# BAAL News

## Issue 119
## Summer 2021
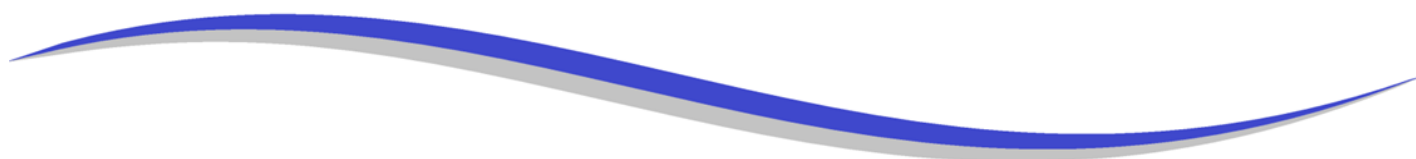
# Editorial

Dear BAAL members,

This edition of BAAL News continues to reflect the challenging and unpredictable realities we have faced over the past year because of Covid-19. Like the previous edition (BAAL News, 118), this volume shows that the BAAL community is resilient, creative and very hardworking.

In here, you will find all the essential details about the *Annual Conference* which will be hosted online by Northumbria University in September, including how to register, and links to the programme. Following from this, the Newsletter provides a detailed overview of several BAAL-supported events that have taken place in the months preceding this publication. First, you can read about the BAAL-CUP seminar on *Corpora in Applied Linguistics* which offers a glimpse of the rich discussions that emerged during the two-day event. This is followed by an insightful report on a second BAAL-CUP seminar about *Research Synthesis in Applied Linguistics*. Next, this volume features reports from some BAAL SIGs (Special Interest Groups) who organised a range of online events. Importantly, the virtual modality of these SIGs' events enabled the participation of many colleagues from across the world who might normally be unable to attend UK-based conferences.

The *Language in Africa SIG* held a vibrant online conference focussing on Politics, Activism, and Justice. The *BAAL Multilingualism SIG*'s event showcased projects that illustrate the rich linguistic diversity of the UK and other countries (e.g., Greece, Germany) whilst debating how this richness might benefit society in the post-Brexit era. The *Language and New Media SIG* report on their event about the very important topic of dealing with 'distressing data', offering an outline of the main challenges and rewards of working with difficult data. The *PAWBL SIG* reports the challenges and success of their symposium which examined the role of power and inequalities in textual collaboration. There is also a report about the BAAL Researcher Development event on *Feedback in Journal Peer Review* which provides important reflections and guidance to engage meaningfully with journal reviews. These reports are exemplary in that they portray clear pictures of academic success, creativity and stamina in the face of the current global challenges.

Furthermore, the section, *COVID-19 Challenges and our Success Stories*, continues to illustrate the wealth of talents and accomplishments of our membership. For instance, we have a full report and two short stories from PhD candidates who demonstrate skill and academic resilience in reframing, adapting, at times, re-designing aspects of their doctoral work to suit the new realities. These and other stories of success from around the world are testimony to the sustained commitment of BAAL members to generating meaningful impact on society.

I hope you will enjoy reading and learning from the narratives shared in this volume and that you will feel a renewed sense of pride for being part of a very resourceful and successful community of Applied Linguists.

With warm wishes,

*Sal Consoli*

BAAL News Editor

# BAAL 2021 - Registration

*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

The general registration for BAAL 2021 - Northumbria is now open. You can register through the following link: https://store.northumbria.ac.uk/conferences-and-events/campus-services/academic-conference/baal-2021.We have received a record number of submissions this year, and we are very much looking forward to all the exciting presentations alongside our fantastic plenary and guest speaker line-up. We hope to see you there virtually in September 2021.

**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!

**Check out our website for updates**:
https://www.northumbria.ac.uk/about-us/news-events/events/2021/09/baal-2020/
*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

# BAAL/Cambridge University Press Seminar

## Corpora in Applied Linguistics: Broadening the Agenda

### By Robbie Love (Aston University, UK), Gavin Brookes (Lancaster University, UK) and Niall Curry (Coventry University, UK)

In April 2021, we hosted the BAAL/Cambridge University Press seminar, *Corpora in Applied Linguistics: Broadening the Agenda*, at Aston University. Due to the Covid-19 pandemic, the seminar was hosted online. Our aim was to bring together researchers who use corpora in Applied Linguistics and to facilitate discussion of the ways in which corpora are used in contemporary Applied Linguistics research.
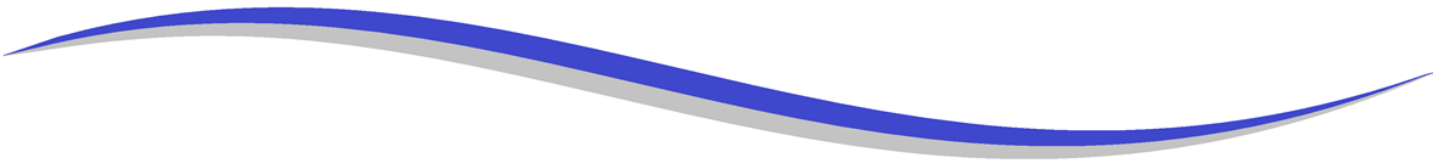
The opening plenary was given by David Wright (Nottingham Trent University). Wright's talk outlined the role of corpus linguistics in some of the earliest and most high-profile cases in forensic linguistics and the growth of the field since the mid-1990s. He set out a roadmap for the continued application and expansion of corpus methods in forensic contexts, which involved: (i) consolidating existing research and practice, (ii) seeking out and utilising already publicly available corpora and datasets and (iii) expanding the remit of 'forensic linguistics' to include new approaches whereby the relationship between language and law, crime, justice and evidence can be examined.

Following this were two research papers that continued the discussion of forensic linguistics. Firstly, Marton Petyko and Lucia Busso (Aston University) reported on research into latent topic changes in the *Operation Heron* abusive letter series, demonstrating how their novel approach can be used to identify topic-specific arguments and elicit hidden themes in forensic texts. Then, Mark McGlashan (Birmingham City University) presented an analysis of children's online disclosures of abuse to *Childline*, discussing how this work could be of direct use to relevant practitioners in better supporting children to make such disclosures.

The next panel featured papers by Anna Čermáková (University of Cambridge) and Chris Fitzgerald (University of Limerick). Čermáková presented an investigation into vague language in classroom talk. Using the *DIALLS* corpus, she retrieved key examples of vague language, such as the quotative *like*, and signalled the value of such language to education by highlighting the role it plays in students' knowledge construction processes. Fitzgerald presented an investigation into epistemic modality in Irish historical narratives, putting into relief a number of important synergies that exist between historical linguistics, corpus linguistics and oral histories.

The final panel of Day 1 featured two papers concerning the analysis of data from Twitter. Firstly, Sten Hansson and Ruth Page (University of Birmingham) presented their work utilising a corpus-assisted approach to examine blame avoidance in tweets from UK government departments and political figures, finding that the government justified its actions using a series of legitimising appeals. Saira Fitzgerald (Lancaster University) presented an analysis of Twitter discourses surrounding the International Baccalaureate in the context of the Covid-19 pandemic, which uncovered shifts in discourses that are intertextually linked to events in the wider world.

Day 2 commenced with the second plenary talk, presented by Paula Buttery (University of Cambridge). Buttery discussed the uses of corpora in education technology and offered an interdisciplinary perspective on the development of corpus-informed language correction technologies. She discussed how computational linguistics, conversation analysis and corpus linguistics can provide a rigorous approach to addressing extant challenges in language education, signalling the need for interdisciplinary thinking, critical perspectives and industry engagement for the further development of language education technologies.

Continuing the topic of education, Peter Crosthwaite (University of Queensland) discussed the state of the art with regards to data-driven learning for young learners, surveying the benefits and barriers to implementation in the primary and secondary classroom. He argued that, while young learners are used to living in a digitally-connected world, this does not necessarily translate into the proficiencies necessary for successful engagement with corpus data. Kamonchanok Sanmuang (Kasetsart University) discussed the pedagogical applications of research into specialised lexical frames for undergraduate public health students in Thailand. By analysing a 1.3-million-word corpus of academic articles, Sanmuang developed targeted linguistic instruction and demonstrated the effectiveness of such an approach for improving proficiency in specialised academic language.

The next panel focussed on the theme of health communication. First was Luke Collins (Lancaster University), who discussed the application of corpus methods to the investigation of voice-hearing. Collins examined semi-structured interviews with 67 voice hearers and discussed some of the implications of the project findings for clinical interventions designed to support voice-hearers to live well with their voices. Next, James Balfour (Lancaster University) presented an analysis of schizophrenia as a metaphor in the British press. Analysing a corpus of UK newspaper articles, Balfour examined the collocates of the noun *schizophrenia* and found that the term was used metaphorically in relation to a range of topics, including finance, fashion and sport.

The final panel featured papers from Karoline Irschara (University of Innsbruck) and Valeria Franceschi (University of Verona). Irschara presented an investigation of gender in radiology reports, discussing language patterns and collocations. Among the findings was a focus on administrative processes and issues of consent among female patients. Then, Franceschi discussed the creation of a corpus of destination video blogs. Her paper carried forward the focus on specialised discourses in less-studied genres and offered a further, multimodal dimension.

The programme ended with a panel discussion, featuring several of the speakers. Discussion topics included the challenges and opportunities of working and publishing with colleagues from other disciplines; ethical issues with regards to collecting and analysing sensitive data; and new directions and future developments in applied corpus linguistics. One of the main outcomes of the seminar was a shared understanding that the opportunities for corpus methodologies to contribute valuably to contexts outside the realm of linguistics are only growing.

The aim of the seminar was to bring together a diverse group of researchers to share perspectives on the applications of corpus linguistics in a range of disparate contexts. In doing so, we afforded the opportunity for participants to consider some current methodological innovations as well as broad challenges that unite scholars in the field, regardless of specific inter-disciplinary application.

We are very grateful to BAAL and Cambridge University Press for supporting the seminar.

# BAAL/Cambridge University Press Seminar

## Research Synthesis in Applied Linguistics: Facilitating Research-Pedagogy Dialogue

### By Sin-Wang Chong (Queen's University Belfast)

A two-day online seminar was held on the 10th and 11th June 2021 on the topic of research synthesis in applied linguistics (see Chong & Plonsky, 2021 for a typology of research synthesis). This seminar attracted a total of 97 participants.

**Day 1: Research synthesis in applied linguistics**

To kick off the seminar was a keynote presentation by Dr Luke Plonsky (Northern Arizona University) on the topic "Measuring up: Psychometric concerns and contributions of meta-analysis". In his talk, Dr Plonsky shared four "moments" which underscore the intersections between meta-analysis and measurement, including outcome measure as moderator of meta-analytic effect; validity assessment; correction of meta-analytic effects; rater reliability.

Dr Graeme Porte's invited presentation focused on publishing literature reviews and survey studies in the reputable international journal, *Language Teaching*. Offering his advice as the journal editor, Dr Porte discussed the various sections of the journal and invited submissions which report synthetic findings relevant to applied linguistics and language education in various forms, for example, a timeline. Following Dr Porte's presentation was a session delivered by Dr Vahid Aryadoust and Azrifah Zakaria (National Institute Education, Nanyang Technological University). In their talk, they presented a methodological framework to conduct scientometric reviews, an emergent type of research synthesis in applied linguistics.

The afternoon of the seminar began with a presentation by Ekaterina Sudina on the choices and challenges of coding for validity evidence of L2 research instruments. Sudina provided suggestions for assessing validity evidence of scales used in primary studies which were exemplified in a comprehensive coding scheme comprising 82 features. Fiona Victory's presentation on her comparative analysis on medium of instruction (MOI) choices introduced the qualitative facet of research synthesis. In her presentation, Victory provided an overview of a synthetic method called "qualitative comparative analysis" and shared how she applied this method to analyse documentary data and identify cross-national patterns and trends in MOI choices in schools.

The first day of the seminar concluded with the announcement of a plan to set up a new BAAL Special Interest Group (SIG) on research synthesis and secondary research. I met with potential members to discuss the rationale, goals, and plans of the SIG. A proposal draft was shared with the interested participants in the presentation to elicit feedback. Very constructive comments were received. For instance, it was suggested that the SIG could develop methodological guidelines and share best methodological practices to conduct various types of research syntheses in applied linguistics. Among its other aims, it is hoped that this SIG may promote research synthesis as a diverse repertoire of research methods comprising not only quantitative (i.e., meta-analysis) but also qualitative techniques (i.e., qualitative research synthesis).

**Day 2: Interdisciplinary practices of research synthesis**

The second day of the seminar included presentations by synthesists in applied linguistics and other disciplines. Embracing this interdisciplinary spirit, Dr Talia Isaacs presented her keynote entitled "Using systematic review methodology in health intervention research: Applications for applied linguistics". Research notions in healthcare such as priority-setting, patient and public involvement were introduced and similarities with foci on applied linguistics research were drawn (e.g., conducting practitioner or classroom-based research). Drawing on works by Dr Iain Chalmers, Dr Isaacs argued that systematic reviews and meta-analyses are useful to reduce "research waste" and address the above notions.

In his presentation, Dr Hamish Chalmers introduced an initiative he led at the University of Oxford. It is an online platform called The International Database of Education Systematic Reviews (IDESR) where synthesists in second language education can register their research protocols. Dr Rita Silver and her Singapore-based team shared the strategies they employed to disseminate synthesised research findings to stakeholders who are not researchers in an accessible manner. In her presentation focusing on systematic reviews in educational research, Prof. Sarah Miller, Director of Campbell UK & Ireland suggested strategies for supervisors to guide their students in paying attention to core characteristics of desk-based research, especially those related to methodological soundness. Based in the US, Dr Taichi Yamashita shared his work in progress, a systematic review on arguments in favour of replication research found in the journal, *Language Teaching*.

Also focusing on postgraduate dissertations, Dr Mohammad Amini Farsani presented a methodological review of MA theses conducted by students in Iran in the past three decades. Focusing on quantitative and mixed-methods theses, methodological strengths and weaknesses were discussed. The final presentation by Andrea Vaughan demonstrated versatility of research synthesis methodologies. Vaughan introduced her research applying systematic review methods to synthesising corpus linguistic research.

To conclude the two-day seminar, speakers and audience engaged in vibrant and fruitful discussions related to issues and methodologies of research synthesis. The topics discussed included: the possibility of establishing a journal on research synthesis in applied linguistics, ways to incorporate research synthesis into postgraduate research methodologies modules. Hopefully, this seminar has begun a conversation on and gathered interest in this emergent research methodology in applied linguistics. The next step is to develop platforms to continue this professional dialogue and to promote its use in various subfields of applied linguistics. Some initiatives which stemmed from the seminar are already underway, including a plan to set up a new BAAL SIG on research synthesis in applied linguistics and a special issue on research synthesis.

**Reference**

Chong, S. W., & Plonsky, L. (2021). A typology of secondary research in applied linguistics. https://doi.org/10.31219/osf.io/msjrh

# African Language and Social Change: Politics, Activism, and Justice

## *By Dr Colin Reilly (University of Essex)*

The BAAL Language in Africa SIG held its first online conference between the 1st and 14th of June this year. The theme of the conference was *African Language and Social Change: Politics, Activism, and Justice*. Postponed from 2020, the SIG committee were delighted to be able to run a virtual conference this year and are happy to report that it was a success!
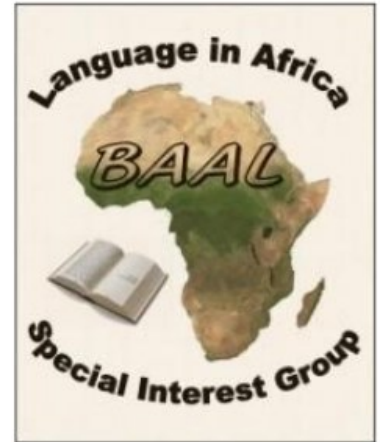
The conference included pre-recorded presentations and live panel sessions. In total, we had 37 speakers from 12 countries. The conference website has been visited 880 times with 304 unique visitors from 40 different countries. In total, the presentations were viewed 365 times. Our live panel sessions covered varied themes such as, Language and Cultural Products; Language and Education; Language Policy, Planning and Politics; Language and Political Discourse; Language and Media. Conference presentations and recordings of our live sessions can be viewed here.

We were delighted to be able to collaborate with the Leeds University Centre for African Studies (LUCAS) for the conference. Our conference keynote and the LUCAS Annual Lecturer was presented by Professor Grace Musila whose talk was titled *#AskAman and the cultural itineraries of courtship in South Africa.*

Thanks to generous funding from BAAL's online event support fund, we were also able to award 5 Internet Scholarships to enable participants from Africa to attend the conference. Due to this and the virtual nature of the conference we were able to have a much wider range of presentations from colleagues based in Africa, and elsewhere, who would not normally have been able to attend our UK-based conferences. This was incredibly positive and generated more fruitful and enriching conversations.

The Language in Africa SIG committee would like to thank all presenters and participants for making the conference a success.

# 2nd Annual Event of the BAAL Multilingualism SIG

# Multilingualism in the UK in the post-Brexit climate
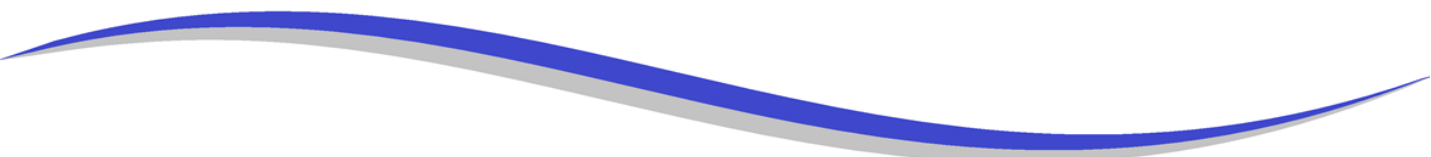
## By Alexandra Shaitan (Birkbeck College, University of London)

The 2nd Annual Event of the BAAL Multilingualism SIG examined the issue of linguistic diversity in Britain following the UK's exit from the EU under the theme of "Multilingualism in the UK in the post-Brexit climate." The event, which was organized by the Multilingualism Committee members (https://baalmultilingualismsig.home.blog/committee/) and hosted online by the University of Westminster on 3 February, 2021 attracted 60 delegates. Attendees were invited to submit posters on the conference theme which also included showcasing research on linguistic diversity from countries beyond the UK. Ahead of the event, all registered delegates were able to peruse presenters' posters and therefore familiarize themselves with the contents and formulate questions and comments for poster presenters. This proved to be helpful in yielding engaging discussions between the audience and presenters. The event began with a parallel poster session.

Poster Session 1 featured Stephanie Connor, Leonie Gaiser and Katie Harrison who delivered a joint talk on "Researching linguistic diversity in diasporic contexts" with a focus on linguistic diversity in Manchester's Language Supplementary Schools. Petros Karatsareas delivered a talk on "Negotiating ethnolinguistic heterogeneity in Greek complementary schools post 2010" in the UK. Sabine Little focused on the 'Lost wor(l)ds' impact project funded by the ESRC which generated pedagogic activities that are easily integrated into the classroom with the aim of creating opportunities for multilingual pupils to bring their languages meaningfully into their classrooms and increasing pupils' language awareness. Diane Potts' talk "Emancipatory or Reductionist: Examining the Categorization of Language(s) in Multistakeholder Bilingual Initiatives" revealed key findings of an early-stage German-UK collaboration project foregrounding the place of learners' plurilingual resources in language education settings.

Poster Session 2 included thought-provoking talks by María Fernández-Toro and Lina Adinolfi themed "A multilingual Decameron: students' stories of a different world", Faidra Faitaki's talk on "Greek children's acquisition of English in monolingual and bilingual immersion preschools", Jiayin Zheng's discussion on "The impact of second language proficiency and language switching practice on Chinese-English bilinguals' executive functions" and Dobrochna Futro's talk showcasing "Translanguaging Art."

The poster presentations were followed by a plenary discussion, chaired by Barbara Mayor, featuring two speakers: Joanna McPake and Philip McDermott who were invited to share their expertise on linguistic diversity in Scotland and Ireland. Philip McDermott's talk addressed the issues surrounding "Bilingual education in Wales and Ireland." His research journey on foreign language teaching in Irish schools highlighted the politicized nature of language in the Irish context, and revealed that community and minority languages were not acknowledged or taught in mainstream schools, thereby raising awareness for joint efforts from all stakeholders to improve the current situation. Joanna McPake shared her expertise in theory, policy and pedagogy concerning plurilingualism in individuals and multilingualism in classrooms and communities. In discussing language issues pertinent to Scotland, she discussed three linguistically crucial moments for Scotland since 1999. Namely, the Gaelic Language (Scotland) Act (2005) was passed by the Scottish Parliament mainly to ensure a sustainable future for Gaelic by raising its status and profile and creating practical opportunities for its use in Scotland (see https://www.gov.scot/publications/gaelic-language-plan/pages/3/). The other two events took place in 2015, when the national policy for Scots and national policy for British Sign Language were implemented. Therefore, three languages apart from English are now recognized in Scotland. However, she also mentioned that apart from these, 156 other languages are spoken in Scottish schools.

After the talks, Alexandra Georgiou chaired a round table discussion aimed at addressing and further scrutinizing some of the issues raised by the speakers. The attendees were able to interactively discuss questions related to language diversity and multilingualism which resulted in an engaging and lively dialogue between the speakers and the audience.

The issues pertaining to language diversity and multilingualism in the UK have been widely discussed by academics, public and other stakeholders (e.g., Matras, 2019; McDermott, 2019; Sebba & Ayres-Bennett, 2021). One hotly-debated issue, however, is related to the census question on language in the UK. Sebba et.al state that the 2011 and 2021 censuses in England both asked the same two questions: (1) 'What is your main language' and (2) – only for those who did not answer 'English' to the first question – 'How well can you speak English?'." However, both questions are problematic and the authors maintain that the 2011/2021 censuses revealed "incomplete and unreliable data about England's rich multilingualism", thereby failing to generate "accurate knowledge of the population's linguistic and cultural competence in languages other than English." Indeed, the census lacks a full picture of the country's language diversity, or of language needs and skills (Matras, 2019). Therefore, "amending the census question would give us a sharper picture of the country's multilingual reality. It would also signal a break with the monolingual mindset that has been guiding policy in England so far" (Matras, 2019).

In sum, the BAAL Multilingualism SIG's event showcased projects that illustrate the rich linguistic diversity of the UK as well as other countries whilst providing opportunities to explore how this richness might be promoted to benefit society in the post-Brexit era.

The event ended with the SIG AGM chaired by Petros Karatsareas and Siân Preece (SIG Co-convenors) with some current and future issues pertaining to the SIG's activities being discussed by the SIG Committee Members. During the AGM two new members were elected and welcomed to the existing committee: Sara Ganassin as Events Coordinator, and Alexandra Shaitan as an ordinary member.

# 8th annual BAAL Language and New Media SIG event

## *Focus on the Researcher: Dealing with Distressing Data*

### *By Kate Barber (Cardiff University)*

This event, hosted by Kate Barber (Cardiff University), brought together researchers who analyse distressing linguistic data with the aim of discussing the challenges inherent in these studies. In reflecting on the mental and emotional impacts of difficult data and sharing strategies to mitigate these, the objective was to suggest ideas for best practice for those currently in the field and new scholars entering. In a plenary which set the spirit of the day, Nuria Lorenzo-Dus (Swansea University) shared her personal experiences working on two on-going multidisciplinary, multiagency research projects investigating online child sexual grooming. She outlined the complexities of defining what constitutes 'distressing data', adding the proviso that sensitivities to different types of data can arise at any time, often unexpectedly. She challenged the generally-held assumption that textual data is less triggering than visual input and how subtle, less obviously problematic language was often particularly upsetting. Nuria outlined the formal on-boarding processes and informal measures in place for researchers in her teams as well as the emphasis she places on limiting their immersion in the data and their reflexive practices.
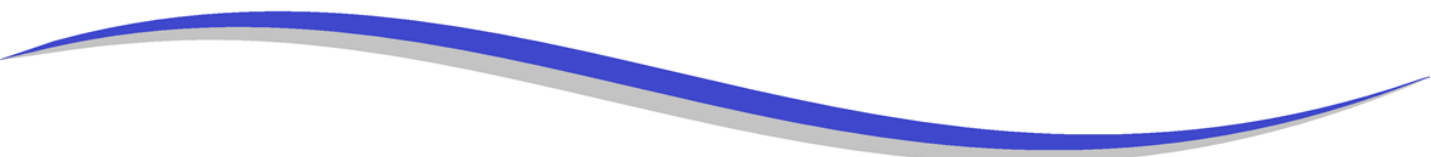
**The challenges of distressing data**

The presentations described a range of negative impacts of analysing distressing data, including the effect they can have on the speakers' worldview. Dasha Dayter (University of Basel) and Sofia Rüdiger (University of Bayreuth) shared their experiences examining the misogynistic, discursive behaviour of pick-up artists, a group which often promotes violence against women. In looking at the data, they developed feelings of distrust of others and concerns over personal safety. Encroaching cynicism and an altered worldview were similarly discussed by the MANTRaP team. Alex Krendel (Lancaster University), Jessica Aiston (Lancaster University), Mark McGlashan (Birmingham City University) and Veronika Koller (Lancaster University) shared their experiences of analysing extreme misogyny in involuntary celibate (incel) forums and other anti-feminist communities aligned with the 'manosphere'. Feelings of physical discomfort and 'psychological whiplash' were noted along with an awareness that they were judging aspects of their own behaviour through the lens of the participants. Intrusive thoughts were also discussed by Kristina Pahor de Maiti (University of Ljubljana), who explained how the annotation and interpretation of quantitative, rather than qualitative, data on socially unacceptable discourses impacted her team.

The triggering of strong emotions was also discussed in relation to data generated by more sympathetic participants. In his research on the intrusive thoughts of people who suffer from sexuality and gender-related obsessive-compulsive disorder, Elvis Coimbra-Gomes (Queen Mary University of London) described how he managed the distress of his participants while safeguarding himself. Regulating personal emotions in order to protect participants was similarly discussed in Sarah Turner's (Coventry University) paper. Her research, which analysed accounts of grief from pregnancy loss and the death of a child, posed particular challenges in terms of emotion management. Jennifer O'Donovan's (University of Edinburgh) experiences analysing online comments from the 2018 Irish referendum on legislating for lawful termination of pregnancy detailed the challenges of managing both empathic and negative reactions to the data, while highlighting the difficulties of having to revisit these for current and future publications.

**Dealing with distressing data**

Measures to mitigate the effects of working with distressing data were suggested by presenters, with some commonality in the strategies employed. One of the most prevalent related to the benefits of working with others. Dasha and Sofia described 'being in it together', allowing them to employ sarcasm and jokes to help mentally process their research.

The MANTRaP team ensured time was given to team members to articulate their responses to the data through an 'honesty round'. For researchers who are working alone, Frazer Heritage (Birmingham City University) introduced CDSupport: an initiative he set up in the form of an informal buddy-system which matches researchers working on similar data and enabling peer support.

A reliance on physical exercise was shared by speakers as a way to personally manage emotions. Andrea Vaughan (UCL Institute of Education) focused on the strategies she employed during her research on the language of suicide and suicidal ideation online. These included adopting a sports training approach to time management to break up continual exposure to distressing data and to differentiate between recovery and rest. Mental strategies for processing data were also discussed, for example, (de)humanising participants and mentally fictionalising their accounts. The question of neutrality arose, with many speakers challenging the expectation of maintaining an objective stance to their data. As another outlet, Elvis shared his method of watching horror films to 'let the fear out', which proved to be a surprisingly common one among the attendees.

The role institutions play in mitigating the impacts of analysing distressing data was discussed throughout the day. Tim Grant and Sarah Atkins offered their perspectives from the Aston Institute for Forensic Linguistics. They discussed a range of support secured from their institution and external support networks, including providing researchers with access to a specialist psychologist offering individual advice on how to implement 'work hygiene' measures. Ye Bin Won (Georgetown University) focused on the lack of institutional support for undergraduate students working with distressing data. Through the context of her analysis of incel data, she discussed the culture of stoicism in extremism research, which can prevent researchers from seeking help. Mitigation strategies advocated include integrating well-being training into undergraduate courses and investing mentorship programmes. The roundtable discussion saw David Wright (Nottingham Trent University) and Emily Powell (Cardiff University) join speakers from the day to discuss the themes emerging from the presentations, the need to move well-being higher up the agenda, and the challenges of investing time and money to doing so.

**Final reflections**

It was apparent from the discussions that distressing data can affect individuals differently as their life experiences change. There was a common acknowledgement that one approach to mitigating this distress is unlikely to suit everyone and approaches need to be adaptable. The necessity of institutionally-based measures to safeguard researchers, without needing to depend on the proactivity and tenacity of senior academics or project leaders, was also recognised. Finally, along with these discussions, the presenters reiterated how rewarding it can be working on projects which include difficult linguistic analysis. It is hoped that, in normalising these conversations on the effects of distressing data, we can make it easier for researchers to, in Nuria's words, 'put their own oxygen masks on first' when they do so.

Please note: this is an abridged version of the original report, which can be found on the event's webpage (https://langnewmedia.weebly.com/baal-sig-annual-seminar-on-distressing-data-14th-may-2021.html) together with the speaker abstracts.

# 3rd PAWBL SIG Symposium: January 2021

## *By Jackie Tuck (The Open University)*

On 29th January 2021, the Professional, Academic and Work-based Literacies SIG held its 3rd annual Symposium as a SIG within BAAL, with the theme of Creative and Collaborative Literacies.  The event had been scheduled as usual for early December, fully online of course, but technical disaster struck on the day (due to a highly unusual university server failure). We were extremely grateful that our keynote speakers, Juliet Henderson and Zoe Nikolaidou, along with all of our parallel presenters, were willing to reschedule for a date early in the new year. We were also delighted that the large majority of those who had signed up for December were able to attend, with 54 attending for all or part of the day. It was particularly wonderful to have participants from as far afield as Brazil, Finland, Japan, Spain and Sri Lanka. A 'lunchtime UK' timing helped enormously with this. Like many, we have been inspired as a result to think about how our SIG can use online only and/or blended events in future to maximise and broaden participation in SIG activities, even when it becomes possible to hold 'face-to-face' events again.

Some fascinating themes emerged from the Symposium. A key topic of discussion was the role of power and inequalities in textual collaboration. One dimension of this was how control over authorship, representation and take-up of texts in academic and professional contexts may or may not be satisfactorily negotiated (and from whose perspective) when power relations are asymmetrical. Closely linked to this was the way in which collaboration can be a creative – but risky - response to power in writing regimes where ideologies of single authorship prevail. There were also productive conversations about how methodologies such as Nexus Analysis and theoretical paradigms such as Critical Race Theory might be harnessed by literacies research. Presentations gave rich pictures of situated literacy practices derived from multiple sources of data, and we learned about new and productive analytical tools and concepts. Access to recorded presentations is still available to PAWBL members on request (please contact jackie.tuck@open.ac.uk).

Everyone who responded to the post-event survey considered it to have been a great success and all were keen to attend future PAWBL events. There was an overwhelmingly positive response to the symposium format, which was particularly pleasing as the committee had thought long and hard about how to make it work despite the challenges of Covid - we are told that the approach has since been adopted by attendees who have gone on to organise their own events.  Delegates especially appreciated the range of ways to participate. Everyone felt it was productive to look at/listen to contributions beforehand and then have time for discussion, and on the day the short summaries at the beginning of the Zoom sessions were deemed helpful, too. The use of Padlet further supported the opportunity to engage positively and the combination of synchronous and asynchronous activities clearly fitted in with people's busy schedules and helped them get the most out of the experience.

> *For the recorded presentations (ppt or films), I like the way presenters treated the format. They weren't too dry or formal and it felt like they were trying to speak directly to me ... to give me a sense of context/purpose and help me think about the content ahead of time.*

The variety of contributions and the contrast between the two keynote speakers was commented on favourably and all were considered thought-provoking and relevant.  Generally, there was agreement that the symposium was collegial, cohesive and inspiring, giving rise to very positive attendee feedback:

> *a friendly and open atmosphere and an intellectually demanding and inspiring event!*

Thanks again to all presenters and attendees for helping to make the event such a success. If you would like to join the growing PAWBL network, please follow the instructions on our website or join our AGM at the forthcoming online BAAL 2021 conference.

*The PAWBL committee*

# BAAL Researcher Development Series 2021

## Feedback in Journal Peer Review in Applied Linguistics
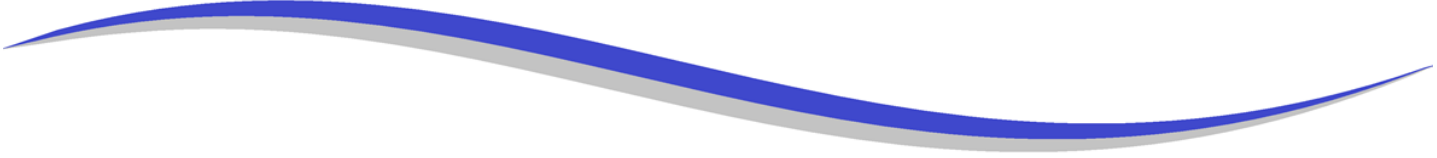
### By  Sin-Wang Chong, Queen's University Belfast

**Report on the Series**

Together with Dr. Shannon Mason (Nagasaki University), I had the privilege to be awarded the inaugural Researcher Development Series grant by BAAL. Between February and June 2021, we organised five online workshops targeting BAAL early career researchers and doctoral students. Workshop speakers included senior academics and journal editors in Applied Linguistics, Language Education, and Higher Education based in Australia, Hong Kong, Japan, New Zealand, USA, and the UK. These online workshops, which are listed below, were very well-received, attracting a total of 400 registrations.

| Workshop | Speaker | Date |
|---|---|---|
| 1 How to Respond to Journal Peer-Reviewers' Feedback? An Applied Linguistics Editor's Perspective | Dr. Luke Plonsky | 5 Feb 2021 (Fri) |
| 2 Getting Published - Some Insider Tips | Prof. Hayo Reinders | 5 March 2021 (Fri) |
| 3 Demystifying the messiness of the peer-review process: From the view of two ECRs | Dr. Shannon Mason, Dr. Sin-Wang Chong | 2 April 2021 (Fri) |
| 4 It is more blessed to give than to receive: Developing peer reviewers' feedback literacy | Dr. Sin-Wang Chong, Dr. Shannon Mason | 7 May 2021 (Fri) |
| 5 Training the Next Generation of Journal Peer-Reviewers: An Interdisciplinary Dialogue | Dr. Wendy Green, Dr. Jisun Jung | 4 June 2021 (Fri) |

Opening the workshop series was Dr. Luke Plonsky, Associate Professor of Applied Linguistics (Northern Arizona University). Dr. Plonsky shared his experiences as Senior Associate Editor of Studies in Second Language Acquisition and Managing Editor of Foreign Language Annals and offered advice on how to address peer reviewers' feedback effectively. For instance, Dr. Plonsky suggested using tables to demonstrate how each comment by peer reviewers is addressed and to underscore specific changes made in the manuscript. Professor Hayo Reinders was the speaker of our second workshop. Professor Reinders is the Editor-in-Chief of the journal, Innovation in Language Learning and Teaching (together with Prof. Terry Lamb). In this inspiring session, Professor Reinders challenged the audience to think about the reasons for wanting to publish their works in academic journals. He introduced alternative publication conduits which may lead to more impactful outcomes than academic publications, depending on authors' target readers. Concluding his session, Professor Reinders shared some insider's tips on publishing in academic journals, for instance, choosing journals with remits which match with the publications.

Sessions three and four were led by Dr. Shannon Mason and me. We offered alternative perspectives on academic publishing as journal editors, active peer reviewers, and early career researchers. The third workshop was led by Dr. Shannon Mason, Associate Editor of Higher Education Research & Development, with a focus on the meanings of various editorial decisions and how novice researchers should respond to them. I led the fourth workshop, focusing on feedback literacy of journal peer review. Sharing my recent open-access publication in Learned Publishing (Chong, 2021), I invited doctoral students and early career researchers to consider serving as journal peer reviewers. I also shared examples and characteristics of effective peer-review feedback.

The final workshop reflects our attempt to engage the BAAL community in interdisciplinary dialogues with other learned societies. We had the privilege of inviting the Executive Editor and one of the Editors of a flagship Higher Education journal, Higher Education Research & Development, to speak at the event. Dr. Wendy Green and Dr. Jisun Jung discussed the differences between submitting manuscripts to specialist journals (e.g., International Journal of Applied Linguistics) and generalist journals (e.g., Higher Education Research & Development) through various interactive activities. The speakers concluded their workshop by sharing how their journal supports novice peer reviewers and encourages the audience to consider contributing to journal peer review.

**Feedback from participants**

*We have received very positive feedback from our participants. Below are some extracts:*

*This kind of workshop is extremely useful. Apart from sharing experience and learning from others. It also creates a sense of community, livelier than on a website.*

*It was excellent and included all the information I needed to progress with writing my publication.*

*I really enjoyed attending all the workshops Sin-Wang and Shannon organised for us - thank you so much. They were all extremely helpful.*

*I enjoyed the earlier workshops, but it was really nice to see how you developed the later ones in response to feedback, for instance using Zoom and introducing more frequent interactive breaks worked really well. I was really impressed with the format of the workshop and cannot currently think of any improvements. These are some of the smoothest runs I have ever attended!*

**Reflections**

Having completed my PhD through a retrospective publication route, I have learned immensely from journal peer reviewers' feedback and I am forever thankful to all reviewers who have decided to devote a few hours (for some, even a few days) of their hectic academic lives to provide feedback which helps me improve my research. This personal experience has motivated me to organise this workshop series with Dr. Shannon Mason, a fellow recipient of the inaugural Reviewer of the Year Award 2020 (Taylor Francis/Higher Education Research & Development). We both felt the need to develop a professional and supportive community to help early career researchers navigate the high-stakes journal peer-review process, which is seldom discussed openly. This workshop series represents one of our many endeavours to support young researchers to excel and even contribute to journal peer review. I look forward to continuing our discussions on journal peer review in other channels, for example, a dedicated Twitter account set up by Shannon and me (@Scholarly_Peers). Last but certainly not least, I would like to take this opportunity to thank BAAL for supporting this event. I am sure this grant will continue to provide all-round support to young researchers in Applied Linguistics in the UK and beyond.

**Reference**

Chong, S. W. (2021). Improving peer-review by developing reviewers' feedback literacy. *Learned Publishing*. Advanced online publication, 1-7.

# Publication News

# Vulnerabilities, Challenges and Risks in Applied Linguistics

## *By Clare Cunningham and Christopher J. Hall (editors) (YSJ University)*

We are delighted to announce that the volume of papers based on the 2018 BAAL meeting held at York St John University is now available for pre-order from Multilingual Matters and should be in print by the time of the 2021 Northumbria meeting. The book contains 15 chapters, including an Introduction and After-word, with the core 13 chapters grouped into four thematic parts (Communities, Policy, Research, and Education). The theme of the YSJ conference, *Taking Risks in Applied Linguistics*, was chosen in recognition of the need for focused discussion of risk in applied linguistics, given rapid change and consequent uncertainty both in world affairs and in the discipline itself. As it happens, and as we're all so aware, this uncertainty has increased considerably since the time of the conference, given the global pandemic which paralysed the planet in 2020 and is still causing immense suffering. Most chapter contributions are developed from papers presented at the event in York, but as we considered work for inclusion in this volume and received initial feedback from reviewers, we quickly realised two things: first, that in many papers the theme of 'risk' spilled over into the neighbouring conceptual fields of 'vulnerabilities' and 'challenges'; and second, that to do fuller justice to the theme, we needed to commission additional chapters covering contexts and regions that were under-represented at the 2018 conference. At the forefront of our minds also was the understanding that Applied Linguistics is centrally concerned with action: that it is informed by theory, but only in as much as the theory underpins practice designed to solve or mitigate social problems or help us understand such problems so that solutions or mitigations may be sought. This focus on action motivated the dual consideration here of: (a) risk arising from the contexts in which applied linguistic problems are embedded; and (b) risk in the way these applied linguistic problems are researched and addressed. Here's a brief synopsis of the book

After our introductory chapter, the opening section, *Communities*, presents a series of studies on the risks and challenges experienced by applied linguists working to amelio-rate the position of the communities of the Global South (chapters by Cristine Gorski Severo and Sinfree Makoni; Luz Murillo) and those repre-senting and working with members of the deaf community (John Bosco Conama) and the LGBTQ+ community (Helen Sauntson). These and other marginalised communities are perhaps well-positioned to utilise the vulnerability often societally ascribed to them to bring about change. Section 2, *Policy*, brings together chapters which consider the role of policy in challenging linguistic inequalities, including a flight of the imagination with regards to Finnish language policy (Johanna Ennser-Kananen and Taina Saarinen), a critique of Anglophone countries' language policy (Ursula Lanvers) and an exploration of the challenges of getting a language recognised as such in the first place (Kristin Snoddon and Erin Wilkinson on sign language in Canada). The third section, *Research*, considers the role of the applied linguistics researcher, and includes chapters on the vulnerability of researchers when dealing with extremist discourses online (Kate Barber), risks to the notion of 'good data' (Sal Consoli) and challenges in relationship-building in research and in working with interpreters in research interviews (Annika Norlund Shaswar). The final section, *Education*, takes us into the classroom, and offers three chapters covering the potential for an increased role for Applied Linguistics in designing socially just curricula (Liana Konstantinidou and Ursula Stadler), the challenge of introducing controversial topics in ESOL classes (Michael Hepworth) and the risks to social integration that the continued hegemonic status of English poses in one particular nation in the Global South (Sham Haidar). The volume closes with our Afterword.

**More information on the book can be found at**:  https://www.multilingual-matters.com/page/detail/?K=9781788928229

**For a 50% discount** (available until 30th September 2021), use the code VCRAL50 at the online checkout.
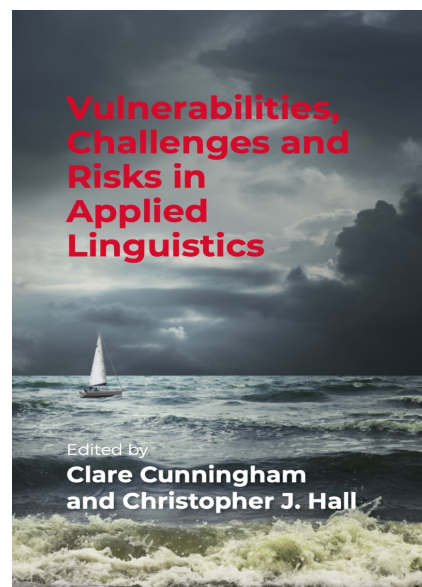
# COVID-19 Challenges and our Success Stories

## PhD on senior language learning motivation in times of COVID

### By Bérénice Darnault (University of Barcelona)

Nobody could have predicted the repercussions of a global pandemic on our research. I initially did not expect to pursue my PhD in light of – rather than despite of – a crisis that would deeply affect my focus group work. In 2019, I set out to explore a handful of self-reported narratives on senior language users' lifelong motivational trajectories. Before the outbreak of COVID-19, participants would all take part in a local language café group exchange programme organized weekly in my French home city, Nice. These research participants were typically highly invested and motivated proficient learners, sharing a common stamina to practice English at a regular pace. My PhD research aimed to trace back the nature and the impact of experiential, temporal and contextual variables at stake together with the interaction of motives in the formation of self-made and sustainable language learning motivational "ecologies" at a later stage in life. The French lockdown forced cafés and brasseries to close, putting on hold the language café meetings.

Not only did COVID have a dramatic impact on the elderly community health wise, but also no European green papers on ageing and old age welfare had anticipated the social impact of isolation and the 'educational' void for senior learners who did not have access to online learning tools during lockdown. While language schools fairly quickly adapted learning practices for younger and more digitally literate learners, language café groups for L2 learners aged over 65 did not anticipate specific measures to keep the language learning events going. 'The best way out is always through', as once wrote Robert Frost. And out of isolation did my learners go, through persistence, grit and creativity. I was indeed impressed to realize that the situation had actually turned the problem on its head, and saw a surge of motivation, rather than a loss, among my participants who kept practising autonomously, trying to fit in some time for English every day from home. This new context almost naturally revamped systems of learning and enhanced the development of self-taught methods, shedding some new light on senior motivational ecosystems and on the third age language learning experience.

I successfully conducted the piloting phase of my study with a total of 5 participants from my main group of target participants (n=62). Thanks to my pilot participants' IT skills, each interview was video recorded on either Skype or Zoom, facilitating transcription. However, I have decided to put the interviews for the main study on hold until fall 2021 because most of my participants wish to meet in person but want to be vaccinated before arranging meetings. In hindsight, I consider this past year as a research opportunity to explore a case study of successful language learning from an ecological perspective, outside the traditional physical setting of language cafés.

# 'From targets to tools: A major overhaul on researching English Language Teaching in Vietnam'

## By An Nguyen (The Open University, UK)

'Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next (Arundhati Roy, 2020). In this piece, I will share my experiences of reimagining my research topic and reconsidering my methodologies in response to the pandemic.

Before Covid-19 happened, I was aimed to research the power dynamics between reproductive and transformative forces in shaping the English Language Education Policy in Vietnam from a critical language policy perspective. I was interested to explore the links between the current socio-political discourses in Vietnam and the implementation of English Education Policy with a focus on the of students' agency throughout and within such decision-making process. Methodologically, I had expected to conduct an in-depth document analysis to capture the content of related education policy documents in Vietnam, a series of classroom observations to capture students' voices during English classes, followed up by in-depth interviews with learners from both urban and rural areas in Vietnam on their English learning experiences under the current policy regimes.

Then came Covid-19 with the imposition of travel restrictions and lockdowns in both the UK and Vietnam – my main research site. However, the majority of my most-searched-for documents remain archived in physical copies in libraries and education offices in Vietnam, making this source of data digitally inaccessible. Similarly, the option of classroom observations and interviews became unfeasible due to further complications.

As Covid-19 continued to change and challenge various aspects of the research world, I was determined to look at these adversities as opportunities for creativity and resilience. In reimagining my research topic, I first went back to the literature and tried to navigate the relevant areas of scholarship. Whilst doing so, I also scrutinized important and emerging issues in fields including the trends towards English as the Medium of Instruction in higher education, and social justice in language policy. Approaching the literature (I was already familiar with) for the second time enabled me to adopt a fresh perspective on my research interests. This crucial step helped me to define a new research focus that was both feasible and safe in the new Covid-19 reality. A similar learning process also applies to my methodological apparatus. For the project to go on, I had to turn to less conventional forms of data collection, including online questionnaires, online English tests, and online focus groups. My biggest inspiration came from attending the WELS Postgraduate Research Conference 2021, hosted by the Open University with the theme 'Research (re)imagined: (Post)pandemic perspectives. Sarah Huxley's talk on how she shifted from a blended to fully online ethnography research and Ingeborg Kroese's reflections on how she restarted when the data collection stopped were among the best examples for me to follow. I was left tremendously empowered to rise to the challenge and formulate new strategies to conduct my own research project.

The pandemic has presented us all with the ultimate test of flexibility and stamina. Fortunately, the world of research seems to keep moving forward with unity and strength.

Arundhati, R. (2020 April 3). The pandemic is a portal. *Financial Times*. Retrieved from: https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920caT

**PhD Report**

# Exploring the language learning motivation of (pre)intermediate adult ESOL learners in England (during a pandemic…)

## *By Kathryn Sidaway (University of Warwick)*

### Context

For just over a decade, I worked in the English for Speakers of Other Languages (ESOL) sector of education in England. Classes in this context are offered to anyone over the age of 16 for whom English is not their first language and is making a home in this country. Classes are offered in college and community settings and are multi-lingual, multicultural and sometimes multilevel with adult learners often juggling their learning alongside childcare, work, caring responsibilities and immigration applications. Once a learner reaches Entry Level 3 (approximately B1 on the CEFR) they are no longer learning the language for survival and so their reasons for enrolling are not always as obvious as at the lower levels. This is also the level where most students start to plateau. Numbers drop at enrolment and students start to take longer to complete the progamme, sometimes taking two or three years to pass the Skills for Life exams. The motivation of adult students studying in this context and the barriers they face to fulfil their future plans have been largely ignored by the literature (Boo et al, 2015), and these areas constitute the scope of my PhD.

My data collection began in September 2020, six months into the Covid-19 pandemic. At the start of the first lockdown in England (March 2020), all adult and further education had been moved online. All colleges and community teaching settings were closed and learners were expected to continue their courses using whatever technology they could afford. The ESOL Skills for Life exams were cancelled and teachers were given the option of using their professional opinion whether to pass students or allow them to leave without a qualification.

Six months later, some courses were back in socially distanced classrooms, which is where I was able to access the student participants for my PhD. However, I was not allowed to spend time in classrooms observing lessons because of the strict Covid-19 restrictions on distancing and bubbles; as such, I had to devise a methodology that met both my research aims and my university's safety regulations. This methodological journey is what I will discuss in this piece.

### Methodology

My three main research questions were:

*What motivates adults to enrol on (pre)intermediate level ESOL courses?*

*What motivates students during their course?*

*What demotivates students during their course?*

Taking a mixed methods, sequential approach to data collection, I used a short, online survey to gain an overview of who was accessing these courses and then conducted both student and teacher interviews. A small lens (Ushioda, 2016) approach was adopted for the qualitative aspect of my data collection which has constituted the bulk of the study.

The survey was used to recruit student participants and from the 13 students who volunteered to participate, five attended their first online interviews. These interviews were used to discover the students' initial motivations, learn a little about their backgrounds and answer any questions they had about the research. Their initial motivations included wanting to improve confidence when speaking at work, hoping to retrain as a nurse, and filling in time before being eligible to apply for a PhD.

As I was unable to visit their classrooms, I decided use an adaptation of the Experience Sampling Method (Larson & Csikszentmihalyi, 2014) to collect weekly text message data regarding their motivation to learn the language (See Figure 1 as an example).
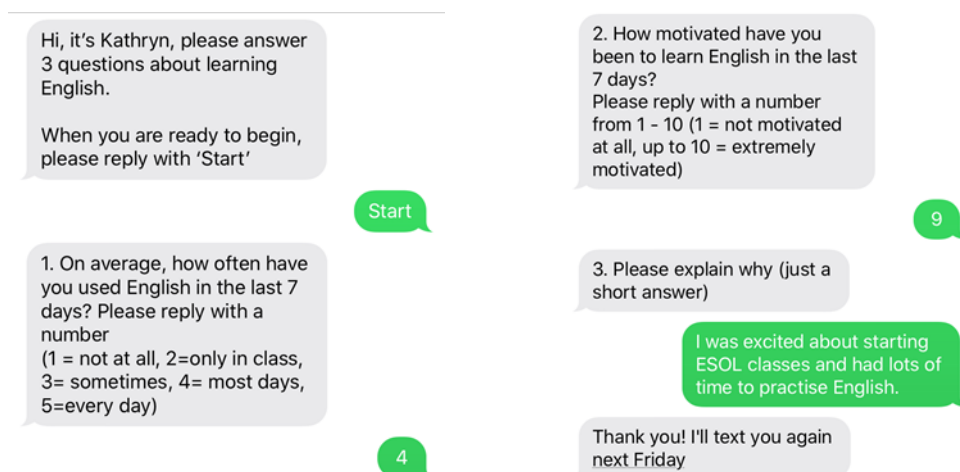


*Figure 1 – Weekly text message example*

These texts were sent every week of the first term until the Christmas holidays and then compiled into charts to share with the students during their second interviews in January 2021 (Figure 2).
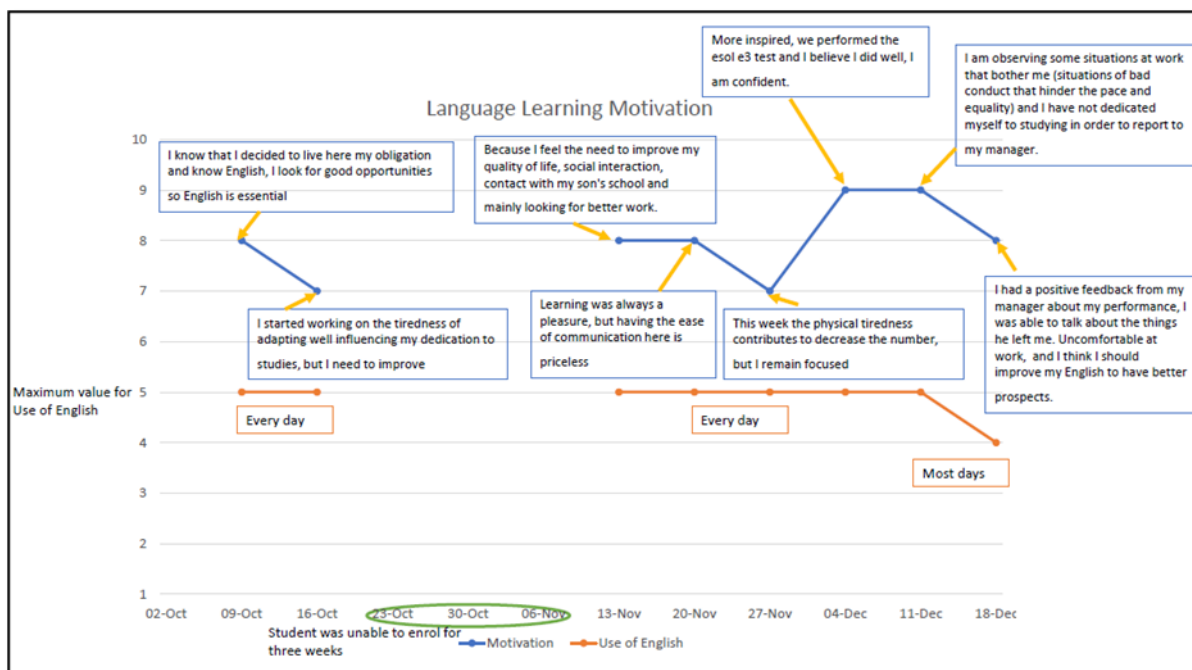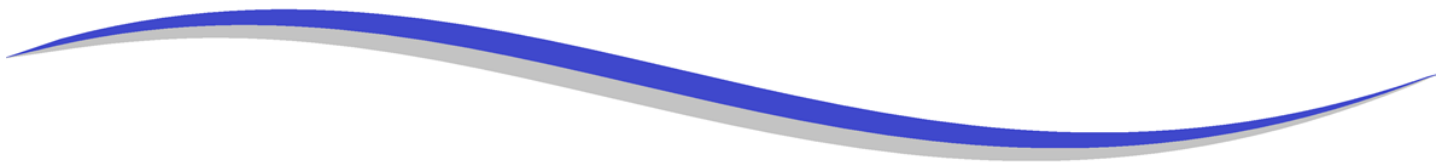


*Figure 2 – Text message results*

When I spoke to the students in January, the country had gone into a third lockdown and they were now learning online. This added another layer to my study as they were able to both reflect on the previous term, using the charts as stimulated recall devices, as well as describe their experience of online learning.

This work in ongoing and as I write, I am preparing for the remaining student interviews. This was not the PhD I had planned when I wrote my research proposal, it has been adapted in a time of emergency, but will hopefully provide an insight into English language learning during the pandemic. Much has been written about language learning for resilience (Capstick, 2018), however, the participants in this study may prove that resilience is required for language learning when unexpected challenges such as Covid-19 arise.

**References**

Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*, *55*, 145-157.

Capstick, T. (2018). Resilience. *ELT Journal*, *72*(2), 210-213.

Larson, R., & Csikszentmihalyi, M. (2014). The experience sampling method. In *Flow and the foundations of positive psychology* (pp. 21-34). Springer, Dordrecht.

Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, *49*(4), 564-577.

# Rescuing a cancelled event and hosting it as a Webinar: *Humanising Language Research Through the Complexity Lens*

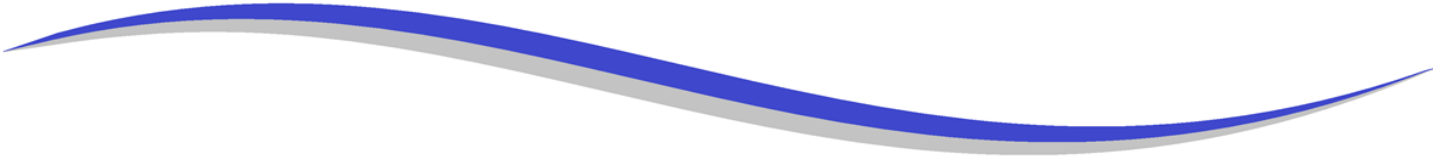## *By Richard Pinner (Sophia University) & Richard Sampson (Rikkyo University)*

Many things that were supposed to happen in 2020 did not come to pass due to the global pandemic. Countless events were cancelled or postponed, many of them not rescheduled. One such event was the Japan Association of College English Teachers' 59th International Convention, which was to be held in Kyoto and feature Ema Ushioda as a keynote speaker. We had been invited to hold a symposium at the event, and Ema had agreed to act as a discussant. Although the conference was cancelled well in advance, we had already done quite a lot of planning. We were disappointed, and it seemed that much of the planning and preparation would go to waste. We had been excited about the symposium and thought the topic, *Humanising Complexity through the Complexity Lens*, was timely and worthy of discussion. In reaction, we decided that we would host the event ourselves, independently, as a webinar.

Having never organised a webinar or large-scale event before, we were a little unsure about how to proceed. Luckily, people rallied to help us. We were very grateful to Ema for agreeing to give up her time and join us again, although we would be in different time zones and despite also doing a plenary speech for the AAAL conference a week later. We were also fortunate that Multilingual Matters and the TEFLology Podcast agreed to act as publicity sponsors for the event, meaning they would use their social platforms to help spread the word and build our audience. Sal Consoli also acted as a consultant, having previous experience organising online events, and he graciously provided technical support on the day. The webinar was free, and everyone who helped or was involved did so at their own expense and for no financial remuneration, so we wanted to mention their hard work here and say a personal thank you to every one of them.

It was a strange thing, but in order to organise the webinar, all we had to do was email people and ask them a favour. After agreeing on a date, the next step was to announce the event. We created an online signup sheet using Google Forms, and were astonished at how many people signed up early on. It seemed to reinforce our conviction that the topic was one in which many were interested. With the list of delegates growing, the event began to feel very real. We held two planning sessions, which were rather informal and as much personal online get-togethers as they were planning sessions. We were able to host the webinar via Zoom through an institutional subscription.

The reason we are going into such detail about how and why we organised this online excursion is because, for those genuinely interested, it is possible to simply watch the full 90-minute recording of the session, or read the abstract online for a shorter summary. We also have an article discussing the main theme (Pinner & Sampson, 2020), and an edited book about complexity research (Sampson & Pinner, 2021). We felt, though, that the current report was better spent discussing the process of organising an independent webinar like this, since many other events like our original JACET Convention were cancelled, and yet we were able to salvage ours and reimagine it as something else. We sincerely hope that others might follow suit.

On the day of the event, everything went remarkably smoothly. We had over 260 people sign up, although on the day it was a little over 100 people who logged on for the live event. Since uploading the recording to YouTube, it has had over 200 views in two months. Though modest, we are thrilled with these numbers, especially considering that this event might never have come to pass.

We were able to examine the main themes in quite a lot of detail. We started with a general introduction to complexity thinking, in which Richard Sampson discussed a number of interesting analogies and metaphors for complexity, such as a stadium wave going through a crowd, or a fabric made of many interwoven threads. Following, Ema Ushioda eloquently (as ever!) provided her thought-provoking perspective on ethical concerns about research, whilst referring to points raised by Richard Sampson and complexity research in general. Throughout, we tried to underscore our position that complexity research ought not to be confusing, parasitic, or alienating for people, especially teachers and practitioners. Due to their unique understandings of the learning context, it is actually such people who are best positioned to conduct ethical classroom research which incorporates a complexity approach.

We were particularly pleased with the way that the audience were able to participate and interact with us on the day. We used the signup sheet to allow participants to ask questions or raise discussion points well in advance, and we also allowed 40 minutes for audience questions on the day.

What we learned from the webinar experience was that organising an online event like this was not only fairly straightforward to set up, but it was also extremely worthwhile. We were, however, also lucky to have so many people willing to be involved and to generously lend their time and expertise.

In conclusion, we would like to emphasise that if we can do it, anyone can. We found the whole enterprise rewarding personally, and we hope that those who participated or watched the recording also found it useful. Of course, we are awash with online events now and perhaps we will be for the foreseeable future. However, we can still feel a sense of achievement for rescuing our symposium from the ashes of a cancelled conference and making it available to a larger and more international audience. Once again, we would like to sincerely thank everyone involved for their contribution.

**Event Website** https://uniliterate.com/2021/05/humanising-language-research-through-the-complexity-lens-webinar/

**YouTube Video of the event**:     https://www.youtube.com/watch?v=We2JGr5m7iA

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# The Applied Linguistics TED Group: Thriving through COVID-19

*by Claudia Bustos-Moraga, Katie Louise Webb & Sundeep Dhillon - on behalf of the TED group.*



As a group of scholars and PhD researchers specialising in English Language Teacher Education and Development, we formed a research network at the Department of Applied Linguistics in the University of Warwick in November 2019. The group acts as a community and provides opportunities for professional development to its members. Our main goal is to improve knowledge in practice of English language teacher education research in a collaborative environment where research students can share different aspects of their work and receive constructive feedback from their colleagues. The meetings of the group were originally conducted face-to-face on campus from November 2019 to March 2020. Little did we know that the reality we were used to would change due to the COVID-19 pandemic. The format of our weekly gatherings remained mostly the same, but the medium had to change. We needed to familiarise ourselves with the different platforms available, such as MS Teams, Zoom, Blackboard Collaborate to find one that would best suit our needs. As a group, we tested these different options, and the final decision was based on the platform supported by the institution, MS Teams, which also offers diverse interactivity features. Going online allowed group members to easily access the meetings and an added bonus was that those based in other countries (e.g., Turkey, Japan, Chile and Hong Kong) could also attend.

Therefore, during the pandemic we have been able to maintain our connection with international colleagues and with University of Warwick research students who were abroad collecting data. However challenging COVID 19 made it for everyone, with the spirit of support and collaboration in the group, TED emerged as a stronger research network. The group was highly active during the first months of the pandemic, and the benefits were not only academic and professional, but also personal. We could meet each other virtually in a period when everything was uncertain. The network meetings provided members with an opportunity to gain experience in giving online presentations based on their research and managing discussions. In addition, an opportunity for a parallel collaborative project emerged, the co-organisation of an international symposium with the Grade Centre Education from Goethe University Frankfurt. It was originally planned to take place face-to-face but shifted to an online event. The event: "*Interdisciplinary and international perspectives on ELT and language teacher education*" was held on 23rd October 2020, via Zoom and included presentations from many of the TED research group members including Jason Anderson, Maricarmen Gamero Mujica, Nicole Berríos-Ortega, Duncan Lees, Samiah Ghounaim and Dr Gülden Taner. It is impossible to say that the ongoing lockdown restrictions have not affected our motivation and some of our planned research projects. As a result, we created an accountability buddy scheme in addition to our weekly meetings, which is highly beneficial especially for the wellbeing and productivity of the members in isolation. Although the attendance to the meetings has varied over time, the group is keen to continue collaborating with each other and with external institutions and/or researchers sharing similar interests in teacher education and development.

# 'Success stories of refugees in Europe: Celebrating the contributions of children and highly skilled adults

## By Sara Ganassin (Newcastle University) and Alexandra Georgiou (University of Nicosia)
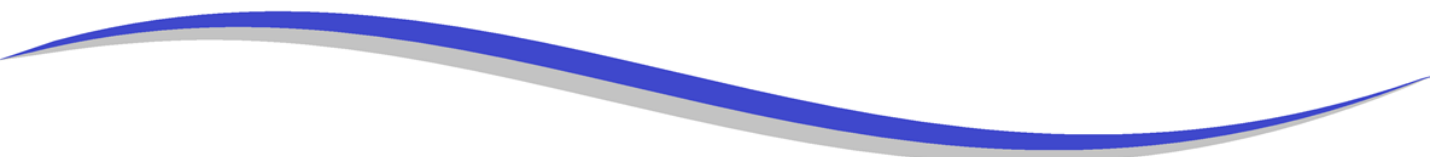
Europe has experienced major waves of refugee immigration with over a million refugees and asylum seekers across EU countries (Eurostat, 2020; IOM, 2015). Children and adults have been equally affected and often placed in marginalised positions by their host communities who often failed to fully value their contributions. The event **'Success Stories of Refugees in Europe: Celebrating the contributions of children and highly skilled adults'** was organised by the BAAL



Multilingualism SIG as part of Refugee Week 2021. The event was hosted by the School of Education, Communication and Language Sciences of Newcastle University and chaired by Alexandra Shaitan (University of London). It brought together researchers, practitioners, and members of the public to celebrate the linguistic and cultural heritage of refugees, both children and adults, in the European context.

Dr Mohammed Ateek (Birkbeck University) opened the event with the plenary *Linguistic issues affecting refugees: Language Analysis for Determination of Origin (LADO).* "Language analysis (LA) is used by the Home Office to help establish an individual's true place of origin, where that origin is in doubt" and it is used to "produce written, reasoned conclusions [by language experts] as to their place of linguistic origin" (Home Office, 2018, p. 6). The current body of research on LADO focuses on policy and there is a scarcity of studies accounting for the voices of asylum seekers and refugees (Patrick, 2018). Dr Ateek explained that the underlying assumption for LADO is that claimants can falsify claims about nationality and LADO can be used as a tool to detect false claims. Dr Ateek critiqued the Home Office link between language and nationality, making the point that asylum seekers may use language varieties other than the official language(s) associated with their nationality. Additionally, the Home Office employs language analysts who are not trained linguists, who may not speak the same language variety as the claimants they assess, and who do not have access to the migration history of the people whose languages they assess (Ateek & Rasinger, 2018). Research with asylum seekers suggests that LADO interviews are often a source of language anxiety and stress. In the words of one of the study participants: 'I felt like a criminal in an interrogation session'. Dr Ateek's recommendations emphasised the importance of employing language analysts who are trained linguists and who share the linguistic repertoires of claimants by, for example, employing refugees who fit these criteria. It is hoped that this would create a non-threatening environment so that asylum seekers can be aided to participate fully in the interviews.

The second talk '**Teaching refugee children in Cyprus: Developing inclusive and multilingual practices'**, given by Dr Alexandra Georgiou (University of Nicosia), Ms Rena Choplarou and Mr Giorgos Stogias, focused on the importance of creating inclusive multilingual teaching practices in mainstream educational settings that support the language and social needs of refugee children. The presenters discussed the benefits of using refugee children's home languages when teaching the target language as a way of developing multilingual and multicultural awareness about
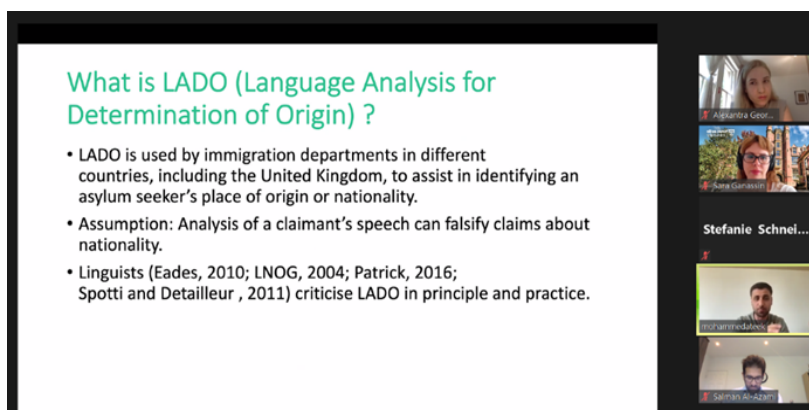
both majority and minority children. The presenters concluded that such a practice allows refugee children to develop relationships of trust between their teachers and peers and it also acts a way to portray their multilingual identity in their new learning community (Hélot & Young, 2006).The value of inclusive practices and policies was further discussed as part of the talk '**From surviving to thriving: Success stories of highly-skilled refugees in Europe'** (Dr Sara Ganassin, Dr Alina Schartner, Newcastle University & Dr Stefanie Schneider, Open University). A small but significant sub-group of displaced people in Europe are highly-qualified professionals — e.g., engineers, doctors, accountants, and lawyers — who, having been displaced, are either unable to seek paid employment or forced by their new circumstances and the need to make a living into low-skilled jobs for which they may be profoundly over-qualified (Ganassin & Young, 2020). The integration of these individuals into the European labour market is crucial in order to avoid their long-term dependency and marginalization.

The presentations were followed by a Q&A session chaired by Dr Judith Reynolds (Cardiff University). This discussion emphasised that integration is a two-way process. Researchers often focus on what refugees, the individuals and agencies working closely with them, should do to facilitate labour market integration. However, it is arguable that a (or even 'the') major part of the onus to achieve this could and should fall on policy makers, governments and, to some extent, employers. After all, refugees have so much to contend with and so many challenges to overcome during processes of dislocation, displacement and resettlement (Young et al., in press). Successful integration of refugees, including labour market integration, does not exclusively benefit them rather it is fundamental for the promotion of equitable relationships between host and guest communities (Scheibelhofer & Täubig, 2019).

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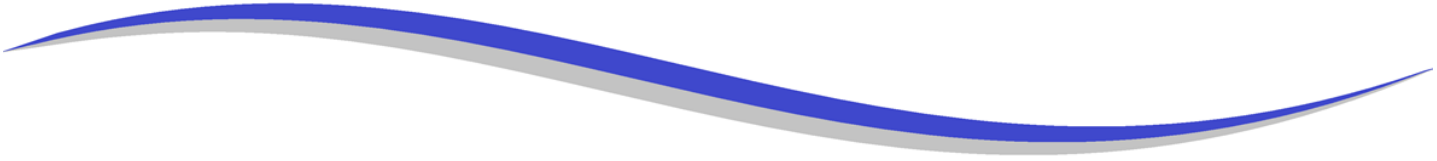
# Book Reviews

**Gkonou, C., Dewaele, J. M. and King, J. (Eds). (2020). The emotional rollercoaster of language teaching. Bristol: Multilingual Matters. ISBN: 9781788928342. 296 pages.**

This book, edited by Christina Gkonou, Jean-Marc Dewaele and Jim King, has 16 chapters dedicated to the emotional experiences of language teachers. The language classroom context is loaded with emotions and researchers have thoroughly investigated language learner emotions (Imai, 2010). However, the same attention has not been given to teachers, their emotions and how these affect teachers' performance and wellbeing, despite the fact that teachers are exposed to numerous challenges in their day-to-day experiences (Dörnyei and Ushioda, 2011). This book addresses this gap in the literature by presenting research which focuses only on teachers' emotions in diverse teaching levels and contexts.

The introductory chapter (Chapter 1) discusses the rationale for this anthology and invites readers to engage in research and analyse language teacher psychology. In Chapter 2, Hofstadler, Talbot, Mercer and Lämmerer focus on secondary school Content and Language Integrated Learning (CLIL) teachers in Austria. This analysis goes beyond the traditional positive/negative dichotomy regarding the professional subjective wellbeing of CLIL teachers by considering those aspects which were ambiguous but also affected the teaching of CLIL. This chapter is followed by Chapter 3 in which Acheson and Nelson analyse the extent and the form of emotional labour (EL) of public high school foreign language teachers in Georgia, US. This quantitative investigation also explores the contextual and demographic factors affecting these teachers' EL and its relationship with job satisfaction, burnout, and attrition. Chapters 2 and 3 reflect on the level of support teachers receive to tackle classroom challenges. In Chapter 4, Benesch focuses on the exploration of teachers' emotional experiences when providing feedback on students' writing tasks in the context of tertiary education programmes in the USA. EL is again a key topic, along with the uncertainty about the types of feedback teachers should give students. The connection between emotions and the role of power is also explored in this study. In Chapter 5, Edwards and Burns investigate in-service English language teachers in the context of Australia and their emotional experiences when conducting action research. The lack of support teacher researchers have is again highlighted, together with its negative impact on teachers' emotions. The benefits of teacher engagement with action research are emphasised. This study uses metaphor analysis to explore these teachers' identity shifts and their emotional experiences.

Teacher resilience is discussed by Kostoulas and Lämmerer in Chapter 6. This study focuses on two pre-service teachers in the Austrian context and discusses how negative emotions could support teacher development. The authors argue that unpleasant emotional experiences could empower professional and psychological growth. Learners' past selves are analysed by Falout in Chapter 7. The link between past learning experiences and learners' emotions and group dynamics in the language classroom is discussed. The authors argue that teachers can help learners to reshape their past emotional experiences so that they can create better present learning experiences. In Chapter 8, Gkonou and Miller interview 13 English language teachers in university programmes in the USA and UK. The authors analyse the value of these past critical incidents, which help these teachers to solve other difficult experiences when dealing with challenging students. This investigation enabled teachers to reflect on the positive consequences of past critical incidents.

Chapters 9, 10 and 11 focus on teachers' emotions and their regulation in the context of Japan. Curriculum changes and their impact on teachers' emotions are analysed by Humphries in Chapter 9. The case of one instructor, Daiki, shows the struggles of a teacher who does not hide his negative emotions (irritation and apathy) in the classroom. The instructor and the researcher engaged in reflexivity during the research process. In Chapter 10, Ikeda and her colleagues analyse elementary school teachers' anxiety by means of a training intervention programme which also supported teachers' L2 pedagogical knowledge. In Chapter 11, Morris and King explore the emotion regulation behaviour of EFL teachers at a university. These experienced teachers shared some strategies they used to control their students and their own negative emotions.
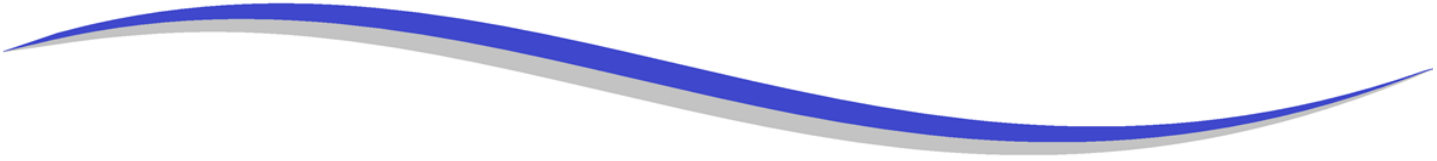
In Chapter 12, De Costa, Li and Rawal explore teachers' emotions in Nepal, an under-researched context. A change to English as a medium of instruction in Nepalese schools led to teachers' EL and other negative consequences, such as a reduced sense of agency. Gregersen, MacIntyre and Macmillan, in Chapter 13, report on a case study in which they conducted an intervention to reduce the negative effects of stress. However, the intervention was unsuccessful in alleviating the sources of stress in the long term. The authors emphasised the importance of measuring the effects of an intervention at different points in time to ensure its effectiveness and highlighted the effect of contextual parameters and the teachers' disposition. Chapter 14 focuses on language teachers' emotional wellbeing. Oxford discusses various theoretical frameworks and the benefits of experiencing both pleasant and painful emotions, since the latter can empower teachers' growth. In Chapter 15, Dewaele quantitatively investigates the interrelation of EFL/ESL teachers' motivation with a range of individual difference variables such as emotional intelligence. The link between motivation and several psychological, demographic and linguistic variables is discussed in this correlation study.

In the final chapter (Chapter 16), the editors discuss the varied contexts and methods in the anthology and general implications. Although qualitative and mixed-methods research methods are more prominent in this edited book, this approach enables the presentation of rich and thorough data by providing a more holistic understanding of teachers' views (Mackey and Gass, 2005). In this chapter, the editors also highlight the importance of providing teachers with the tools to mediate their emotions. Increasing teachers' emotional competence will improve their wellbeing, which will also have an impact in the classroom, for teachers and their students. This much-needed anthology uniquely recognises language teacher emotions and their importance for classroom practices but, most importantly, for teachers' own personal and professional development. The book calls for more investigation on language teacher emotions, but also shows the need for emotional training programmes which help teachers to regulate and understand their emotions. After reading this book, the reader learns about the role of emotions and, more importantly, about the benefits of embracing more challenging and unpleasant emotions which can lead to personal growth and development.

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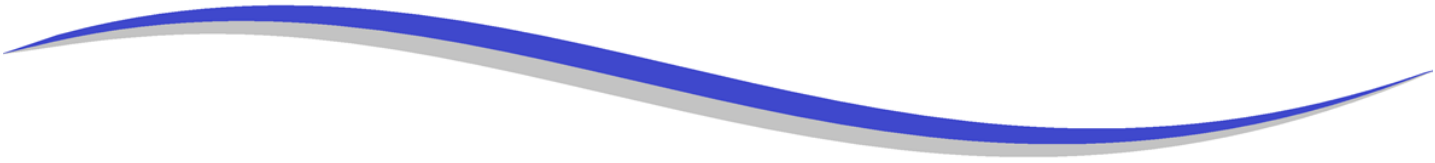**Lorena Salud Gadella Kamstra, University of Essex**

**Peyton, J. K. and Young-Scholten, M. (Eds). (2020). Teaching adult immigrants with limited formal education. Theory, research and practice. Bristol: Multilingual Matters. ISBN: 9781788926997. 208 pages.**

This publication originated in a European project (2010-18) run by Literacy Education and Second Language Learning for Adults (LESLLA). The chapters in the volume relate to the six online modules offered to practitioners. The two editors have taken on a demanding task. They have had to organise the work of 14 contributors from six countries into an Introduction and six chapters, each of which is well presented with clear sub-headings. Full biographical details are provided for all contributors with an accompanying glossary. Many countries have become host to significant movements of people from varied linguistic and cultural backgrounds, including those with limited previous education. This has confronted educators in adult and further education with a number of issues. The editors of the book express the hope that "this volume will provide you, practitioners, students, trainers, program directors and researchers working with adult immigrants with limited education and literacy, with a strong base in established ideas and new research and that it will yield practical implications to guide work in supporting these learners to reach their potential" (p.7).

After the Introduction the book is organised into six chapters. Chapter 2 (Language and Literacy in Social Context) focuses on various contexts for language and literacy development such as parenting, schooling, work and civic responsibilities. Although the material originates in Finland it is easily transferable to other countries. The chapter makes use of Vygotsky's (1978) concept of scaffolding, and it also features new research into the process of learning Finnish by five migrant women. Chapter 3 (Reading from a Psycholinguistic Perspective) gives a good overview of research and current thinking around the reading process, particularly the importance of phonics in Roman alphabet languages. The comparisons with other languages could be beneficial for ESOL teachers who are training to teach ESOL literacy – raising awareness of other types of scripts and writing systems, and therefore the difficulties learners may have with the Roman alphabet. There is a valuable emphasis on the importance of oral language and print awareness (p. 40). The chapter refers to Uta Frith's (1985) three stages of reading development. In terms of practice, the learner-centred approaches mentioned are generative word method (usually associated with Paolo Friere) and the language experience approach (LEA). However, there could have been more emphasis on the importance of building up a sight word vocabulary in English.

Chapter 4 (Vocabulary) provides an overview of words, word knowledge and how words are learned, particularly in relation to developing reading competence. Clearly this is an important aspect of language learning and various word learning and teaching strategies are explored. However, although this is all useful information and guidance for higher-level learners, it is unfortunate that there is no specific guidance for practitioners in developing vocabulary with low level learners with limited education and literacy. Chapter 5 (Acquisition and Assessment of Morphosyntax) focuses mainly on SLA, child language acquisition and research in these areas. The authors state in their introduction to the chapter that morphosyntax is closely tied to reading comprehension, which is clearly a valid point, but most of the research they describe was not undertaken with learners with limited education and L1 literacy. There is a very brief exploration of the relationship between literacy and the acquisition of morphosyntax and references to some limited research. It is a pity that much of the chapter is therefore not relevant to the level of learners the book is aimed at. Chapter 6 (Bilingualism and Multilingualism) offers a valuable and up to date introduction to the subject both as it affects adult arrivals already fluent in at least one language from their old countries and their children and grandchildren being educated in the language of the new country. The author makes an impassioned plea for the social and cognitive value of knowing more than one language. However, adults only appear in the last part of the chapter and the writer does not consider how this multilingualism might be used in the adult literacy classroom.

Chapter 7 (Teaching and Tutoring Adult Learners with Limited Education and Literacy) offers some useful ideas and practical suggestions from a US perspective including: the analysis of different kinds of literacy learners (p.127); the point about phonological awareness and phonemes (p.135); language experience approach (p.137) and working with mixed levels (p.138-141).

There is no doubt that all the contributors have done a great deal of reading and research. The reference list extends to almost 500 titles. However, there is no one chapter offering a critical literature review of the whole field. Instead, there are different bits of theory in different chapters. An area of concern is that the overall view of language seems to be limited to the sentence level or below. The concept of 'genre' does not make it into the glossary. It has long been accepted that written language is not a visual version of oral language and that these distinctions apply in every language, although specific differences vary between languages. And now a third variety is emerging, namely, the language of digital communication. If the editors are serious in their commitment to enabling potential, then learners need to be able to read, write and speak for themselves across the whole range of language media and discourse forms.

In conclusion, it should be clear from this review that although there are very useful sections in this book for practitioners, students, trainers, programme directors and researchers, the broader question of whether the whole is more than its parts remains unanswered.

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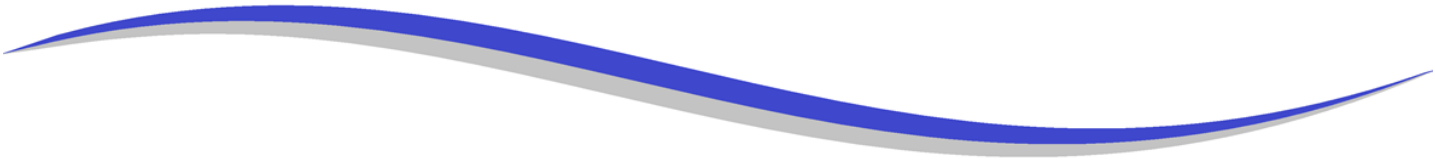
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**Christina Healey and Judy Kirsh, independent scholars**


**De Houwer, A. and Ortega, L. (Eds). (2019). The Cambridge handbook of bilingualism. Cambridge: Cambridge University Press. ISBN: 9781107179219. 664 pages.**

The handbook offers an up-to-date collection of scholarship on bilingualism in all its manifestations. The challenge of preparing such a guide provoked the two eminent editors to take unusual steps, and produce a comprehensive catalogue of 'bilingualisms'. The handbook thus covers a wide range of topics that are explored in cross- and interdisciplinary approaches alongside 'bilingualism' in other academic fields such as psychology, education, neurolinguistics, just to name a few. It manages to do this, amazingly, without creating any confusion.

The book is divided into six thematic parts: Bilingual learning and use at five stages of life, The larger contexts of bilingualism, Contexts for bilingual learning and unlearning, The dynamics of bilingualism across the lifespan, Bilingualism research across disciplines and Bilingual connections. Each part includes four or five papers written by well-known scholars in the separate areas. By way of an introduction to the whole book, and before those distinct six thematic parts, the editors provide an informative prologue that sets a clear direction for the book's orientation. The editors, sensitive to intricacies in the social contextualisation of bilingualism, set loud and clear principles for their book.
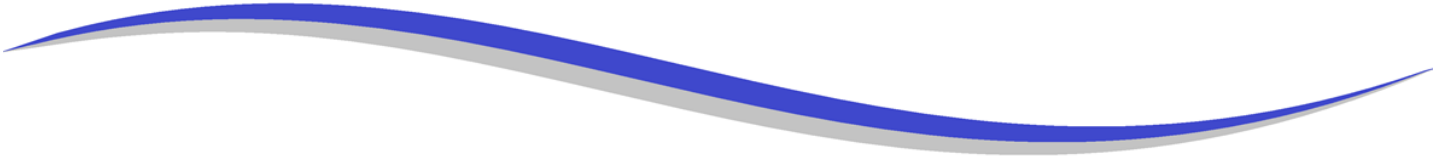
First, the focus is on bilinguals as people, rather on a specific language(s) as structure(s). They then highlight an inclusive approach to bilingualism, adopting broad definitions of terms such as 'language' and 'bilingualism'. Secondly, they take a lifespan perspective on individual bilingualism, and in wider contexts they explore settings for promoting, and perhaps appreciating, bilingualism. The dynamic and multidimensional features of bilingualism are highlighted by exploring connections amongst disciplines and between research areas, setting the principle of inter- and crossdisciplinarity very distinctively.

The first thematic section of the handbook explores bilingual learning and praxis, which the editors term 'use', at five stages of life. The writers here discuss bilingual development in younger individuals, as well as language maintenance in older people and the ways both of these are affected by different factors at different lifespan stages. De Houwer and Ortega highlight the fact that individuals have both unique and general life experiences, in each life stage, that, through different mechanisms and processes, can have an impact on bilingual learning, use, and, importantly, attrition. This is clearly rehearsed and recognised throughout the book, which means the handbook is orientated towards a more developmental approach to bilingualism research in particular than can be taken with many accounts of bilingualism, inside other academic fields and sub-genres.

The second thematic part is related to the larger and broader contexts in which bilingualism itself develops. Social language ideologies, resident in all societal structures, language policies, laws and economic systems, are explored in their relations to bilingualism in theory and practice. Writers in this part look at how these 'societal', and wider contexts, encounter and impact upon 'bilingualisms'. From these large and broad contexts, the reader can begin to explore specific frameworks in the third thematic part. Writers, here, discuss main theoretical and practical settings for bilingual learning such as naturalistic language exposure, bilingual language immersion programmes in education, foreign language instruction, and host country language lessons to newly arrived adult migrants. In contrast to the previous chapters that focus on learning and use, this part ends with a paper that examines contexts which promote unlearning or forgetting a language.

The fourth part discusses dynamic features of bilingualism, and, particularly the notion of how well bilinguals can use each of their languages. Conditions and circumstances of determining high language function, language attrition, and even language choice, are explored. This part finishes with a paper that examines the distinction between pathological and non-pathological conditions for language decline. Language attrition is often used as a diagnostic and measuring tool in pathological conditions. Here, emphasis is laid on non-pathological decline in non-dominant language use. That neatly segues to the topic of the fifth part of the handbook, namely connecting bilingualism research across disciplines and within research areas. This inter- and cross-disciplinary focus for the handbook, and 'bilingualisms', is strongly demonstrated in the fifth section of the handbook where the reader encounters bilingualism research across different academic fields. This section also follows a chronological order tied to successive life stages. Education, second language acquisition, neurolinguistics, clinical linguistics and cognitive science are brought to the fore and bilingualism is examined through their lenses.

The sixth and last part of the handbook discusses the connections between bilingualism and some more clearly cognate areas of research, such as sign language acquisition, bidialectalism, language contact and, finally, multilingualism. In each paper, here, interesting questions emerge as boundaries between bilingualism and its nearby research areas are explored.

This handbook is an important collection of reading for students and researchers. It gathers papers across a range and in a depth which capture bilingualism research in inter-and cross- disciplinary perspectives. There is an often encountered difficulty in approaching the complex, multi-layered and delicately interleaved definitional ramifications of the study of a new and expanding area. De Houwer and Ortega have answered the questions of accessibility posed by that complexity. They have curated a collection of state-of-the-art reviews in the field, which can be seen as a simple, but comprehensive, amalgamation of research findings and conceptual developments in the various, fairly separate and certainly theoretically disparate academic fields that surround bilingualism. One can immediately access research findings and theoretical advances that have been established so far, as well as observing societal expectations about bilinguals, long held social beliefs and some of the forces that impact from many directions, on bilingualism.

New directions for further investigation and explorations are suggested in a way that spurs thinking and possible future research. Seminal readings, and ample bibliographical references constitute a useful bank of specific, thematic references in each chapter and in each paper. The Cambridge Handbook of Bilingualism sets the bar for academic books on bilingualism very high, just as it deftly meets the expectations for essential reading with both students and researchers in applied linguistics.

**Argyro Kanaki, University of Dundee**

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Baynham, M. and Lee, T. K. (2019). *Translation and translanguaging*. London: Routledge.

Bock, Z. and Sroud, C. (Eds). (2021). *Language and decoloniality in higher education: Reclaiming voices from the South.* London: Bloomsbury. [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]

Coffey, S. (Ed.). (2020). *The history of grammar in foreign language teaching*. Amsterdam: Amsterdam 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.

Flynn, C. J. (2020). *Adult minority language learning*. Bristol: Multilingual Matters.

Friginal, E., Mathews, E. and Roberts, J. (2020). *English in global aviation. Context, research, and pedagogy.* London: Bloomsbury.

Fuad Selvi, A. and Yazan, B. (2021). *Language teacher education for Global Englishes. A practical resource book.* London: Routledge.
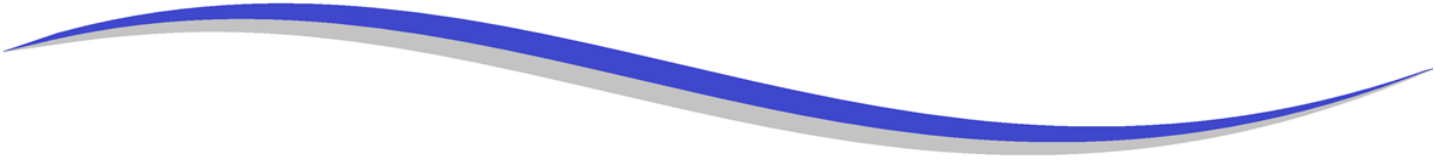
Hunt, D. and Brookes, G. (2020). *Corpus, discourse and mental Health.* London: Bloomsbury. [eBook]

O'Driscoll, J. (2020). *Offensive language: Taboo, offence and social control*. London: Bloomsbury. [eBook]

Paiz, J. M. (2020). *Queering the English language classroom*. Sheffield: Equinox.

Rheindorf, M. and Wodak, R. (Eds). (2020). *Sociolinguistic perspectives on migration control: language policy, identity and belonging.* Bristol: Multilingual Matters. [eBook or print copy]

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

Seargeant, P. (2020). *The art of political storytelling. Why stories win votes in post-truth politics*. London: Bloomsbury. [eBook]

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

Waring, H. Z. and Creider, S. C. (2021). *Micro-reflection on classroom communication: A FAB-framework*. Sheffield: Equinox. [eBook or print copy]

Warriner, D. S. and Miller, E. R. (2021). *Extending applied linguistics for social impact. Cross-disciplinary collaborations in diverse spaces of public inquiry.* London: Bloomsbury. [eBook or print copy]

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

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Unless there is a very special reason, please submit material in Calibri, 11pt, left aligned (not justified). Contributions are limited to a maximum of 1000 words. Thank you.

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

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