dialogue raises the importance of reflection as a social practice in groups or through team teaching.

In Chapter 4, tools of reflective practice are outlined, such as dialogue, writing, and classroom observation, amongst others. The pros and cons of each are discussed but this chapter would have benefitted from illustrating examples from the field of ELT—particularly of the less common tools such as lesson study and concept maps. However, Chapter 5 does provide a case study of one teacher's reflective journey using Farrell's 5-stage framework. This is one of the most interesting chapters, since it connects data with the framework. Data included written reflections over a month period, audio-recordings of classes and 6 interviews, five of which covered the five parts of the framework. Themes emerged from analysis across the data about the teacher's practice. The teacher also provided some meta-reflections on the process itself. Perhaps more detail could have been given about the steps in data collection and analysis, as this would benefit readers interested in conducting similar research. More on the impact of RP on the teacher would have been welcome too.

Chapter 6 explores the process of 'cultivating reflective practice' with the intention of moving beyond mere methods and strategies which produce reflections in a mechanistic way. Farrell advocates: a disposition embodied by 'open-mindedness' to what is actually happening in classes; 'wholeheartedness' in terms of commitment to reflective practice; and 'responsibility' for the impact of teachers' practices. Beyond the individual level, he argues for developing an organisational culture of collaboration and reflection facilitated by practices involving mentoring,

team teaching, peer coaching and critical friends. This usefully foregrounds the potential for a meaningful form of RP.

In Chapter 7, ten questions are posed in relation to reflection. These address familiar, but vital, issues such as whether RP is another bandwagon, whether it can be assessed or indeed faked, how to make RP workable for teachers and what the future is for RP amongst others. Despite the brevity of discussion on these important themes, the over-arching message emerges that RP should not be reduced to a tick-box approach to satisfy others. Instead, the nature of reflection needs to be developed with teachers and include a focus on principles, theories and the wider context, not simply practice. The notion of reflection as a collaborative endeavour is highlighted again.

Farrell is a passionate advocate for teachers. The key arguments for RP, as well as warnings against a poorly-conceptualised RP, are clearly articulated and this is a thought-provoking volume, not just for ELT teachers but for all educators. For me, the most valuable sections are those that move beyond theories and methods (outlined in numerous books on RP), articulate the author's own framework and critically question and illustrate the process of reflective practice. I would have welcomed more discussion of examples in relation to the field of TESOL itself, since much of the discussion is relevant to all teachers. However, this is undoubtedly the aim of the following books in the series previewed at the end. As an introduction to the series, this short volume engagingly sets out key issues and questions for further exploration.

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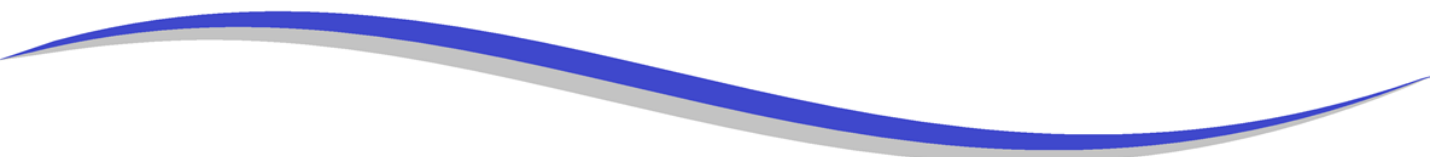
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Olsson, J. (2018). *More wordcrime: solving crime with linguistics*. London: Bloomsbury. ISBN: 1350029645. 280 pages.

Murder, lies and conspiracy grip the reader from the first page of this book, a second collection of case summaries encountered by John Olsson in his career as a leading forensic linguist (see Olsson, 2009). Most striking about More Wordcrime is Olsson's determination to shine a light on a hidden superpower he has deployed to crack a series of complex criminal cases, fight injustice and disrupt endemic power imbalances in society. Forensic linguistics, he argues, deserves its place as a core weapon in the arsenal against forces of evil and inequity and should be harnessed to the benefit of as many people as possible.
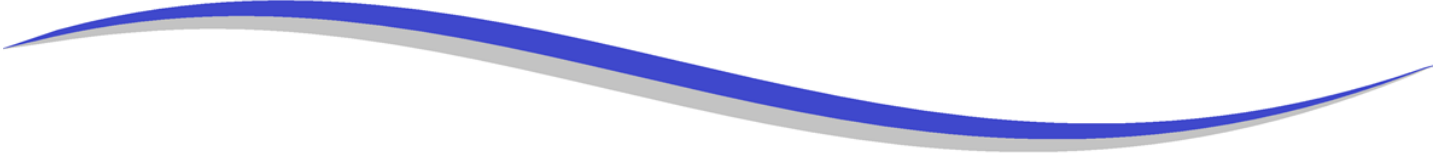
To build this manifesto, the book is divided into four sections. In Part One, How to do Forensic Linguistics, the reader receives a rapid apprenticeship in the 'tools of the trade' of authorship analysis. This tutorial in the fundamentals provides a base understanding which enriches the reader's appreciation of the arguments and case summaries which follow.

Part Two, Confronting authority, is carefully structured as a call to action to the reader. It opens with Chapter 2, 'The linguistic tragedy of Hillsborough', the term 'linguistic tragedy' referring to the combination of lies, half-truths, smears and evasions revealed by Olsson's analysis of the archive of the 1989 disaster—a premeditated attempt by those in positions of power to abuse language to 'thwart justice' (p.28). Throughout the chapter the reader is presented with a range of testimony excerpts, one example illustrating the collusion of senior police officers in the preparation and careful crafting of the wording of their statements to the inquiry. Olsson lays extracts side by side showing simultaneously their similarity and attempts to 'mosaic' the language used (p.41), hallmarks of plagiarism and an attempt to disguise pre-preparation and fabrication. Drawing on a range of examples, Olsson demonstrates how the granular linguistic analysis of official documentation evidences myriad high-level establishment evasion, a 'labyrinth of deception' surrounding Hillsborough and the attempt to cover up what happened (p.31). It is also emphasised that Hillsborough should not be considered an isolated incident, rather it needs to be seen as symptomatic of pervasive high-level institutional corruption in the UK and we are reminded of a sobering list of 'official mendacity' (the Miners' Strike and Orgreave, the fire at Grenfell Tower, the Chilcot Inquiry into the Iraq War, the Shipman murders; p.32).

The chapters which follow build the argument, presenting further cases where linguistic analysis helped to 'arm the people' (p.28), revealing evidence fabrication, police intimidation and falsified statements. In Chapter 3, 'A pink-handled devil knife and other fabrications', Olsson identifies the titular phrase (alleged to have been uttered to a friend by the defendant in a stabbing case) as an example of how evidence fabrication can be identified through 'lexical denseness'. The presence of 'lexical denseness' or the 'stacking of nouns' means the phrase is highly unlikely to represent a true human utterance. Chapter 4, 'I didn't have a gun', analyses the juxtaposition of vague language throughout the statement and suggests ending with an apparent spontaneous denial of 'I didn't have a gun' indicates a falsified statement aimed at discrediting the defendant. Chapter 5, 'All quiet in the endz', shows how pragmatics can be used to analyse both the linguistic and situational context of utterances following a police request to analyse a series of rap videos for intention to commit crime following a violent incident at a pub. The limitations of pragmatics in unpicking a speaker's intention are also highlighted, noting the challenge of proving a correspondence between a linguistic act in a rap video and its counterpart in the non-linguistic world. The arguments built throughout Part Two are concluded and consolidated in Chapter 6, 'Wars and words', in which Olsson analyses how, in the UK, a steady drip of anti-EU-discourse by politicians and the media fermented the emergence of a new populist post-truth, post-shame politics where lies and emotion seem to trounce fact and reason at every turn.

Part Three, The authority to confront, extends the argument that the power of forensic linguistics should instill the inquirer with a greater assurance, offering additional routes to tackle apparently intractable cases where on first sight there seems to be a lack of evidence (Chapters 9, 10 and 12) or in crimes (such as those online) which require innovative and more agile means of investigation (Chapters 8 and 11). For example, Chapter 11, 'The Facebook Murder', explores how communication strategies are used by abusers to deceive children and persuade them to meet in person. In this case Olsson analyses the offender's text message language to reveal a surprisingly adept mimic of a teenage girl. The deception is finally revealed by an analysis of the number of words he uses and the

unnecessary utterances he makes, showing a fundamental lack of understanding of the brevity of teenage texting talk especially between peers in constant contact.

The final section of the book Part Four, Life in forensic linguistics, deals with a range of cases covering the tensions and disputes common to human experience and interaction—love, betrayal, death and competition—showing how forensic linguistics can be applied to find a way through these life-and-relationship challenges.

More Wordcrime successfully showcases the sheer variety of contexts in which forensic linguistics and the analysis of seemingly 'innocuous' and day-to-day linguistic features of people's talk can unlock complex cases and shine a light on efforts at deception and obfuscation. The book emphasises the importance of making use of the whole linguistic toolbox at our disposal; considering all layers of the structure and functions of the language we use.

Perhaps the only limitation of this absorbing book is that momentum seems to stall in Part Four. While Parts Two and Three work in synergy, building a central manifesto that is hard to resist, the final part seems to hold less connection to the whole, compounded by the lack of overall conclusion. This slight limitation does not detract from the overall impact of the book. As we watch the unfurling scandal of the UK Government's handling of the Coronavirus pandemic, this book offers a powerful and timely reminder not to overlook the power of linguistics in the pursuit of justice. More Wordcrime offers an enticing glimpse of a kaleidoscope of research and analytical possibility to inspire inquiring minds across all levels of academia and offers a tantalising road map for exploring the potential of linguistic activism. The joy of the book is that it transcends academia, the accessible style and bite-size case summaries give it the feel and pace of an engaging whodunnit that would be equally enjoyed by crime fiction fans. Personally, I hope the Wordcrime series will endure and eagerly anticipate the publication of a third volume.
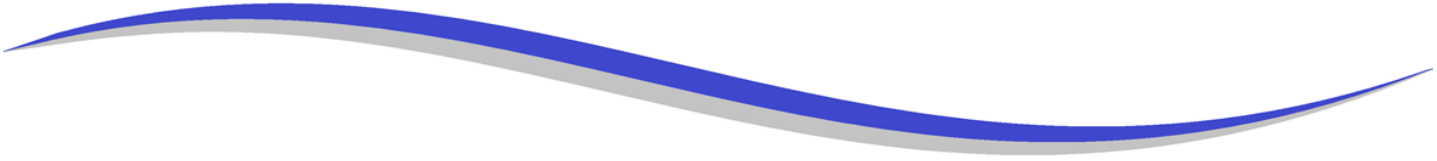
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Zappavigna, M. (2018). *Searchable talk: Hashtags and social media metadiscourse*. London: Bloomsbury. ISBN: 9781474292368. 245 pages.

In this book, Michele Zappavigna examines through the lens of Systemic Functional Linguistics the use of hashtags as metadiscourse. Comprising ten chapters and a total of 245 pages with an extensive glossary and annexes, Zappavigna explores in an expert, yet approachable tone, the topic of hashtags, drawing from corpus data relating to US President Donald Trump. The Introduction provides an interesting and comprehensive overview of the field for the non-expert reader whilst reflecting on the flexibility of hashtags for social tagging as a relatively novel area of enquiry. Zappavigna quickly introduces the reader to the linguistic approach pursued in the book, namely Systemic Functional Linguistics (SFL). By understanding language as a repertoire of meaning-making choices, SFL offers a useful framework to assess hashtags by: a) viewing the social process as intervening in meaning-making; b) and applying a consistent and coherent method.

Chapter 2 walks the reader through the concept of hashtags as semiotic technology, that is, as technology for meaning-making. This concept encapsulates the idea that hashtags can simultaneously retrieve metadata whilst being able to perform functional roles. In Chapter 3, Zappavigna uses Halliday's (1973) notion of metafunction to interpret how hashtags within this classification can simultaneously signal the topic of a post (experiential function); indicate the adoption of an evaluative stance (interpersonal function); and organise the information (textual function). An interesting point in this chapter is the discussion around offline hashtags, a practice often associated with advertising which also relates to processes of shared values in meaning-making (iconisation). Whilst the copious examples introduced in the chapter suggest this is an interesting area of enquiry, Zappavigna warns the reader of the difficulties in collecting spontaneous offline data.
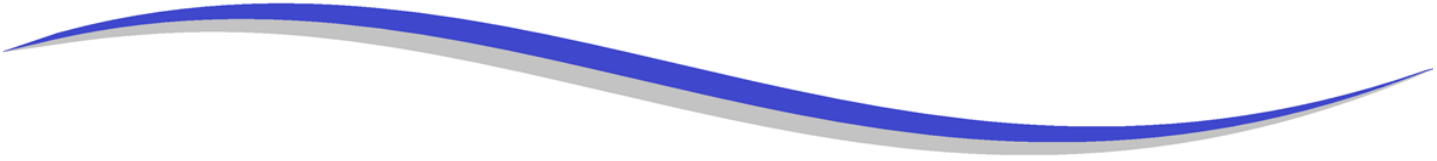
Chapter 4 explores the complexities of evaluative meaning and introduces the Appraisal framework developed by Martin and White (2005) as a useful method for explaining both implicit and explicit meanings in the posts. As Zappavigna notes, relying on a taxonomy imposes restrictions on the fuzzy nature of hashtags. Therefore, the author proposes a topological approach, locating hashtags within a spectrum of evaluation ranging from a high level of proliferation -like memes- to those less likely to go viral. This appears to be an efficient way to simultaneously account for the various layers of meaning in a hashtag.

Since hashtags do not work in isolation, Chapter 5 usefully introduces the Bakhtinian notion of heteroglossia- the dialogic nature of our utterances- to illustrate how hashtagged posts rely on social media quoting to introduce multiple voices. The chapter draws heavily on the use of the hashtag #SpicerFact, in relation to a statement made by the US Press Secretary Sean Spicer during his first press briefing. Again, Zappavigna shows the versatility of the Appraisal framework – particularly the system of engagement- to account for the negotiating stances that speakers adopt in these posts. Central to this chapter lies the idea that intersubjectivity is crucial for understanding the multiple perspectives that intervene in a post and not only the mere negotiation between sources.

The values attached to a hashtag are crucial for producing ambient affiliation. Therefore, Chapter 6 showcases several examples of Donald Trump's infamous #FakeNews to illustrate how hashtags disseminate ideation-attitude couplings, that is, the co-occurrence of specific meanings in discourse. These, in turn, promote specific stances and assist in creating the bond needed for ambient affiliation, a topic which Zappavigna previously explored in Discourse of Twitter and Social Media (2012).

The process whereby couplings are accepted or rejected by social media users is explored in detail in Chapter 7. Taking Knight's model of dialogic affiliation (2010) as an effective starting point to understand this process, Zappavigna proposes a tripartite system network to explain how ambient affiliation can be achieved by: a) directing a coupling to a particular audience (convoking); b) locating the coupling in relation to other value stances (finessing); and c) interpersonally foregrounding a coupling (promoting).

In Chapter 8, the author navigates the complex territory of how humour is conveyed in hashtags to create a bond amongst the social media users. The examples draw on the use of the hashtag #AlternativeFacts to demonstrate how ridicule and censure work as a bonding mechanism to assign values to the truthfulness/falsity dichotomy in the context of humour. Multimodal resources and the topic of hashtagged memes is explored in Chapter 9, which provides a coherent closure to the analysis. Finally, Chapter 10 succinctly condenses all the central ideas of each

chapter, followed by a useful "Cast of Characters" and "Hashtag Glossary" which equip the reader with the necessary background to navigate the book.

Overall, the book's logical sequence helps build a compelling and exciting area of enquiry. Each chapter consistently and seamlessly introduces key concepts for depicting how hashtags can lend themselves to this type of analysis. The use of tables, figures, and examples- which can appear rather excessive at times- is nonetheless helpful for effective data retrieval and for foregrounding the technical knowledge needed to conduct a study in this field. The detailed analysis in the book can be particularly helpful to scholars working at the intersection of SFL and social media communication.
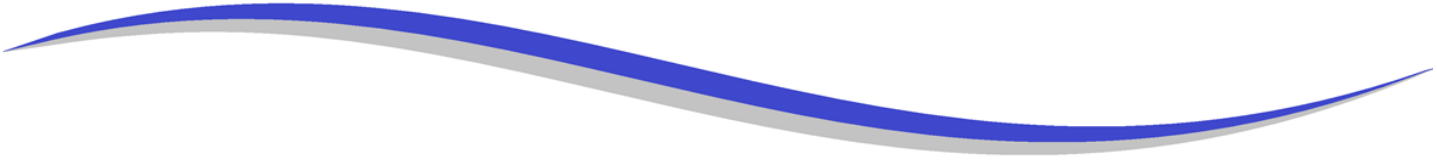
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Nakamura, T. (2019). *Language acquisition and the multilingual ideal. Exploring Japanese language learning motivation*. **London: Bloomsbury. ISBN: 9781350088160. 177 pages.**

This book offers a fresh perspective on motivation in language learning by focusing on Japanese language learners' motivational development and their construction of self-images as Japanese and bilingual or multilingual speakers. The author identifies the monolingual concentration in the field of language learning and motivation, which is dominated by studies on English language learning, and brings awareness to language education studies in an increasingly multilingual world. The book is divided into seven chapters. Chapter 1 serves as the introduction, summarizing the theoretical and methodological tenets of the study. The author presents a background and sketches the purpose, aims and objectives of the research. He then discusses the organization of the book. Since the book is an outcome of a research project, the subsequent chapters detail the theoretical frameworks, their application in the design of the study and the methodology, with discussion of data analysis and results.

Chapter 2 elaborates the notions of language learning motivation through a multilingual lens. The author provides a detailed account of the key concepts and theories in motivation study, as well as a discussion of motivation in learning Japanese. He refers to Gardner and Lambert's (1959, 1972) concept of Integrative Motivation and Dörnyei's (2005) L2 Motivation Self System in outlining theories in motivational research. He also presents a detailed discussion of the psychological theories of Possible Selves that provide foundation to the concepts of L2 self central to L2 motivation studies. In the third section of this chapter, Nakamura discusses the multilingual perspectives on L2 motivation that focus on how learners envision different L2 selves for different languages and their relationship with
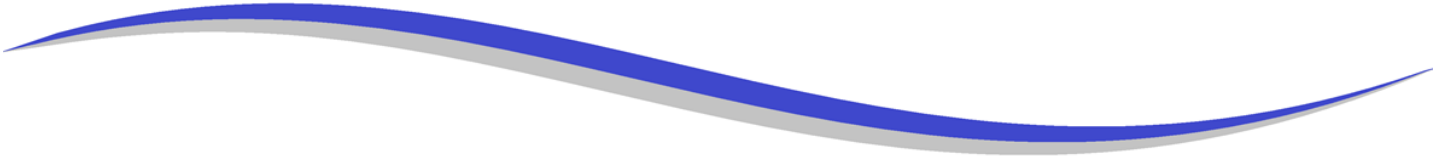
their motivational development. Nakamura concludes this chapter by explaining how the above-mentioned theories served as a conceptual framework for his study.

To understand the Japanese language learners' motivational development, Nakamura conducted a longitudinal qualitative study in Korean and Australian contexts. Chapters 3 and 4 elaborate the first round of data collection in Korea and Australia. Chapter 3 provides an account of the Korean participants' motivation toward learning Japanese and English at their school and university level. A total of 12 participants were interviewed in the first phase. The participants' primary interest in learning Japanese derived mostly from their interest in Japanese pop culture and not from their L2 self-image as a Japanese user. Nakamura points out that some participants were motivated to learn English as it offers employment prospects and thus, envisioned themselves as English users for their career. Chapter 4 elaborates the motivational development of Australian Japanese learners. A total of 14 participants were interviewed in the first phase of data collection. Like the Korean participants, most of the Australian participants were drawn to Japanese pop culture. However, the more diverse participants in Australia saw Japanese as their 'long-term' goal and important for their future career. Thus, their motivation toward learning Japanese was driven by their self-image as future Japanese language users and learners.

Chapters 5 and 6 report the second phase of interviews with the same participants and the changes in their motivational development. In Chapter 5, Nakamura presents the Korean participants' accounts on a case basis and reveals that individual contexts had significant impact on their motivational development. Though the participants' initial interest in Japanese language and culture helped maintain their motivation in learning Japanese to some extent, their motivation trajectories changed according to their academic performance and other goals. This led to some participants' having increased motivation while for the others it faded. Chapter 6 discusses the consistent increase in the Australian participants' motivation, unlike the Korean students, and shows that the two different contexts had varying impact on the motivational development of the participants.

Chapter 7 evaluates the data from the English-speaking Australian context and non-English speaking Korean context. Adopting the framework of possible selves, Nakamura analyzes the factors that impact motivation when learning a language other than English. He argues that learners' L2 self that drives their motivation is linked with the future use of the L2 in different domains of life. He also reports that learners' construction of their L2 self when learning English is largely motivated by the impact of global English and the prospects it brings, whereas the learning of Japanese or any language other than English is driven by learners' personal reasons or choices. The L2 learning experience also had significant impact on the motivational trajectory of the Korean and Australian participants. Nakamura concludes with future research directions.

Nakamura's work has valuable implications for language educators and learners. His work reconfirms the concept of L2 self and shows that learners' self-image in L2 is connected with how they see the use of the target language in different domains of their lives. He also points out the importance of learning context and that support from language teachers is vital in the primary stage of learning. His work sheds light on motivational development from a multilingual perspective and suggests that educators should promote "learners' ideal multilingual self" (p. 150) for increasing development. Nakamura's research is important as it sheds light on the much-neglected field of motivational development in a language other than English. By studying the Japanese language learners'
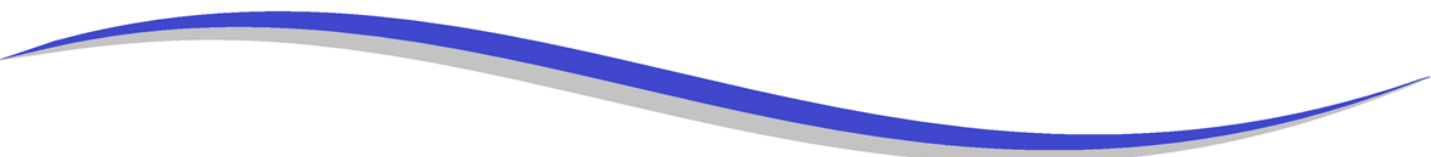
motivational trajectory and the associated factors, Nakamura opens a channel to examine the driving forces that impact people when learning a language other than English and by doing so, he offers a picture of the global supremacy of the English language. However, though the concept of self-image or identity is central to Nakamura's study, he seems to not have considered the growing field of sociocultural theories and the concept of identity and investment in language learning research (Norton, 1995, 2000; Block, 2003, 2007). He also focuses mostly on classroom-based language learning, an area that has been critiqued by sociocultural researchers as, according to them, classroom language learning conceptualizes learning only as a cognitive phenomenon and denies its social nature (Firth and Wagner, 1997; Norton, 1995, 2000; Block, 2003, 2007). Lastly, his research focuses on university students' language learning and, thus, fails to take into consideration the learners situated outside university classrooms. Nevertheless, this book deserves to be read, as Nakamura presents thorough and detailed research on learners' motivational development in a language that is not English. His research identifies the need for such research and makes a space for further exploration in this area.

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McKinley, J. and Rose, H. (Eds). (2017). *Doing research in applied linguistics: Realities, dilemmas, and solutions.* **Abingdon: Routledge. ISBN: 9781138947368. 262 pages.**

Not long ago, McKinley and Rose put into motion what has quickly turned into a powerful tetralogy of monographs and edited volumes on research in applied linguistics with this 2017 publication (henceforth referred to as DRAL). In the Winter 2020 issue of BAAL News, Michelle Hunter reviewed their second offering, Data Collection Research Methods in Applied Linguistics (Rose, McKinley, and Briggs Baffoe-Djan, 2019). Hunter noted that the book has contributed significantly to her PhD research design. Since then, a third volume has been published, The Routledge Handbook of Research Methods in Applied Linguistics (McKinley and Rose, 2020). And with a fourth in preparation (McKinley and Pfenninger, forthcoming), it can be difficult for interested readers to keep up! Having worked with McKinley and Rose personally on PhD research, I have been following their work related to research in applied
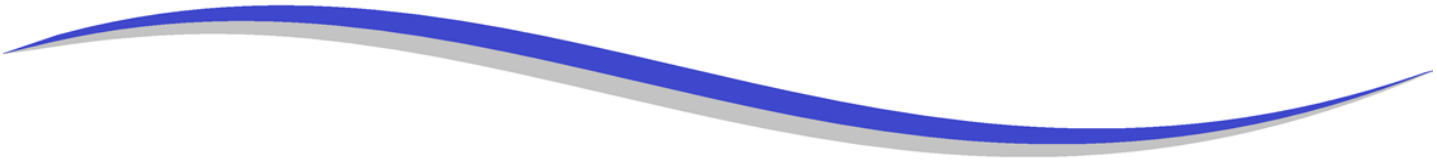
linguistics much closer than a casual reader. Therefore, I find myself in a good position to discuss this series. However, while Hunter's review covers the second book, and it would be remiss for researchers to skip over the recent Routledge handbook (a 500+ page authoritative volume featuring many of the field's most notable figures), it is easy to forget about the book that took the first step in this journey. To me, it is the most interesting of them all. To balance out my own evaluation, I asked Jessica Garska to join me, adding her own perspective to mine.

The premise of DRAL is that conducting research is an inherently messy process. Numerous unforeseen issues can arise, and yet a common goal is to present a seemingly immaculate product. In Chapter 1, Rose and McKinley liken pristine published research to "picture-perfect cooking shows, which hide the failures and the challenges from their viewers" (p. 14). Such displays can be disheartening for novice scholars who view the idealistic nature of published research as the work of individuals "smarter" than themselves. Therefore, this volume conveys the important message that even excellent, established researchers still struggle with complex issues and have to find solutions.

The book is organized into five parts that correspond with issues in: 1) the planning stage; 2) data collection; 3) researching vulnerable groups; 4) data analysis; and 5) reporting the research. There are 23 chapters in total, excluding a foreword and an afterword. The chapters are relatively short, incredibly accessible, and harness the power of a first-person narrative to engage and inform readers simultaneously.

After Rose and McKinley describe the volume's premise and provide an overview of its contents, Kubota commences Part 1 by discussing studying groups down, across, and up social hierarchies, acknowledging that there are dilemmas involved with each. In his own narrative, Rose reports on how he responded to theoretical shifts in the field of language learning strategies during his doctoral research. He states that "when theory shifts, a researcher can sometimes be flung into turmoil" (p. 27), especially in rapidly advancing areas and for projects that take several years to complete.

In Chapter 4, McKinley describes his battle with positionality as a sociocultural outsider researching university students in Japan. Rather than obfuscating his position, he embraced it and allowed it to help shape his study. Bommarito et al. round out Part 1 with their chapter on collaborative research projects between PhD students and their mentors, acknowledging the value of offering students "professional development" as researchers (p. 48). Collaboration and publishing with mentors is also recommended by Cohen in his afterword on strategies for getting published. Part 2 of the book ties in well with Rose and McKinley's (2019) monograph, with various authors reporting on dealing with: contextual constraints (Chapter 6), participant attrition (Chapter 7), low response rates (Chapter 8), and multilingualism (Chapter 9). Not all researchers will be working within the same paradigms or encounter the same dilemmas, but the chapters are engaging nonetheless due to their anecdotal style.

Such can also be said for the chapters in Part 3 of this volume, which bring attention to conducting research with vulnerable groups. However, most chapters transcend the section's reported focus. For example, Murphy and Macaro's chapter on conducting research with children provides recommendations suitable for researchers working with any group of human participants. Likewise, Carson's chapter highlights the need for ethical research that goes beyond seeing ethics approval "as a box-ticking exercise" (p. 122), and Okada recommends being aware of the participants' own intentions when narrating their experience. On the whole, there are strong ethical considerations for most researchers to consider from the chapters in Part 3, rendering the section's title a bit misleading and the content transferable to a wider audience than it may initially seem.

In Part 4, readers move to stories of how researchers responded to problems in data analysis, although as with Part 3, a number of important recommendations (extending into additional stages of research) are made. To us, this may be the strongest section, as decision-making during data analysis is typically less flexible than earlier stages, and the authors do well in explaining their own strategies for dealing with particularly tricky analyses. If there were to be a second volume, we would love to see this section expanded or the book restructured to encourage researchers to report on the entire process from start to finish—as most of the authors in Part 4 did anyway—with sections based on similar types of research or topics rather than stages.

The final section features five chapters on responding to problems in the reporting of research. Again, the chapter authors really deliver here, each taking strides to engage readers with honesty, reassurance, and practical recommendations. Appleby's intriguing chapter on dealing with controversial findings will be of interest to researchers looking to push the envelope, while Casanave's tale of publishing about her own experience as a language learner is moving to say the least. Reflecting on the struggle, she states "I swore at the time that I would never write another article for publication" (p. 240), although luckily for us she has continued. Part 5 concludes with sound recommendations from Paltridge regarding publishing from a dissertation, which ties in nicely to Cohen's afterward on strategies for getting published.

All in all, while the later books in this tetralogy will garner attention regardless, DRAL should not be overlooked. It is the volume we most enjoyed reading out of the series, because it humanizes the researchers involved. By hearing their personal stories, we were able to learn from their experience and heed their advice. DRAL is not a how-to guide for conducting research but rather a necessary supplement for when carefully planned projects begin to unravel.

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Nathan Thomas, UCL Institute of Education, and Jessica Garska, Trinity College Dublin

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Bolitho, R. and Rossner, R. (2020). *Language education in a changing world: Challenges and opportunities*. Bristol: Multilingual Matters. [eBook or print copy]

Buschfeld, S. and Kautzsch, A. (2020). *Modelling World Englishes: a joint approach towards postcolonial and non-postcolonial varieties.* Edinburgh: Edinburgh University Press. [eBook]

Crisfield, E. (2021). *Bilingual families: A practical language planning guide*. Bristol: Multilingual Matters. [eBook or print copy]

Demjén, Z. (Ed.). (2020). *Applying linguistics in illness and healthcare contexts*. London: Bloomsbury.

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Schalley, A. C. and Eisenchlas, S. A. (Eds). (2020). *Handbook of home language maintenance and development. Social and affective factors*. Berlin: De Gruyter.

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

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