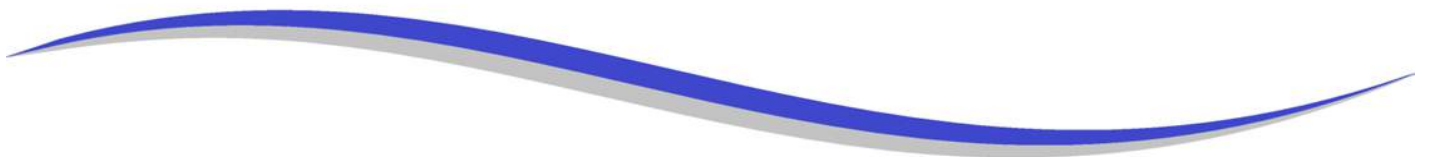




BAAL News

Issue 120
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British Association for Applied Linguistics

Promoting understanding of language in use.

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Editorial

Dear BAAL members,

This special edition of BAAL News (no. 120) marks a milestone which points to the long history of BAAL as an association that has grown from strength to strength and become a community that boasts rich diversity and expertise amongst its members.

To mark this milestone, this special issue contains a section devoted to the voices of remarkable BAAL members including the President of AILA, Professor Azirah Hashim, and Professor David Crystal who discuss the historical relationships BAAL has forged over the years to support the field of applied linguistics whilst unifying scholars and practitioners to cope with social issues and challenges. This section also includes compelling accounts from the longest-standing BAAL members who mesh their professional and personal stories to offer powerful views of how BAAL has supported their careers and how they envisage the future of the association.

Following from this, you will find details of BAAL-funded events. You can read about the BAAL-CUP seminar, *Language, Literacies and Learning in the Disciplines: A HE perspective*, an event which brought to the fore the role communication plays in academic interactions in a range of Higher Education settings. This is followed by two insightful reports on two BAAL Researcher Development Workshops, *Our first years in academia: Managing applied linguistics research alongside teaching and other tasks*, and *All eyes on-line: Curating an academic digital presence*. These two reports are evidence of the creative and dynamic engagement of early career academics in the field and reveal important understandings stemming from interactions with established scholars. The following report concerns a project supported by the Applying Linguistics Fund, *Setting Research Priorities for English as an Additional Language: What do stakeholders want from EAL research?* This piece offers innovative insights not only to those interested in EAL but also anyone eager to learn about novel approaches to truly bridge the gap between research and practice.

In the next section, you will find a selection of reports from BAAL SIGs with a view to recognising the hard work and contributions of these BAAL groups who have not only enriched and supported BAAL's agenda in advancing our field but have also benefitted many people from within our community. This edition concludes with a celebration of the academic life of the late Professor Vivian Cook who has left a mark on our field and particularly on those of us who worked with him directly.

Finally, on behalf of BAAL, I would like to thank Professor Chris Hall who has served as BAAL book reviews editor for the past 8 years, and welcome Dr Argyro Kanaki as the new editor for this section.

I hope you will enjoy reading this celebratory edition of BAAL News and be reminded that you are part of a very supportive, resourceful, caring, and successful community of applied linguists.

With warm wishes,

Sal Consoli

BAAL News Editor



Celebrating the voices of longstanding BAAL members

AILA and BAAL: a crucial relationship, then and now.

By Azirah Hashim - President of AILA - (University of Malaya)

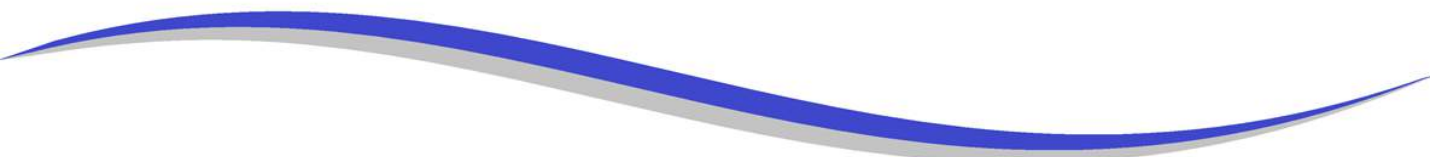
It is a great honour to contribute this short item for the BAAL special issue newsletter 2022. BAAL's newsletters dating from 1976, a decade after the Association began, illustrate its important and constructive role within AILA from the outset. Reading these has been illuminating and inspiring and in particular, a welcome reminder of our founding, collegial ideals.

In this regard, John Trim's 1988 account in *Notes on the History of the British Association for Applied Linguistics* locates AILA's origins in post-war motivations spurred by the aspirations of the Council of Europe and the Treaty of Rome for closer cooperation among European countries. Acceptance that language teaching among member countries would assist with this aim brought hopes that a European Language Institute would be established. While this did not happen, a ten year project at the Council of Europe aiming to foster closer relations among linguists and language teachers contributed to the formation of AILA. The new association's first meeting, in France in 1964, was followed by a larger gathering organised by BAAL in Britain in 1969.

Among many other fascinating references, the BAAL newsletter of 1983 contained Trim's obituary for Max Garosch. Trim credited Garosch with having worked tirelessly to promote AILA for the first 20 years of its existence and referred to him as the 'founder of AILA'. Indeed, it is clear from the newsletters that the founding of BAAL was no more than the formalisation of the long and productive tradition of British applied linguistics. Even before Garosch, Harold Palmer had left the UK for Japan in 1922 where he established the Institute for Research in English Teaching (IRET) in Tokyo. His work there had 'far-reaching consequences for the development of EFL teaching methodology in the twentieth century' (Howatt and Smith, 2014, p.86).

AILA's relations with the United Nations go back a long way and the Association's recent endorsement of the UN Sustainable Development Goals (SDGs) is fully in the spirit of AILA's original aims. The Cambridge Congress in 1969 led to the formation of other national applied linguistics associations worldwide. As AILA expanded beyond Europe, it established relations with UNESCO and was included on its list of organisations with Formal Consultative Relations. The 1983 BAAL newsletter mentioned in a section on 'UNESCO status' an application to promote AILA from Status C to Status B. It was stated that 'The standing of AILA influences and is influenced by (is indeed largely determined by) that of its affiliates, and so BAAL activities (seminars, publications, etc.) will have a crucial role in the UNESCO decision'.

The UN SDGs should heighten an awareness of social issues among applied linguists in areas such as the elimination of poverty, provision of quality education, reduction in inequality and action on climate change. AILA emphasises that language and communication are critical enabling factors for societies to collaborate and to become more inclusive, and that applied linguistics research contributes to the SDGs. There has never been a more crucial time for ensuring that the work of experts in a variety of technical fields is communicated to, and discussed by, the many people it affects. Applied linguists play a vital role in bridging gaps between experts and non-experts and also among members of different disciplines in order for the world to cooperate more effectively on global issues. More efforts must be made to strengthen these relationships in order to produce tangible outcomes in the next three years.



AILA's efforts have successfully led to the establishment of regional networks - AILA Europe has been around since 2006; AILA East Asia followed with the latest networks being AILA ASEAN (Southeast Asia) and AIALA (Ibero-American Association of Applied Linguistics). ALAA and ALANZ collaborate on regular conferences in Australia and New Zealand. While all the regional networks focus on closer collaboration internally, AIALA's membership goes beyond geographical location, focusing also on linguistic bonds to promote regional languages such as Spanish, Portuguese, and affiliated minoritised language(s) spoken and researched by applied linguists worldwide.

One of my aims as President which I am confident I can realise with the valued support of BAAL and others is to promote inter-regional collaboration among the Association's affiliates. It is important to build on these networks, and the technologically interconnected world hastened by the pandemic. This will facilitate applied linguists in networking with others with similar interests from different regions. Many of the problems around the world are shared; solutions are best pursued through regional and interregional collaborations to produce sustainable solutions. I hope to encourage more joint engagement and exchanges, diversifying the ways that knowledge in our discipline flows, and enriching dialogue amongst us.

The current global pandemic has affected everyone. But it has done so in different ways and to different extents depending on political circumstances, levels of economic development, educational opportunities and environmental conditions. AILA is not a vehicle in itself for solving these problems directly. It can nonetheless make an important contribution to overcoming current problems through its focus on interdisciplinary and transdisciplinary research related to language and communication. In this exercise, the AILA-BAAL relationship has never been more relevant than today.

References

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Interview with David Crystal

What was your first experience of BAAL?

As the most junior member of the newly established Department of Linguistic Science at Reading, I was volunteered to be the local organizer of the founding 1967 conference. It was back-to-back with the meeting of the LAGB, held just before, which was also donated to me. I recall thanking Frank Palmer for the character-forming exhaustion! But it was an exciting time, especially seeing most of the leading names in British EFL in the same room - and it was a purely language teaching occasion, which is the most dramatic contrast with the wide range of topics covered by the association today.

What have been the main highlights of your BAAL membership?

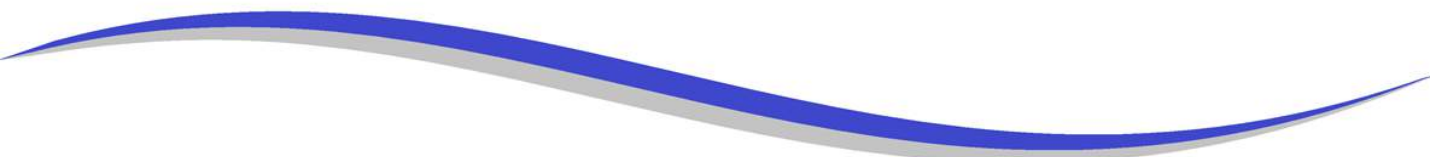
I suppose giving the invited lectures in 2002 and 2009. These are really valuable occasions which force you to pause and take stock of where you're up to in thinking about the subject. And as the membership grew and became more diverse, it meant I got reactions from points of view I'd not encountered before. I imagine most people who've given a BAAL plenary - as opposed to a SIG talk - have had a similar experience. I might be talking about applying linguistics in a clinical setting, for instance, and in the discussion up comes an interesting parallel with foreign language teaching. It's rare to find oneself in such mixed academic company, and it was a huge source of insight. These discussions aren't usually written up, but I have a parallel instance downloadable on my website (davidcrystal.com) - a conversation with Chris Brumfit in 2006 called '*Coping with change in applied linguistics*'.

How do you envisage the future of applied linguistics?

I think it would be useful to see more exchanges of that kind, as part of a move towards developing a real theory of applied linguistics. It's a point that kept coming up in that conversation I just mentioned. I'd been going on about my 'problem-solving' view of applied linguistics and Chris put forward the view that we need something 'rather more synoptic'. That would require the development of an applied linguistics theory that generates models and hypotheses about the principles and methods that have emerged in different applied domains. For instance...

What kind of correspondences emerge when we compare teaching and learning in foreign language, mother tongue, and clinical contexts? Might these be stated in a more general way - issues to do with selection, ordering, and simplification, for example, or the role of audience or readership? My applied linguistics world has been largely confined to English language settings. Are there differences in the way these issues are handled among different language communities? Applied linguistics universals, one might say.

Might all domains of applied linguistics be incorporated into a single theory? Could we find common ground between, say, forensic linguistics, clinical linguistics, translating and interpreting, and lexicography? I'd like to think so. I have space for just one example. I was called as an expert witness in an international legal dispute a couple of years ago. As I prepared to answer questions from the panel of (evidently linguistically uninformed) judges, the senior lawyer whispered to me: 'Don't make it too technical'. I don't know how many times I've heard that, in talking about grammar to EFL teachers, speech therapists, and above all in writing books and articles aimed at a general public. But how to explicate the notion of 'not too technical' in a principled way? Are there, in short, axioms that could be formulated so that they would apply to all possible applied linguistics domains?



All possible?

I'm now thinking of those areas of language use which have received little or no exploration from this point of view. In my 2002 Pit Corder lecture I mentioned a few of them, in such areas as musicology and theatre. What could an 'applied theatrical linguistics' possibly mean? I now have part of an answer to that question, having had the opportunity to explore the application of historical phonology to stage productions of Shakespeare in the form of 'original pronunciation'. But that is just one direction of application in that area among I don't know how many. Then there's museological applied linguistics - ranging from the principles involved in the creation of 'houses of language' to the captioning of exhibits. It's all done on a 'suck it and see' basis at the moment. It should be more principled.

Any area of life could be given an applied linguistics treatment. My lecture (also downloadable on my website) was called 'Final frontiers in applied linguistics?' The question-mark was important. I concluded 'there seems to be no limit to the frontiers involved in this subject of ours'. I still think that - reinforced by the way social change has brought us face-to-face with fresh issues. I mean 'face-to-face' literally, using Zoom and other such platforms, where the pandemic has given rise to a constituency of users who have to learn how to use these platforms well. What are the constraints and limitations? What are the strategies that people use to cope? What are the effects on communication of universal mask-wearing? All questions that were hardly conceivable just two years ago.

So, what about BAAL?

I concluded my conversation with Chris by saying: 'I wonder sometimes if it will ever be possible to establish a unifying set of considerations to give coherence to our field. But I'm in no doubt that this is what we have to try to do'. I still think that. And the most likely place where such a prospect could be developed is BAAL.



Some reflections on Applied Linguistics studies in Wales since the 1960s

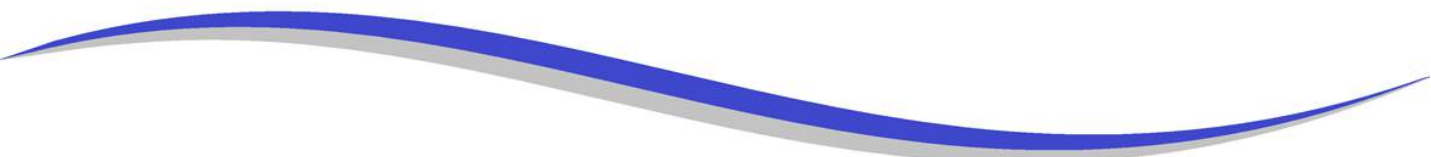
By Paul Tench (University of Cardiff)

Applied Linguistics in Wales in the 1960s primarily concerned the application of linguistic insights to language teaching and learning; and I imagine that this was also the case across the UK. In Wales, that interest was given expression in three different ways. One distinctive development was the deliberate creation of a form of Welsh for learners that would be acceptable to all sides of the great dialect divides of Welsh-speaking people. It became known as *Cymraeg Byw*, “living Welsh”; it was meant as a form of conversational Welsh made easier for learners at a time when Welsh-medium education had become a political reality. This is the form of Welsh that I tried to learn and I attended regular classes in what was known as the *Wlpan* method; *wlpan* was the Welsh spelling of the Hebrew *ulpan* which referred to intensive teaching of the language for the benefit of immigrants to Israel. One advantage was that it was relatively easy to make rapid progress in the basic elements for conversation, but it suffered from two major problems: many native Welsh speakers mocked it as the “*ydy dydy*” language, and secondly, it didn’t help us to follow Welsh programmes on the radio and tv, nor with reading. But it was a serious application of linguistics to take various forms from different dialects and blend them together so that native speakers of the different dialects might indeed understand us.

A second area of linguistic application was the development of the Bilingual Method for teaching any foreign language. This method was mainly associated with two professors at Aberystwyth, Carl Dodson and Jac L Williams. Dodson published the first definitive presentation of the method in 1967. He had realized as an immigrant to Britain that he learnt English by comparing it with his native German, e.g. “Ach so, come in: das bedeutet ‘herein!’” This is a natural reaction for anyone when learning another language, by making reference to what they already understand. Quite the opposite to the so called Direct Method, where no use of the mother tongue was permitted; but you can’t forbid what goes on in a learner’s mind. The Bilingual Method made use of what H E Palmer had called “the judicious use of the mother tongue”. Applied linguistics provided Dodson with elementary contrastive analysis and rudimentary error analysis. The method found favour immediately with the teaching of Welsh, but also the teaching of foreign languages in schools throughout Wales. It was exported to India where it was adopted by the Central Institute of English as a Foreign Language at Bangalore, as it was called then, and a similar institution in Hyderabad. However, it never found favour with the British Council, because most of their English teachers were native speakers of the language without a knowledge of the local languages of their learners; and so elementary contrastive studies and rudimentary error analysis were not available.

This leads to the third dominant feature of applied linguistics in Wales 60 years ago: the training of teachers to teach English as Foreign Language (TEFL). There were then strong programmes in Bangor and Cardiff supported by the British Council. I myself took the inaugural running of the postgraduate Diploma in Linguistic Science at Cardiff in 1965-6.

We were fed on R H Robins (*General Linguistics: An Introductory Survey*; and *A Short History of Linguistics*), Halliday, McIntosh & Stevens (*The Linguistic Sciences and Language Teaching*), Abercrombie (*Elements of General Phonetics*) and Daniel Jones, of course. We also were provided with locally produced notes translated from Cantineau’s translation in French of Trubetzkoy’s famous work on phonology. The linguistics orientation at Cardiff was early Systemic-Functional Grammar, taught by David Young who before long published his *Structure of English Clauses* in 1980, and *Introducing English Grammar* in 1984. Robin Fawcett and Gordon Tucker provided strong continuation of that approach to linguistics.



Bangor, on the other hand, began with F R Palmer, David Crystal and Peter Matthews (*Morphology*, 1974) as a kind of offshoot of J R Firth's London School in linguistics, but there was a radical turn to Transformational-Generative Linguistics with the arrival of Andrew Radford. He also led the new burgeoning field of child language studies, for which Bangor became well known internationally. TEFL programmes were maintained strongly there, with Carl James publishing world class presentations on Contrastive Analysis (1980), error analysis and language awareness; also Eddie Williams with his extensive experience of TEFL in Africa.

Jim Milton left Cardiff in the 80s to help set up a centre for the study of applied linguistics primarily for TEFL training, but before long it developed into an internationally known centre with a much wider field of research, the Department of Applied Linguistics and English Language, which attracted people like Paul Meara and Tess Fitzpatrick in lexical studies.

Marilyn Martin-Jones established the centre for multilingual education in Aberystwyth, which gained international recognition. Indeed, bi- and multi-lingual education should be one of the most important and impactful exports that Wales can offer the rest of the world.

Linguistics applied to speech therapy was offered at what was Llandaff Technical College in Cardiff from 1970s, led by Siân Munro, who pioneered therapy for Welsh speaking patients; there had been hitherto no provision for such therapy for mother tongue Welsh speakers. Forensic linguistics was established in Cardiff with the arrival of Janet Cotterill and aided by Michelle Aldridge and Chris Heffer. It was also established in Bangor, and is now available at Wrexham and the University of South Wales.

As for myself, I have benefitted enormously from BAAL conferences: listening to the experts, meeting colleagues from around the country, and opportunities to present my own research, which included intonation in TEFL, contrastive and interlanguage phonology, phonological universals and mental systems of orthography. I was also a founding member of the Language in Africa SIG and took their very first session at Bristol in 2007, on my research into establishing a new orthography for Tera (Nigeria).

I'm absolutely sure that there is much more to tell, but you will have to ask colleagues in Wales who are 30 or 40 years younger than me! And I apologize unreservedly (as they say) to all those I have left out.



Reflecting on my 30+ years experience with BAAL

By Ali Shehadeh (UAE University)

I joined BAAL over 3 decades ago, precisely in 1989 when I was in the first year of my doctoral studies at Durham University. Doctoral students, at the time, in the School of English at the university were encouraged by our professors and seniors to join professional associations in the field like BAAL, International Association of Teachers of English as a Foreign Language (IATEFL), and the Linguistics Association of Great Britain (LAGB).

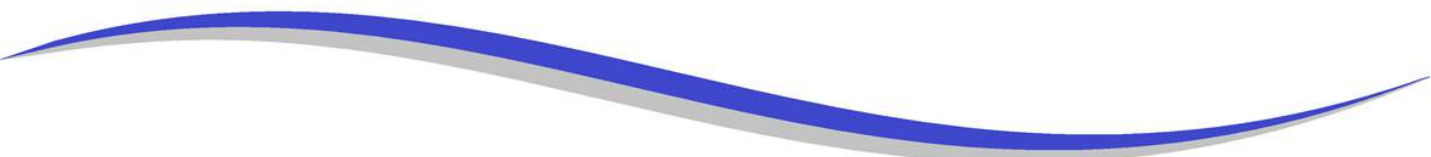
We were advised that joining professional associations in one's field of study has multiple benefits. These include (1) being well-informed about the developments of the field, (2) creating a network of professional contacts, (3) attending the annual conference at a discounted rate, and (4) creating opportunities to be active in the association like holding an administrative position, contributing to its annual conference proceedings with a paper, or its periodic newsletters with an article relevant to the membership. Given that my research focus and interest were (and are still) more towards second language acquisition (SLA) and applied linguistics, I chose to join BAAL.

The first BAAL annual conference I attended was in 1990 at the University of Swansea in South Wales, and the second BAAL annual conference I attended and presented at was in the following year, 1991, at Durham University. Both conferences were eye-opening for me to new ideas, informative, and excellent opportunities to establish some professional contacts in the field.

After completing my doctoral studies and obtaining my PhD in December 1991, I left the UK and took up jobs at universities in the Middle East including Syria, Saudi Arabia, and in the last 15 years at the United Arab Emirates (UAE) University in the UAE. During these years and since 1992 I have expanded my international professional network substantially and joined other professional associations like TESOL International Association, TESOL Arabia, and International Consortium on Task-Based Language Teaching (now International Association for Task-Based Language Teaching, or IATBLT).

As one can imagine, my teaching, research and other professional commitments and duties have multiplied greatly over the years. As a consequence, I couldn't attend as many BAAL annual conferences or other BAAL-related events like the BAAL-CUP annual seminar and BAAL's special interest group (SIG) events as I had hoped. However, I did attend numerous BAAL events, the last two of these were just last year (2021). The first was the two-day BAAL-CUP online seminar which was held on 10-11 June (2021) on the topic of *research synthesis in applied linguistics*. The second event was BAAL's annual conference at Northumbria University (Newcastle), virtually held in September (2021) where I presented a paper titled *Students' Self-Repair in Task-Based L2 Learning and Teaching* and also chaired an academic session.

Likewise, the small network of connections I had established in the first few years as a member of BAAL were widened greatly by the year with new connections and continued in one way or another to this day in the form of research collaborations, professional consultations, invited talks, and exchange of ideas. With the expansion of BAAL's membership and the creation of new SIGs like the Multilingualism SIG, the New Media SIG, the Professional, Academic and Work-based Literacies SIG, The Language in Africa SIG, and the newly proposed SIG on Research Synthesis in Applied Linguistics, BAAL has firmly established itself as an international professional association that has a strong international membership base.



Reflecting on my 30+ year old BAAL membership, I can see the many advantages of being a member of a good professional association like BAAL. In addition to the benefits I mentioned above, other benefits and advantages include the following:

- Contributing to the association's newsletter or one of its SIGs with articles on topics of relevance to the association or its SIGs; providing commentaries on any current teaching or research issues; writing book reviews; or writing opinion articles relevant to the SIG or the professional association in general.
- Providing one with opportunities to play an active or leading role in the association and/or its SIGs like holding administrative positions such as Chair/Member of the Executive Committee of the association, Chair/Member of the annual conference organizing committee, abstract reviewer, and proceedings submission reviewer.
- Promoting one's visibility and enhancing one's identity as a potential contributor to the body of knowledge in the field.
- Availing oneself of the excellent professional development opportunities a professional association like BAAL provides to members.

Apart from these reflections on my own experience with BAAL and the benefits I have gained from it, I have seen BAAL's outreach to the community and social issues and matters outside the strict and traditional boundaries of applied linguistics. Some of the matters and issues of wider societal concern which BAAL has taken strong position on in recent years, both in the UK and internationally, include (1) advocating equal opportunities for jobs irrespective of race, colour, gender, nationality, and physical ability/disability, (2) voicing concerns and explicitly fighting predatory publishers and journals, and (3) writing letters of support against compulsory job cuts targeting Departments of English at some universities.

Finally, looking into the future, I strongly believe that BAAL will continue to grow and gain more strength and visibility both at home and internationally. I would like to suggest, however, that a wider space be allocated specifically to the international membership base of BAAL in terms of taking up more administrative positions, holding more BAAL-related seminars and symposia in international settings, and inviting more international keynote and featured speakers to BAAL's annual conference. In conclusion, it gives me pleasure to say that the decision I took to join BAAL in 1989 was a wise one. It is no wonder that my BAAL membership has continued uninterrupted till this day!



Reflecting on BAAL: a Northern Irish perspective

By Aisling O'Boyle (Queen's University Belfast)

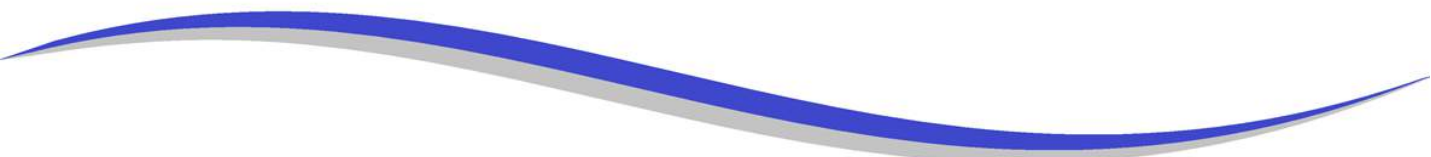
I joined BAAL almost 20 years ago, not because I identified whole-heartedly as an applied linguist, but because I was curious. There were language-related matters I wanted to learn about. Submitting a poster and attending the annual conference were (and are) very do-able activities as a new member. When I received a prize for best poster at my first ever BAAL Annual Conference, my disbelief and embarrassment fell away with the many warm handshakes from people I didn't know, but whose name badges told me I knew their many decades of work well. The award was obviously very much appreciated, and as I headed off to spend my book token I noticed it didn't make me feel more like I belonged than I did without it. It was a nice poster, that was it. What I did feel was an overwhelming and long-lasting sense that BAAL is open-to people and to ideas. It is a way of holding together people who have a profound sense of curiosity, who get the significance of language matters and think them into the future. With other associations, one might find the kind of conference circuit or group that works hard to indoctrinate or secure imagined disciplinary borders. To my mind, this is something which BAAL is just not that into.

That's not to say BAAL hasn't had its field setting moments or controversies, why wouldn't it. Executive Committees and Chairs have traced the association's history and decision-making to ensure it is available for next generations (see: [Ros Mitchell in 1997](#) with [Greg Myers in 2017](#)). Our colleagues have worked together to shape the codes by which we might work for the best, exemplified by the [BAAL Good Practice Guidelines](#) in 1994 and the three revised versions since. Reading the afterword of the 2021 edition affirmed the impression I had at that very first BAAL conference; this is a dialogical community which draws on the past to explore the present for the sake of the future.

I cannot measure what I have learnt from 20 years of BAALmail. I acknowledge that I write this in a time when perhaps our stance-taking occurs via tweets, blogs, and other new media more than a mailing list, but for me BAALmail was/is a significant way of coming to know about Applied Linguistics in the UK and beyond. Via BAALmail, I observed the evolution of [Guidelines for the Use of Language Analysis in Relation to Questions of National Origin in Refugee Cases](#) and read wide-eyed at such swift responses and endorsements without hesitation. Since then, I have read views, arguments, complaints, requests, opportunities, celebrations, triumphs, good news and sad news. How much that these interactions on community mailing lists and other media inform our views of the world and provide academic sustenance cannot be overstated, particularly for those in departments or universities where the field of applied linguistics is just being sown.

Let me share a personal illustration: as a human being socialised in Northern Ireland, I know well that the accented nature of the English which comes out of my mouth sometimes results in trouble; I also appreciate that the rest of the world may assume that because I was born in an English-speaking part of the world that I am happy to be called a 'native speaker of English'. Don't get me wrong, my speaking position is one which as [Kumar and Scanlon \(2019\)](#) note 'sits in a twilight, subject to hegemonic repression but also access to it'. Nevertheless, the notions of native-speakerism and 'NS-NNS teachers' have irked me tremendously. When a BAALmail discussion began in the late 2000s on advertising positions for only certain English teachers, this gave me, as an early career academic, considerable collective power to challenge unfair practices in teacher education and employment. A tiny action in the grand scale of things. (And one which needs repeating). But there is power to be gained from being a member of an association like BAAL. This isn't news to anyone reading this, of course, we know the potential of being stronger together. Not in any geopolitical manner I hasten to add, but rather in the cumulative power of small local actions aligned to solidarity. I came to the work of Antoni Gramsci through the work of the late Ron Carter (BAAL Chair 2003-2006) and it seems to me this quotation gets louder each time I read or say it:

"every time the question about language surfaces, in one way or another, it means a series of other problems are coming to the fore"



As applied linguists, there are many actions that we need to take on all matters of inequality and injustice. We know well that inequalities are woven into the language matters we teach and research. We also know that having a community like BAAL which supports its members to debate, to learn, and to become emboldened - through mailing lists, [SIGs - BAAL](#), seminars, workshops, and conferences -, is one which bodes well for the difficult future ahead.

The state of Northern Ireland was created 100 years ago. Any centenary highlights the need to ask difficult questions about the past, present and future; what have we learnt in 100 years, how have we made the present better, what will we make for our future? I was born 45 years ago, and in 45 years BAAL will be 100 years old. There are things I might not have thought possible in my lifetime; an end to widespread violent conflict in NI and people from all over the world wanting to make NI their home. I am immensely proud that my colleagues in the Centre for Language Education Research at QUB are bringing the annual BAAL conference to Belfast in 2022, for the very first time. Planting a seed and nurturing growth despite the odds has never been more important than it is now. Language matters and change for the better is always possible. Let's see where the next 45 years will take BAAL.



BAAL-CUP Seminar

Language, Literacies and Learning in the Disciplines: A HE perspective

By Doris Dippold, Marion Heron & Karen Gravett (University of Surrey)

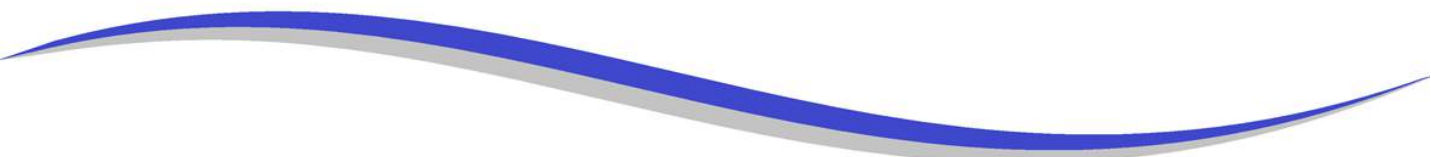
When we teach a seminar in Higher Education, we speak and use language that reflects our disciplinary practices. We set assessment guidelines for different genres of writing and speaking, e.g. blogs, academic essays, presentations, reports. Students ask us questions, participate in seminars, listen to lectures, and respond to our assessment guidelines. Language is, not surprisingly, key to all these endeavours, and using language effectively in these contexts requires a good knowledge of academic genres and disciplinary conventions, awareness of one's own and others' practices and skills in manipulating spoken and written language appropriately. On the 8th and 9th July, we set out in our BAAL / CUP seminar to further explore issues relating to language, literacies and learning in HE. We proposed this seminar for a number of reasons.

Firstly, we felt that academic speaking, a topic we've been working on for a number of years (Dippold et al., 2019; Dippold, Heron & Gravett, 2021; Heron, 2019; Heron et al., 2021) is still a relatively underexplored area of study in HE. Secondly, development and support of academic literacies and language are largely absent from the mainstream higher education literature and higher education teacher training programmes (e.g. PGCert). As a result, disciplinary teachers' knowledge of the role of language in academic genres which form part of their curriculum is generally lacking (Heron, 2019, McGrath et al., 2019). HE institutions generally lack any explicit, written-down policy on language resulting in a range of disciplinary pedagogic practices (Bonancina-Pugh, 2012). And finally, current support structures for non-native speakers have also led to language being siloed into the 'English for Academic Purposes' domain (Bond, 2020; Mah, 2016) where language as competence in relation to an idealised native speaker standard (Jenkins, 2013) is overemphasized over language as a tool for thinking and learning (Gaunt & Stott, 2018). Wider consequences of this, namely the marginalisation and otherisation of non-native speakers, have been widely described (Ryan & Viète, 2009).

The seminar had the following objectives:

- To explore the range of perspectives on academic literacies and language in the higher education context
- To consider how students and teachers use linguistic and interactional repertoires to develop conceptual understanding in disciplinary contexts
- To explore how students and teachers develop literacies in disciplinary speaking and writing genres
- To establish language and communication as important factors in the pedagogic practices of HE, beyond language teaching and learning
- To discuss how, through a focus on language and literacy, applied linguistics may be able to tackle inequalities in higher education
- To create connections with HE practitioners beyond applied linguistics

The two days of our seminar featured three keynote speakers. Bee Bond spoke about the 'visibility' (or sometimes invisibility) of language in HE, arguing that language and academic discourses are closely interwoven within the teaching of disciplinary knowledge. Francesca Arregoni showed how critical thinking in the sciences can be developed through dialogic learning, and Lisa Mc Grath explored how supporting staff with improving genre knowledge can develop students' academic and professional literacies.



In addition, the seminar featured three workshops, on defining literacies in HE, on learning and teaching in the disciplines from a language and literacy perspective, and on language, literacies and teacher education. The four presentation strands addressed issues in collaboration between practitioners in language / linguistics and the disciplines, language and disciplinary learning, evolving perspectives on language and literacies and language, literacies and equality of participation.

The seminar format of pre-recorded presentations followed by question & answer sessions on the day allowed for engaging discussions, as proven by 53 pages worth of Zoom chat generated over the two days. The most keenly discussed term that emerged out of these discussions was that of 'guerilla gardening', referring to the question whether, as language professionals, we should try to influence higher education practices bottom-up, for example by working with individual staff members on projects enhancing language and literacy practices? Or, rather, should we try to campaign for top-down initiatives and frameworks acknowledging the central role of language in higher education? Looking back at the objectives of the seminar, we feel that there is only one that perhaps escaped our reach, which was to create connections with HE practitioners beyond applied linguistics: the vast majority of the participants in the seminar represented subjects affiliated with language study / linguistics / EAP. We will, in the future, think of further ways of reaching out to the wider HE community, for example through subject-specific pedagogic journals, or special issue proposals. Our 'Language, Literacies and Learning' research group at the University of Surrey, in which over 20 members of staff and PhD students are members, will also think about further ways of engaging with the wider community. Abstracts and artefacts from the seminar are available under langlitlearn.wordpress.com.

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BAAL Researcher Development Workshop

Our first years in academia: Managing applied linguistics research alongside teaching and other tasks

By Jill Boggs (Swansea University, UK)

Doctoral students may spend their programmes focusing primarily on a single research project. When they enter the field of applied linguistics as lecturers, the demands increase exponentially, and early-career academics may find themselves struggling to handle the immediate needs of lesson planning, marking, mentoring, attending committees, completing reports, and other admin work in addition to keeping up their research. Compared to the urgent demands inherent in teaching, the pressure for research can feel less immediate, resulting in research being postponed. However, research is needed not only for development, promotion, and employability, but it is also essential both for the institution they work for and for our field.

Managing research as only one of the three pillars of academia – research, teaching, and admin tasks – is a challenge that many academics report struggling with; therefore, I was delighted to secure funding from BAAL to offer a workshop series to address these challenges. The workshops targeted early-career academics (those who have completed their PhD studies and are working or seeking work in academia), though doctoral researchers were free to join, as well. The series aimed to address the three pillars as a whole, with each of the workshops targeting one of the pillars and its relationship to research. The workshop series featured highly experienced presenters, who generously shared their approaches to managing to fit in research in a field where most tasks feel urgent. There were between 31 and 45 attendees in each of the workshops. All three speakers kindly agreed to allow us to record their sessions, and these will be made available at some point to the BAAL community.

Workshop objectives

- to connect early career academics in applied linguistics with more experienced researchers from different institutions in our own field of specialization with concrete, implementable ideas for managing the demands of academia
- to provide an opportunity for early career academics to network with each other and with more experienced members from our field
- to collect information for a resource for early career academics who are interested in increasing their ability to manage research whilst fulfilling the responsibilities of being an academic. This resource is due to be completed at the end of January 2022 and will be offered to BAAL for their webpages.

Summary of workshops

Managing your research by increasing writing productivity (*Dr Heath Rose, University of Oxford*)

In this first workshop of the series, Dr Heath Rose provided a personalised and nuanced discussion of what productivity means to him, how he deals with rejection from journals, and how he organises his writing. The workshop began with participants identifying specific challenges around research. You can see the outcome of those discussions [here](#). Following this, Dr Rose discussed how he deals with some of these challenges, such as:

- adding writing to your work schedule and treating it just as one would if it were a teaching hour – it cannot be disturbed
- scheduling half-day holidays for writing – e.g. wake up, do four hours of writing, and then go out and enjoy the rest of the day

- creating a publishing contingency plan before submitting a manuscript
- prioritising publications according to contribution to the field, but also be willing to go where your motivation is; that is, sometimes you can be more productive if you work on what you feel pulled to even if it isn't the most important piece of work)

Dr Rose also introduced us to ESCI: <https://clarivate.com/webofsciencgroup/solutions/webofscience-esci/>

Managing your research by balancing and coordinating teaching and research commitments (*Professor Jeannette Littlemore, University of Birmingham*)

In the second workshop of the series, Professor Jeannette Littlemore invited us to peek into her classroom and the creative ways she brings research and teaching together. The session was divided into three main parts: a) Lesson planning; b) Incorporating teaching and research; and c) Q&A. Some key takeaways were:

Less is more when it comes to content: It is easy to overestimate the amount of material needed for a single lecture/ seminar. Students benefit from having time to digest the material and work with it, and they cannot have that time if the instructor is trying to push through too much material.

Restrict planning time: Planning will expand to fill all of the time you give it, so do not start planning too far in advance.

Bring research into teaching (This is focused on Jeannette's specific teaching situation, and she acknowledges it might not work for everyone):

- Students work on mini-research projects as part of their assessed work for modules
- Prof Littlemore organises a mini-conference for them at the end of the module where students present their work
- After the term ends and marks are submitted, she invites students to develop their work into co-authored publications. Students work on these publication projects as extra-curricular activities; she acknowledges that she does most of the writing.

Managing your research by capitalising on opportunities (*Professor Tess Fitzpatrick, Swansea University*)

In the final session focusing on admin and other types of tasks and opportunities, Professor Tess Fitzpatrick made explicit for us the kinds of things more experienced researchers have picked up along the way. She started the session by framing her experiences, and then encouraged us to make our beliefs and values explicit so that we would be able to refer to those when shaping what we want our experience in academia to look like. Topics for discussion included:

- taking the long view in career development
- organising and budgeting your time
- being prepared for opportunities
- balancing benefits vs risks when evaluating opportunities (= when to say yes and how much time to invest)

Outcomes



The proposed workshops provided a space for attendees to learn about innovative, outside-the-box, applicable ideas, and insights from a range of researchers from in applied linguistics who are at various stages of their career and who have found their own solutions to these problems.

BAAL Researcher Development Workshop

All eyes on-line: Curating an academic digital presence

By Hannah King and Gonzalo Pérez Andrade (London Metropolitan University, UK)

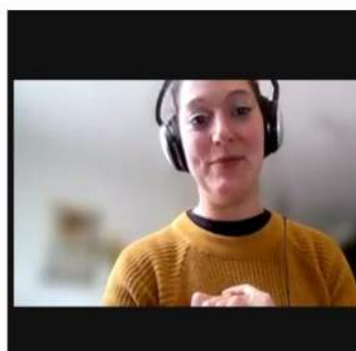
This online workshop series consisted of three 1.5-hour workshops that addressed particular areas of academic online presence based on the expertise of three guest speakers: a PhD student, a postdoctoral researcher, and a full professor. The motivation was to encourage doctoral students and early career researchers (ECRs) to actively and practically engage with online spaces for academic purposes and consider the need, usefulness, and impact of a virtual academic presence. The workshops attracted over 100 registrations from BAAL members, particularly ECRs and PhD candidates from a variety of contexts, such as the UK, Saudi Arabia, the US, and Botswana. The three workshops are outlined below.

Workshop title	Speaker		Date	Attendees
<i>Sharing your research online: Blogs, podcasts, and social media</i>	Prof Eva Lantsoght (Universidad San Francisco de Quito & Delft University of Technology)		6 Oct 2021	36
<i>Becoming an academic YouTuber: Shaping the future of the academy</i>	Mike Mena (City University of New York)		20 Oct 2021	27
<i>One URL, one site to curate it all: Academic websites</i>	Dr Marina Cantarutti (The Open University)		3 Nov 2021	36

The first workshop in the series was led by Prof Eva Lantsoght, creator of the widely popular PhD Talk website and podcast (www.evalantsoght.com/archive.html). The workshop focused on the impact that blogs, Twitter, and podcasting have on the dissemination of research, employability, and networking. The participants examined the benefits and challenges of engaging with social media platforms and reflected on their own identities as researchers and their virtual academic personae. This included a consideration of the barriers (real or imagined) we face when using online tools professionally (as in the word cloud below).

Give 3 reasons why you would not blog, podcast, or use social media professionally


Mentimeter



A particularly useful and interesting task (see below) was to consider four words to describe yourself as a researcher, three images that represent you, and two topics you might want to share online. We invite all of you, courtesy of Eva, to reflect on these ideas yourselves, particularly if you have an interest in curating your own digital, academic presence.

Individual task

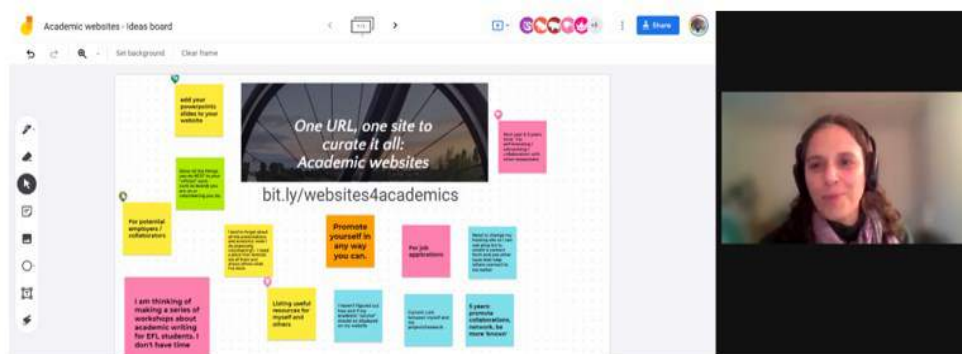
- * Develop
 - * 4 words that describe you as a researcher
 - * 3 images that represent you
 - * 2 topics for sharing online



In the second session, Mike Mena, PhD candidate and creator of the award-winning YouTube channel [The Social Life of Language](#), shared and demonstrated three important recommendations for ECRs and PhD students interested in using videos to disseminate their work in a ‘simple but not simplified’ manner. The first recommendation was, never assume the audience has done any homework. Instead, make sure you provide a level ground for everyone to follow the discussion. Secondly, for videos to be easy to follow, academics should focus on one concept (or maximum two!). That is, the use of complex terminology should be minimised, with only one key term developed per video. Thirdly, ‘video essayists’ should ‘teach on their audience’s home turf’ by keeping a friendly tone and connecting the ideas developed in the video with everyday issues. Participants were then invited to think about their own ‘niche area’ of expertise and list topics for potential video essays. A video from Mike's channel (Controlling images - explained in 12 minutes, Patricia Hill Collins 2000 available at: <https://www.youtube.com/watch?v=tgChDZrQdgY>) was used as an example.



Dr Marina Cantarutti, a multimodal interactional linguist, led the final session of the workshop series. With experience in Higher Education from Argentina to the UK, she has developed several websites (currently, marinacantarutti.wordpress.com) at various stages of her academic journey, gaining knowledge, insight, and expertise in the area. Her session focused on the creation and development of personal webpages for academic purposes. Participants considered issues of visibility, networking, and employability as well as four types of academic websites: minimal, CV-like, hub, and portfolio. Some useful questions to ponder when brainstorming and drafting our personal research websites included, *what are my needs?* (now, in 1 year, and in 5 years; see image below), *what would work best for me?* (in terms of style and difficulty level), and *what would I like to showcase?* (e.g., marketable skills).



Tips included: test different options, begin with the basics, information can become irrelevant or outdated, websites change their systems, set renewal alerts, make website updates part of your monthly to-do, and don't be afraid to put yourself "out there."

Reflections and implications

Although the curation of a digital academic presence is interdisciplinary by nature, fields such as Applied Linguistics, with their focus on language(s) and communication, are particularly well placed to take a more active leadership role when it comes to digital connection. Yet, there remains a lack of training and discussion on the increasing importance of online spaces for academic advancement (Veletsianos, 2016). This means that those who do utilize the platforms available are often self-taught; therefore, guidelines that could be beneficial for new and long-term researchers alike are needed. Additionally, "social media are still often considered as supplementary to 'real' scholarly work" (Mussell, 2012, p. 347, as cited in Ferguson et al., 2015) with the value of sites like Twitter only just beginning to be identified as valuable by academics and institutions (Ferguson et al., 2015). There is now a need to move beyond merely witnessing these changes to actively participating in them.

Engaging with the public via online platforms presents an opportunity for academics to make their work more accessible, thus challenging existing inequalities and reducing obstacles for those outside academia to engage with complex concepts and idea generation. In sum, this workshop series contributed to this discussion by starting the conversation among PhD students, ECRs, and established academics in order to raise awareness of the needs, potential, and benefits of a virtual presence for online impact. With gratitude to our speakers, the attendees, and to BAAL for this opportunity and platform, we hope to continue this conversation within the Applied Linguistics community and beyond.

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Applying Linguistics Fund

Setting Research Priorities for English as an Additional Language: What do stakeholders want from EAL research?

By Hamish Chalmers, Faidra Faitaki and Victoria A. Murphy (University of Oxford)

Introduction: research is for everyone

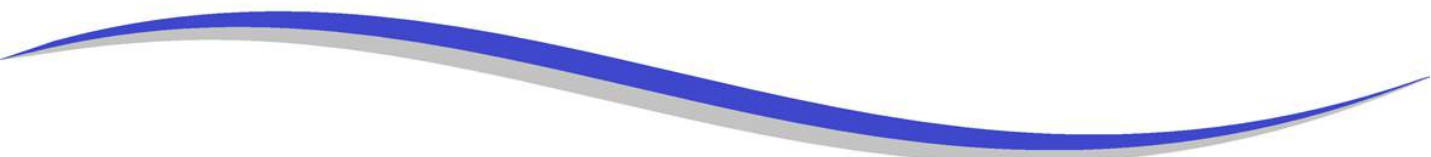
People who do research are not usually the people who use research. Therefore, if the research that people do is to be meaningful, relevant and useful to the people who use it, it is important that the latter tell the former what kinds of questions they should try to answer. When researchers know what research users want from research, they can ensure that their research is (i) meaningful (it addresses questions about which there is demonstrated interest), (ii) relevant (it addresses uncertainties that have emerged from the practical experiences of research users), and (iii) useful (it informs practice). Research that is informed by the stated interests of research users helps to achieve the researcher's holy grail, research impact: "the demonstrable contribution that excellent research makes to society and the economy" (ESRC, 2021). In sum, when researchers and research users work together, everyone stands to benefit. For this project, we set up a priority setting partnership (PSP) with research users in the field of English as an Additional Language (EAL). The PSP aimed to identify which uncertainties are most common among this group, and to prioritise them into a Top 10 list. This list is intended to help researchers and research funders ensure that new research is meaningful, relevant and useful.

What is a priority setting partnership (PSP)?

PSPs are a well-established method by which users of research work together to set and publicise research priorities. To date, PSPs have largely been confined to fields in healthcare. Since the first healthcare PSPs in the early 1990s, the process has been successful in shaping research agendas to better reflect the priorities of users (Staley & Crowe, 2019). One of the principal conveners of PSPs is the James Lind Alliance (JLA). Over two decades, the JLA has developed and refined a robust approach to running these partnerships (James Lind Alliance, 2019, 2021). We adopted their approach.

What did we do?

We established a steering committee consisting of a secondary school EAL specialist teacher, a primary school EAL specialist teacher, an Ethnic Minority Achievement Services (EMAS) manager, and a parent of EAL learners. The steering committee informed the creation of the project website and an 'uncertainty survey'. The survey was publicised through relevant professional associations, parent groups, the educational press, and the personal and professional contacts of the steering committee. The uncertainty survey invited EAL research users to state their 'unanswered questions' about EAL that could be addressed through research. 199 individuals responded, representing EAL specialist teachers, mainstream or subject teachers, parents, EAL pupils, EMAS providers, school governors, headteachers, and bilingual learning assistants. Between them they submitted 767 individual 'uncertainties'. We sorted these into categories based on the general focus of each question. Then we collapsed similar questions into individual 'research questions' to reflect each stated uncertainty. This gave us 81 research questions in all.



These were presented in an online ‘ranking survey’. Research users were asked to rate how much of a priority each question was on a scale from 0 to 100. In total we received 84 valid responses to the ranking survey. We calculated the average level of priority for each question and used these data to rank the questions from the highest to the lowest collectively expressed priority. We then selected the top twenty-five for discussion and further prioritisation at a workshop attended by representatives of the user groups noted above. Attendees at the workshop were split into groups to explore each of the top 25 questions, discuss its nature and merit and the clarity of its wording, and to confirm or adjust the ranking as appropriate. The newly ranked lists were then combined into an aggregate list. The groups were then re-shuffled. The new groups discussed the aggregate list, with the aim of agreeing a Top 10. Finally, the agreed Top 10 of each group was again aggregated to arrive at the consensus Top 10 of EAL Research Priorities (see Appendix 1).

What does it all mean?

For the first time as far as we are aware, the people who work and live directly with EAL learners have collaboratively and democratically articulated what they feel are the most important questions for researchers to address relevant to improving the education of EAL learners. Researchers and research funders now have empirical evidence about what sort of research they should fund and conduct, assuming their aim is to make their research relevant, meaningful and useful. We encourage them to prioritise projects that address the questions in this list. We note that for some of the questions in the Top 10, research evidence exists that might be argued to be relevant. However, much of this extant research has been conducted in contexts that differ substantially from the UK context. Almost no relevant research on these questions has been conducted in the UK, and the preponderance of such research that has been conducted fails to adopt designs that would support confident identification of causality (Murphy & Unthiah, 2015; Oxley & de Cat, 2019). We therefore believe that the first priority among researchers and funders should be to synthesise existing research on the Top 10 questions using systematic reviews, so that we are in a better position to judge the extent, quality and applicability of existing relevant research before embarking on new research that builds on that understanding. We also note that many of the questions in the Top 10 are amenable to interpretation for specific contexts. Indeed, to an extent, this was deliberate. We encourage researchers to follow our lead and involve EAL research users in building from this Top 10 list to formulate the specific questions to be addressed in any given research project, and to involve users in designing and conducting that research. We hope this project has demonstrated the value of involving users in research, and that the outcomes will be taken up by researchers and funders to help to make EAL research more relevant, meaningful, and useful to the people to whom it matters most.

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Appendix 1

Top 10 Research Priorities for EAL

1. What is the impact of inclusion teaching vs pull out teaching for EAL learners' English language development? Does this vary with age, time spent learning English, and/or stage of English language development? If so, in what ways?
2. What are effective strategies for subject teachers to use to combine English language teaching and curriculum content teaching?
3. In the context of mainstream British-model education systems, what approaches to supporting new to English pupils are most effective? In particular, what are effective approaches to maximising the potential of late entry new to English pupils', and how can intellectual challenge be maintained for all new to English pupils?
4. What are effective strategies for building on social language proficiency to develop and maintain proficiency in subject- or genre-specific academic language proficiency?
5. What are effective/reliable ways to identify Special Educational Needs and Disability in EAL learners that differ from normal and expected language learning needs?
6. What are effective ways to adapt instruction and assessment for EAL learners with different Special Educational Needs and Disabilities?
7. What are the effects of explicit (formalised) instruction vs implicit (immersive) exposure to English on the learners' proficiency and progress?
8. How can EAL learners, including those without the English necessary to articulate pastoral needs or emotional wellbeing, be best supported in their socioemotional development?
9. What are the characteristics of their educational experiences that EAL learners consider most beneficial for their learning of English language and curriculum content?
10. What are the characteristics of successful whole school policies for supporting EAL learners? This includes, but is not limited to, sub-questions such as: In schools that are successful in supporting EAL learners in the mainstream, who takes responsibility, how is cross disciplinary consistency maintained, how are resources allocated, how is information about EAL learners communicated to staff, and so on?



Celebrating BAAL SIGs

The Vocabulary Studies SIG: A supporting platform for PhD students and ECRs

By Ana Pellicer-Sánchez (University College London, UK)

The Vocabulary Studies SIG provides a platform within BAAL for anybody who has an interest or specialisation in the field of vocabulary studies. It aims to bring together researchers, teachers, and trainers in the field of vocabulary, both in the UK and elsewhere, and serves as a forum to discuss and critically engage with research on the description, processing, teaching, learning and assessment of vocabulary. The group takes great pride in its role in supporting the academic development of PhD students and early career researchers. As stated in our constitution, one of the main goals of the SIG is to assist new researchers who are developing work in the field of vocabulary research. Since its origin, we have supported the academic and professional development of PhD students in a number of ways. In this piece, we highlight some of these supporting activities and their main benefits for PhD students.

In the last few years, we have promoted a strong participation of PhD students in our annual conference, with a large part of the programme being dedicated to poster and paper presentations by PhD researchers. On average, 50% of the paper presentations are usually delivered by PhD students. For many of these students, this is usually their first conference presentation. The Vocabulary Studies SIG believes that a first positive experience at a conference has significant benefits for participation in and performance at future conferences. Thus, our main aim is to create a supporting and safe environment for PhD students to present their work and receive constructive feedback from other vocabulary researchers. In order to facilitate attendance, we work hard to keep registration fees to a minimum for students and costs affordable for all. The annual conference moves around the country to benefit researchers at different institutions each year. Additionally, an important part of the annual conference (and of any conference!) is the opportunity to meet other students and academics in a more social context. The conference dinner is a perfect networking opportunity to become part of the vocabulary research community, and we try to organise it in reasonably priced venues to encourage attendance.

Another way in which we further support PhD students' participation in the annual conference and make our annual event more valuable for them is by awarding prizes to the best PhD student paper and poster presentations. This has become a tradition of our SIG and is an excellent recognition of the valuable work conducted by PhD researchers as well as their presentation skills. These prizes are also exceptional additions to their CVs. The prizes have been sponsored throughout the years by several companies and organisations, including Textinspector, the British Council, and The Language Learning Journal. The involvement of PhD students in the Vocabulary Studies SIG goes beyond their participation in the annual conference. Since its founding, we have always cared to involve a PhD student in the committee, fulfilling roles such as secretary and web officer. Participation in the SIG committee is also an important part of PhD students' professional development.

The following quotes from current and former PhD students who have been involved in the Vocabulary Studies SIG in a number of capacities best reflect some of the main benefits that PhD students and early career researchers can obtain from being a member of the Vocabulary Studies SIG and from participating in its activities.



Inés de la Viña

Current role: PhD student, Graduate Teaching Assistant in English Language and Linguistics, University of Kent, UK.

Interacting with researchers and scholars at the Vocabulary Studies SIG conference has been extremely beneficial to my ongoing research and future career. The SIG is the perfect getaway for PhD students to gain specialised knowledge and learn from colleagues in a friendly, welcoming environment. Receiving one of the prizes to best student presentation was an exhilarating feeling that has boosted my confidence and resilience.

Yixin Wang-Taylor

Current role: Assistant Professor, College of Foreign Languages, Nankai University, Tianjin, China.

Working as the secretary of the Vocabulary Studies SIG (2014-2018) greatly supported my academic development. Being part of the team helped me to meet a wider society of researchers on this subject. With many liaison duties, it quickly equipped me with strong interpersonal skills as well as many other administrative skills that were useful for my following academic position.



Marlene Schwarz



Current role: Teacher of English & Italian at an academic secondary school and external lecturer in language teaching at the Department of English, University of Vienna.

BAAL Vocabulary Studies SIG was one of the first times I was able to meet my 'idols' in the field of vocabulary research in addition to establishing contacts with other PhD students. Coming from a department that does not have an established tradition of lexical research, the exchange of ideas at the SIG was immensely valuable to me and receiving a poster prize was an enormous motivational boost because it showed by that I was on the right track with my research.

M^a Lorena Colombo López

Current role: PhD student (UNED, Spain) and teacher of English as a Foreign Language in Extremadura, Spain

Attending the Vocabulary Studies SIG conferences is a professionally rewarding experience because you can discuss and learn about vocabulary research not only from renowned scholars, but also from PhD students. I am thankful for having been given the opportunity to present my research and win the prize in 2018 since it enabled me to make my work known as well as welcome suggestions for the remaining stages of my PhD studies.



We hope these quotes encourage other PhD students and ECRs interested in vocabulary to join our SIG and participate in our annual events. More information about the Vocabulary Studies SIG and our activities can be found at: <https://baalvocabsig.wordpress.com/>. If you are working on vocabulary, you can join our SIG free of charge by sending name, affiliation, and email address to baalvocabsig@hotmail.com. Join in and help us keep the group growing!



Celebrating the BAAL Language in Africa SIG

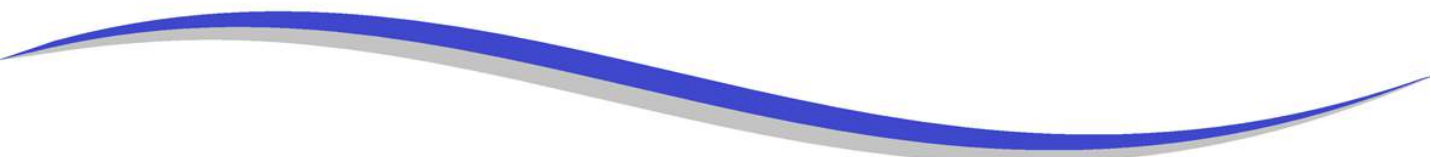
By Colin Reilly (Essex University) & Seraphin Kamdem (SOAS, London)

In 2001, some of those who later would be among the founding members of the LIA SIG met in South Africa at two international conferences that year: the Southern Africa Applied Linguistics Association (SAALA) Annual conference at Rhodes University in Grahamstown, and the International Literacy Conference at the University of Cape Town in Cape Town. The informal conversations were going in two directions: the creation of national branches of AILA in African countries and the setting up of a sub-group within AILA or under one of the national branches of AILA that would have a focus on applied linguistics in Africa. Leading those discussions were Eddie Williams, Seraphin Kamdem, 'Tope Omoniyi, Sinfree Makoni, and Nkonko Kamwangamulu.

Eddie and Tope then continued those conversations back in UK and involved other UK colleagues. At that time, Goodith White was BAAL Meetings Secretary and liaised with Eddie to get an African academic over to the UK to attend the BAAL conference. Seraphin Kamdem was the one selected but it took two years to get him over. Thus, when Seraphin met Tope and Eddie again in 2003 at the Annual BAAL conference in Leeds, there was already a broader group including Goodith, John Holmes, Mark Krzanowski and the idea of an Africa-focused SIG had taken a stronger shape.

By the BAAL conference in Bristol in 2005, the founding members were quite advanced in the formal creation of the Language in Africa SIG within BAAL, and they formally launched the SIG with John Holmes at the helm as the first Convenor. The same year they had the first Language in Africa SIG conference in Leeds and it was a very good event. Seraphin gave the LIA SIG's first ever keynote speech that year in Leeds. The SIG has been involved in a number of activities since its foundation. One of the major SIG initiatives was the Applied Linguistics Books for Institutions of Higher Education in Africa scheme. This scheme was commenced by Guy Cook at the end of his session as BAAL Chair in 2012. On the scheme committee were Guy, Tilly Harrison, Steve Williams, Ross Graham, Caroline McGlynn, Annette Islei and Eddie Williams. Annette led on the operational aspects of the scheme. While it was running, around 450 books were received from publishers including Routledge, Palgrave Macmillan, Oxford University Press and Multilingual Matters, as well as various donations from individuals. 17 higher education institutions received Applied Linguistics books as part of the scheme. These were in Cameroon, Ghana, Ethiopia, Kenya, Mauritius, Namibia, Nigeria, Tunisia, Uganda and Zambia. BAAL generously committed £3000 to assist with sending parcels of books to these countries.

Other successes for the SIG have been publications in *Language Teaching* which report on research presented at our annual conferences. These include Wildsmith-Cromarty's (2015) Report on BAAL Language in Africa SIG meeting, *Reading in African languages: Developing literacies and reading methodologies* and Graham, McGlynn, and Islei's (2015) *Language in education in sub-Saharan Africa: Language in Africa Special Interest Group (BAAL)*. More recent publications which have emerged from SIG events or involved SIG members include *Rethinking Language Use in Digital Africa: Technology and Communication in Sub-Saharan Africa* (Multilingual Matters) which was edited by Leketi Makalela and Goodith White. SIG members were also involved in editing and contributing to *Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa* (Routledge) which was edited by Elizabeth Erling, John Clegg, Casmir Rubagumya, and Colin Reilly.



Members of the SIG have also received BAAL funding to carry out activities related to language in Africa. This includes Annette Islei and Margaret Baleeta who, in 2013, successfully received an award from BAAL's Applying Linguistics fund to run their project *Development of materials for teachers of Primary 1 who teach Literacy in the local language in western Uganda*. The SIG also received BAAL-CUP funding to host a seminar in 2017 at Aston University. The seminar, organised by Elvis ResCue and Colin Reilly, was on the theme of *Minority Languages in New Media: Towards language revitalisation in Europe and Africa*.

We continue to have our annual conference, which has gradually grown in size and attendance, from a handful of presentations in the early years to now regularly having day-long parallel sessions. Our most recent conference in 2021 was held online. The conference included pre-recorded presentations and live panel sessions. In total we had 37 speakers from 12 countries present 27 talks. The conference website has been visited 880 times with 304 unique visitors from 40 different countries. In total, the presentations were viewed 365 times. 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.

The SIG has continued to steadily grow over the years. From 32 members in 2011, we now have 162 active members. In addition to those names already mentioned, the following past and present committee members have been instrumental in the success of the SIG since it was founded: Ian Cheffy, Gibson Ferguson, Kate Spowage, Abdulmalik Ofemile, Mario Saraceni, Jo Arthur Shoba, Bomiegha Ayamoto, Chefena Hailemariam, Mary Anderson, Aziz Dieng, Ann Cowie, Max Vignon. With special thanks to our convenors over the years: John Holmes, Oksana Ofitska, Ross Graham, Annette Islei, Goodith White, and Seraphin Kamdem.



Linguistics and Knowledge About Language in Education (LKALE) SIG

By Sally Zacharias (University of Glasgow), Furzeen Ahmed (University of Derby) and Victorina Gonzalez-Diaz (University of Liverpool)

Founded in 2014, the LKALE SIG is a relatively new BAAL SIG. Its growing membership offers a forum for researchers and educationalists to apply linguistic theory to develop pedagogic meta-language(s) for teaching and learning across the curriculum in formal education contexts for L1 and L2 students, from primary to Higher Education. This includes teachers' perceptions of language variation within and between languages within a range of pedagogical settings. The work builds up a body of expertise to inform public policy and debate on the teaching of grammar, literacy and associated meta-language. The following summarises some of the recent activities of the LKALE SIG, and then looks forward to the SIG's activities in the coming year.

Annual Spring Events

In May 2021, the LKALE SIG ran a successful two-day, online event that looked at what Knowledge About Language (KAL) means for learners and teachers who find themselves in the diverse range of pedagogical contexts. The presentations and discussions explored a number of inter-related themes and questions:

- *Are there any core features of KAL that are common to all subject areas or do different subject areas afford different ways of thinking and knowing about language?
- *What KAL is needed for multilingual contexts? Should we include, for example, knowledge about languaging to address the translanguaging practices that many of our learners encounter?
- *How can a multimodal approach to thinking about language be included in KAL?
- *How should the diverse levels of experience of teachers be acknowledged in professional development settings?
- *What type of KAL would benefit teachers at each stage of their professional development?
- *How should these themes be reflected in policy?

The first keynote talk was given by Prof Alice Deignan, *The Challenge of the Primary-Secondary School Transition: The Vocabulary of Science*, and the second by Prof Evelyn Arizpie, *No Words to Say it? Connecting and Learning through Wordless Picturebooks in Multilingual Spaces and Contexts of Crisis*. This year's 2022 LKALE SIG meeting will be hosted by the English department at the University of Liverpool. It will focus on how knowledge of language variation and change is used in the classroom to develop literacy and empower students through a better understanding of general socio-linguistic and cultural factors affecting language use.

The first Call for Papers (copied at the end of this report) is out and we expect to circulate a second call early in the new year. The event seeks to continue one of the Committee's main aims, namely, to foster communication and collaboration among university researchers, educationalists, practitioners. To that end, the event will accommodate different types of presentations (theory and practice) and length (research papers and 5 minute-lightening talks) as well as offer opportunities for networking and knowledge exchange among participants. The keynote speakers of the event will be Debra Myhill (Exeter) and David Waugh (Durham).

The event is scheduled for the 29th-30th of April. We intend for the event to be face-to-face although with the possibility of moving to on-line delivery if reasons of health and safety make it advisable to do so.



PhD and ECR networking

During the 2021 LKALE SIG event, Furzeen Ahmed and Duygu Candarli hosted a networking chat session aimed at PhD and ECR researchers to have a platform where they can share their own research and work with other attendees. This half an hour chat session proved to be an opportunity to momentarily reflect on the emerging studies taking place, as well as engage in stimulating dialogues with fellow researchers about the challenges and value of embarking on research in educational settings, with children, and collaborating with teachers. We are delighted to announce preparations are underway to host a PhD/ECR session in Spring 2022 which extends the initial network session held during the LKALE SIG event last May. The two-hour online session will be of an interactive nature with presenters providing a concise yet insightful outlook of their research studies in the form of ten-minute lightening talks, and be able to engage with delegates during Q&A sessions by reflecting on their current progress as well as thinking ahead in how their research may evolve. In addition, the presenters will participate with a guest speaker in a roundtable discussion which will see them critically explore the nature of conducting research about language in the educational context by considering the challenges, ethical implications, and possible solutions across the emerging body of work in the field of educational linguistics. This session will hone in on the innovative collaborations of conventional and original research methods, foci, and contexts, aiming to illustrate an evolving as well as exciting new field where delegates can gain an understanding of what it means to study language through a socio-cognitive perspective.

Call for papers LKALE 2022 spring event (29th – 30th April)

Modern linguistics sees the relationships between spoken and written language as well as standard language and language varieties as dynamic and changeable. An awareness of such flexibility is essential to promote a useful dialogue between creativity, appropriateness and convention in language. All of which is important to teachers in supporting learners to become confident and resourceful communicators. This nuanced approach to Knowledge About Language (KAL) is, however, not always consistently reflected in current teaching, learning and assessment practices, where the focus on 'correctness' dominates. In turn, this narrows student skills-development, thus limiting their potential as resourceful and confident language users. We invite researchers, teachers, and educators to reflect on these matters and propose talks that engage with the following questions:

How can knowledge about language variation and change be usefully deployed to empower students in the classroom context?

What teaching and learning approaches can be used to develop students' sensibility to linguistic appropriateness (as opposed to linguistic correctness)?

How do teachers promote a balance of creativity, appropriateness and convention in language use?

More details about the event, as well as the SIG members' ongoing activities can be found on the SIG's website: <https://baallkale.wordpress.com/>



An exciting year for applied corpus linguists: Projects at the interface of corpus linguistics and applied linguistics in 2021

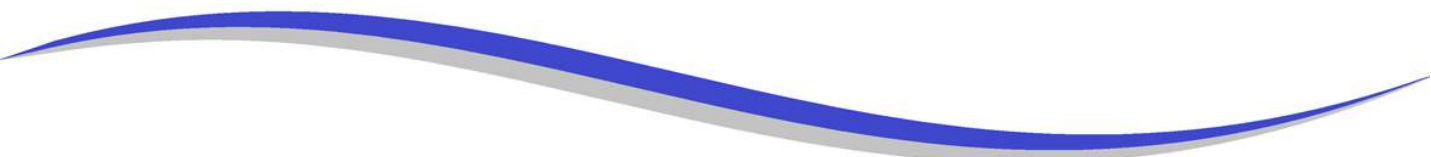
By Gavin Brookes (Lancaster University)

I am very pleased to report that members of the BAAL community have continued to carry out important research at the interface of applied linguistics and corpus linguistics in 2021. This is attested not only by the considerable contribution of applied linguistics research to journals such as the *International Journal of Corpus Linguistics*, *Corpora and Applied Corpus Linguistics*, but also by the countless monographs published in this area, some of which were shortlisted for last year's BAAL Book Prize.

I am also very pleased to report that in 2021, members of the BAAL Corpus Linguistics Special Interest group embarked on a number of exciting research projects which address important social topics, in many cases securing substantial funding to support this timely work. On a personal note, I (Gavin Brookes, Lancaster University) secured a UKRI Future Leaders Fellowship to the value of £1 million for a project titled, '*Public Discourses of Dementia: Challenging stigma and promoting personhood*'. On this project, which commences in January 2022, I will lead a team carrying out large-scale, systematic analysis of the language and imagery that are used to communicate about dementia by the media, public health bodies, charities, and in social media and online support groups. The project team will work closely with people with dementia, charities, advocacy groups and media representatives to design guidelines and deliver communication training which helps reduce stigma while promoting genuine awareness of the syndrome and the possibility for people to 'live well' with it.

Dawn Knight (Cardiff University), along with Anne O'Keeffe (University of Limerick), secured AHRC/IRC funding (£390,000 from AHRC + €270,000 [circa £230,000] from IRC) for a project titled, '*Interactional variation online: harnessing emerging technologies in the digital humanities to analyse online discourse in different workplace contexts*'. Working with colleagues from Mary Immaculate College, Swansea University, The University of Nottingham, University College Dublin, and University of Aberdeen, the project first aims to examine virtual workplace communication to gain insights into the potential barriers to effective communication. The second aim of this project is to propose the next generation of frameworks for analysing online discourse and make these frameworks available to all arts and humanities research and end user communities. The project began in August 2021 and runs for 2.5 years. The project website can be found here: <https://ivohub.com/>. Dawn is also PI on a Welsh Government-funded project, '*Welsh Automatic Text Summarisation*' (£90,000). Working with colleagues from WELSH and Computer Science at Cardiff and Lancaster Universities, the project aims to build a summarisation tool that will allow professionals to quickly summarise long documents for efficient presentation. Dawn was also Co-Investigator on a UKRI-funded project titled, '*Coronavirus Discourses: linguistic evidence for effective public health messaging*' (£465,000). Developed in partnership with Public Health England, Public Health Wales and NHS Education for Scotland, this project addresses key challenges that the coronavirus pandemic presents in relation to understanding the flow and impact of public health messages as reflected in public and private discourses. Led by Svenja Adolphs (Nottingham), this interdisciplinary project entails the first large scale analysis of the trajectories of public health messages relating to the COVID pandemic in the UK. Website: <https://c19comms.wp.horizon.ac.uk/>.

Tatyana Karpenko-Seccombe (University of Huddersfield) undertook a project researching representation of child abuse in Jamaican newspapers. The University of Huddersfield's *None in Three* Research Centre for the global prevention of gender-based violence aims to change attitudes towards gender-based violence among young people.



The name of the centre comes from the fact that one in three women and girls is subject to physical or sexual violence in their lifetime. The centre works towards the prevention of such violence using its innovative approach of developing evidence-based anti-violence video games. It is a global project spanning the UK, Uganda, India, Jamaica and Brazil. This study used a combination of discourse analysis and corpus-assisted method to explore the language used to represent children and discourses around childhood and child abuse in the Jamaican news media. The study was based on the corpus of the four major Jamaican newspapers covering the period between 2018-2020. The results show that representation of children in the newspapers is generic, impersonal and quantified. In representation of child abuse children's voices are very rarely heard and preference is given to the institutional voices or voices of celebrities. Abuse sufferers very rarely appear in the focus of newspaper reports which are often characterized by sensationalism and normalization of the crime.

These projects are evidence of the formidable work done by the Corpus Linguistics SIG and more innovations will certainly follow in future.



PhD Report - I don't want to say it: The emotional effects of COVID-19 on parent's motivation and young learners' online engagement

By Nouf Alharbi (University of Birmingham)

Gamification has become an interactive method to teach children new vocabulary thanks to the ease of using online games in education, especially in a home learning environment. Despite the rise in implementing such methods with primary students, data collection has different stories to tell during the Covid-19 pandemic, in which less attention has been given to the emotional reasons driving both parents' and children's decision to withdraw from a study. In this light, the exclusionary factor that affected the interaction of child learners during a 6-minute online Arabic language game was examined. In particular, children were asked to listen only or listen to and repeat 20 unfamiliar and less frequent Modern Standard Arabic words. During the game, the parent's role was to assist their children in understanding the instructions that appeared on the screen without interfering in the learning process. However, the parents reported that children were bored and hesitant to play the game, and that the parents themselves were frustrated while instructing the children so they refused to complete the task. To gain insight into hesitancy in completing the short task, semi-structured interviews were conducted with the parents and their children. It became clear that the pressure of online learning during the pandemic enhanced frustration in children, and that spending more time on screen contributed to demotivating and distressing parents when assessing the children's distance learning. This finding shed light on the need to analyse several observable and not directly observable factors that influenced children and parents' emotional wellbeing. But the question here is *what role do I play as a researcher in supporting my little participants and their families?*

To answer this question, I need to first outline some of the challenges that I faced while conducting this online study. I should mention that finding the right time and being flexible about it helped a lot when recruiting participants. Also, not all families were comfortable having me explain the game via zoom. It was already sufficiently challenging for their children to attend daily lessons on the computer. Therefore, I offered the parents some guidance and ensured they understood the instructions and left it for them to explain the game and assess their children, and I remained available for any support they might need. One might argue that the role I played added a lot of pressure on myself as a PhD student. However, the feeling of being supportive and offering some fun to these families showed me that this study does not only offer a main chapter in the thesis but also represents a valuable time in the chapter of others' lives. I'm not a wellbeing expert, but I drew on these positive thoughts to keep me going. *What about those who were not happy to join the study?* The little ones who were crying and shouting that they do not want to play anymore but their parents were bribing them with a chocolate bar or extra TV time to telling me that they wanted to withdraw. While they had been informed of the right to withdraw from the study at any time, the guilt and shame of not offering me the help I needed stopped them from withdrawing. As a researcher, I talked to parents first showing them that I'm considerate and that their children's happiness is much more important than being a participant in my study. I offered them colouring sheets as a thank-you letter for trying to participate and organised a virtual teatime to chat with the parents as a mother not just as a researcher.

Conducting research with human beings became much more complicated during the pandemic when everyone was thinking about their safety while trying to live a normal life. The lesson I took from the pandemic is about being more human, with myself as a researcher, and with my participants. Being compassionate is equally important, if not more, to obtain the necessary ethical approval to conduct your study!

Memories of Professor Vivian Cook

By *Bene Bassetti* (University of Birmingham)

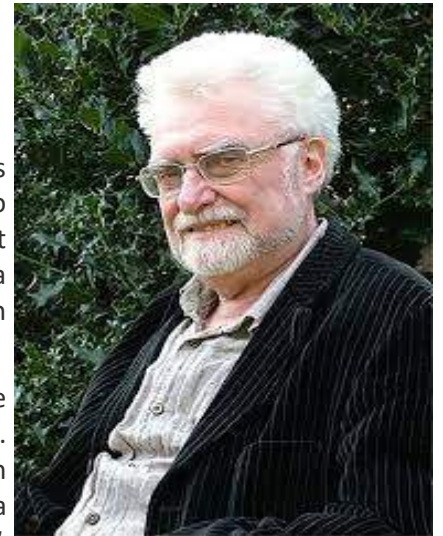
We have sadly lost a leading figure in applied linguistics: Vivian J. Cook, Emeritus Professor of Applied Linguistics at Newcastle University. Vivian will be known to most scholars for his work on second language acquisition, particularly the concept of multi-competence. A prolific and influential author, Vivian was a theoriser and a popular writer. Anyone who met him will remember him as a brilliant mind and an incredibly generous person.

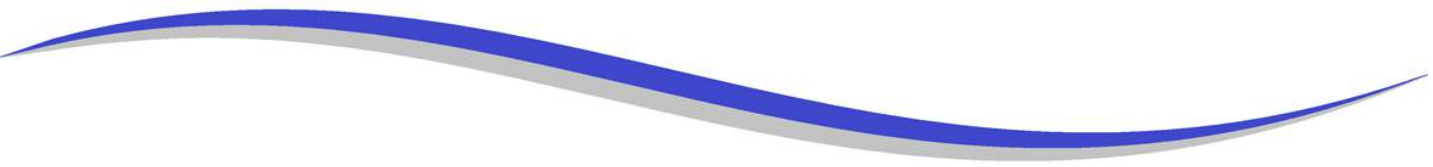
His main contribution has been linguistic multi-competence (with a hyphen, as he insisted), an approach to second language acquisition he first presented in 1991. Linguistic multi-competence developed from “the compound state of a mind with two grammars” (= two languages) in 1991 to ‘the overall system of a mind or a community that uses more than one language’ in the 2016 *Cambridge Handbook of Linguistic Multi-competence*, reflecting Vivian’s thinking and developments in the field. Multi-competence posits that the mind of an L2 user (or community) contains a system composed of all their languages. This affects the whole mind, including non-linguistic cognition, hence the multi-competent L2 user is qualitatively different from a monolingual. Over the decades, multi-competence has been influential in second language research, and also adopted in other fields, from signed-spoken bimodal bilingualism to Native American Languages. Vivian kept being amazed at how far multi-competence had travelled (and hoping that people would remember to spell it with a hyphen).

I remember very well the first time I saw Vivian and heard him talking about his approach. I had just arrived in the UK and I did not understand a thing. I was attending the MA Applied Linguistics at Birkbeck, when a classmate dragged me to this talk somewhere in North London. She told me that the speaker was one of the most important applied linguists in the world. I had no idea who he was, or how to come back from North London. He arrived, immediately tripped over the microphone cable and almost fell on the floor, and started stuttering. I was not impressed. Then he started talking. I’ll never forget that talk. That’s when I first learnt that I was not a failed English native speaker, but a wonderful new creature with an array of knowledge and competencies. Every time I think about that talk, I smile.

Vivian’s academic life started as a Lecturer of English as a Foreign Language at the then Ealing Technical College in London, and continued as Director of the Language Service at the then North East London Polytechnic. He became Lecturer in Applied Linguistics at the University of Essex in 1978, and eventually Professor at Newcastle University in 2004, where he remained (more recently as Emeritus) up to his final days. Vivian started his prolific career as an author in 1968, with the textbook *Active Intonation*, followed by many English language coursebooks that have been widely used all over the world. He proceeded to publish more than a hundred articles and chapters, and over twenty authored, edited or co-edited books. His wide-ranging interests included first language acquisition, second language acquisition, second language teaching, linguistics, English as a Foreign Language, writing systems and bilingual cognition. He kept writing to the very last, and his latest book will be published in January 2022. Entitled *The Language of the English Street Sign*, it analyses a variety of street signs from two English towns, from hand-scribbled notices to stone-engraved mottos, with his signature encyclopaedic knowledge and humour.

Vivian was always ahead of his time thanks to his curious, inquisitive mind. He initiated new lines of research, associations, journals, always working with many others. In the absence of a Europe-wide professional association, in 1989 he founded EUROSLA (European Second Language Association), of which he was first President, receiving the Distinguished Scholar award in 2014. Having identified the need for a dedicated publication outlet for research on writing systems, in 2009 he co-founded the journal *Writing Systems Research*. Over the decades, he brought researchers together to work on novel topics, in workshops and edited volumes, such as the effects of the L2 on the L1, or linguistic relativity in L2 users.





Vivian was extremely open-minded. Ignoring disciplinary boundaries, he collaborated with linguists, educationalists and psychologists; ignoring national boundaries, he wanted research to be truly global and got annoyed with the difficulties of involving researchers from some parts of the world. He also worked hard at bringing together second language research and language teaching practice, writing and presenting extensively about the importance of the L1 in the L2 classroom, of the non-native teacher, of written language, among other ideas.

Vivian had a knack for making linguistics accessible, both to students and beyond academia. He introduced many reluctant students like myself to the theories of Noam Chomsky with the successful *“Chomsky's Universal Grammar: An Introduction”* of 1988, and to linguistics with *Linguistics and Second Language Acquisition* (1993). His multi-competence-inspired textbook *Second Language Learning and Language Teaching*, first published in 1991, is now in its fifth edition. Many of his books have been translated and published in other countries in Europe and the Far East.

He also enjoyed writing popular books on linguistics, including spelling (*Accommodating Broccoli in the Cemetery: Or, Why can't Anybody Spell?*) and vocabulary (*It's all in a Word*). His many readers were delighted by his spoken-language friendliness and British humour. Although in recent times he had found it harder to travel, he was also a prolific speaker, who gave talks to academic and professional audiences around the world. Vivian was an inspiring and caring teacher and supervisor. He involved his students in many research projects, co-presenting and co-authoring with them. The doors of his home were always open to his postgraduate students, and to various stray humans and animals, who were all welcomed and fed. Former students of his can be found in universities around the world.

Vivian will be sorely missed by his colleagues, his many former students, and anyone who was lucky enough to meet him. His dedication to applied linguistics will remain an inspiration for us, and we will forever miss his lively mind and generosity.



BOOK REVIEWS

Godfroid, A. (2020). *Eye tracking in Second Language Acquisition and bilingualism. A research synthesis and methodological guide*. Routledge. ISBN 9781138024670. 438 pages.

This book provides a detailed overview of eye-tracking in the field of SLA, combining a thorough review of relevant research with practical guidance on how to apply eye-tracking. The two review chapters are comprehensive, and importantly provide clear guidance on how other researchers might conduct similar studies of their own. Elsewhere in the book, similar guidance is provided for study design in general, data processing and analysis, and setting up and running a successful eye-tracking lab, with case studies included to help budding users develop their initial projects.

The guidance is a mixture of very practical and useful advice for novice users and more detailed information that helps to develop a more advanced guide to the technology. At times some of this information may be a bit too much for beginners, but as an experienced eye-tracking researcher myself I learned much from this book. Sections on experimental design and data analysis are the same useful mixture of basic, introductory guidance, presented in a step-by-step fashion and linked to existing studies as a way of grounding the advice, and more advanced, technical information that will be of use to people with existing experience in experimental research and/or eye-tracking itself. Overall, the book is a very clear and readable guide to this topic, and will represent an excellent addition to the literature (and one that I will certainly be adding to my own reading lists).

The book joins other existing resources on experimental design in general and eye-tracking in particular. Its focus on SLA/bilingualism does set it apart, and the review chapters cover all of the relevant literature that researchers in this field might want to consult. The more general advice is incredibly useful, but is mostly divorced from specific systems, hence users will still need to work out for themselves how to apply the guidance given (e.g. exactly how to build a study in specific pieces of software) for their chosen eye-tracker.

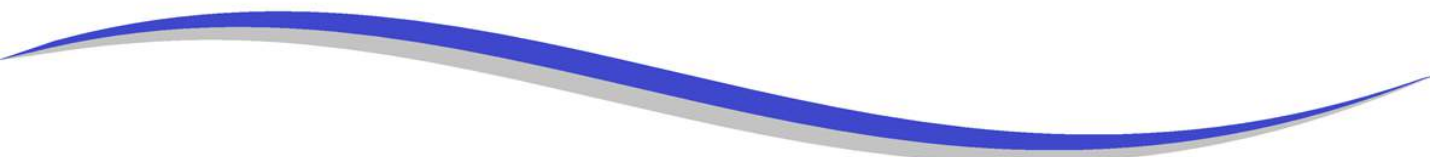
Overall, I would recommend this book as a very useful and engaging contribution to the literature. It will be a valuable resource to anyone interested in learning how to apply eye-tracking in their own research.

Gareth Carrol, University of Birmingham

Morrish, L. and Sauntson, H. (2021). *Academic irregularities: Language and neoliberalism in higher education*. Routledge. ISBN: 9780367784157. 252 pages.

In a global context of increasing competitiveness, marketization and managerialism of universities (Smyth, 2017), this book analyses discourses of neoliberalism in UK universities. Following in the tradition of Fairclough (1993), it offers the first book-length treatment of an important topic: how universities are increasingly framed as entrepreneurial institutions that need to be responsive to the industry, society and students as consumers, and in which traditional academic values are side-lined and the voices of academics silenced. It considers discourses of various kinds, relating to the teaching and research excellence frameworks and student as consumer. It is an original, rigorous, accessible and important text that feels like it is set to become a classic - an essential read for all academics and readers beyond.

The book has an unashamedly critical edge and important mission: 'We wish to illuminate our subject so that the critique can be available to readers who are not linguists. It is time to offer an analysis, and a way forward to resist



the discourse which nullifies academic values and de-legitimizes academic work' (p. 28). The book delivers on this mission by offering an insightful account of how the role of UK universities has shifted over the past few decades, as evidenced through a number of discursive techniques. Original and ambitious, it also sets out to pave the way for further research in 'critical university studies', thus promising to generate significant further work along similar lines of inquiry.

The book is highly readable, offering a compelling account not only for a specialist audience but also for readers who may not be familiar with the range of methodologies used in the book (critical applied linguistics, corpus linguistics and critical discourse analysis, appraisal, multi-modal analysis, critical metaphor analysis). The book should be essential reading for all academics for a deeper understanding of the way in which contemporary universities work and what brought them there – and what options might be available for alternative visions for universities.

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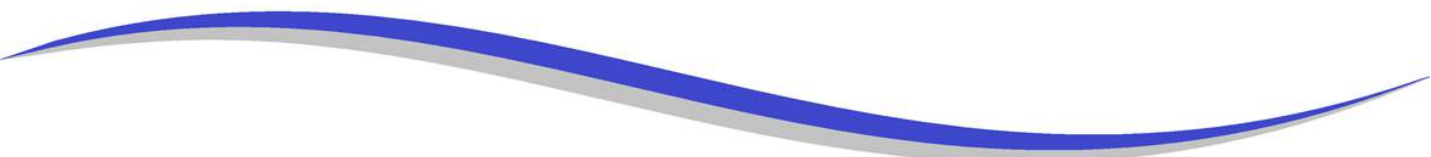
Smyth, J. (2017). *The toxic university: Zombie leadership, academic rock stars and neoliberal ideology*. Dordrecht: Springer.

Kristina Hultgren, The Open University

Strani, K. (Ed.). (2020). *Multilingualism and politics: Revisiting multilingual citizenship*. Palgrave MacMillan. ISBN: 9783030407032. 365 pages

This collection aims to study multilingualism 'as a concept and as a phenomenon' (p. 20) through the lenses of languages and politics and from perspectives informed by politics, sociology, sociolinguistics, language policy, translation and interpreting studies. It is diffuse in scope, and takes a critical perspective on issues of multilingualism, minoritised languages, politics and policy formation, translation and interpreting, and decolonisation. The thirteen chapters are divided into two distinct parts. The first section, Multilingualism in Politics, focuses largely but not entirely on European Union institutions circa the Brexit vote in 2016. The second, The Politics of Multilingualism, examines national languages, minority languages and education as a political tool, with case studies from Galicia, Hong Kong, Guadeloupe, Croatia and Scotland.

In Part I, Strani first covers topics relating to multilingualism and politics generally, and Mos adopts a CDA approach to the analysis of debates on linguistic diversity in the European Parliament. The next three chapters offer perspectives on the same theme: Szabó's is an ethnographic study of language ideological debates about multilingualism in the European Parliament, Beaton-Thome examines leading Brexiteer Nigel Farage's stance on Brexit, and Kappe presents a study of multilingualism in the UK and the Brexit referendum. Hill writes on racism and multilingualism in the case of Somali Scots, and Brickley's concern is the process of repatriation for rejected asylum seekers. Part II begins with a survey (by Guglielmi) of national identity in Europe. Dayan-Fernandez and O'Rourke are concerned with the politics of standardisation of Galician, a minority language in Spain. Choi and Adamson present a study of China's Belt and Road Initiative and language policy in Hong Kong. Lewis et al. discuss minority languages in the Croatian education system. Kanaki considers Scottish language policy and the minoritised indigenous languages of Scotland (Gaelic and Scots). Finally Stainer's focus is the status of French in Guadeloupe.



Many of the chapters report on original research findings in detail. Some are excellent (the EU ones in particular, and also that by Brickley). The book as a whole adds to our understanding of multilingualism and politics. The volume's breadth compromises coherence, however: in some sense this reads like two different books, one on EU institutions and multilingualism, and another on multilingualism and politics generally. This is nonetheless a worthwhile collection, on topics that do not always get the airing they deserve. The engaging subject matter makes up for some lingering issues around editing and proof-reading.

James Simpson, Hong Kong University of Science and Technology



BOOKS AVAILABLE FOR REVIEW

The following books are available for review. If you would like to review one of them, please contact the **Reviews Editor**, Dr Argyro Kanaki, School of Education and Social Work, University of Dundee (a.kanaki@dundee.ac.uk). Your review should be submitted as an email attachment in MS Word within two months of receiving the book.

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

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

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]

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Cunningham, C. and Hall, C. J. (Eds). (2021). *Vulnerabilities, challenges and risks in applied linguistics*. Bristol: Multilingual Matters. [eBook or print copy]

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Hunt, D. and Brookes, G. (2020). *Corpus, discourse and mental Health*. London: Bloomsbury. [eBook or print copy if strongly preferred]

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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]



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As always, the BAAL newsletter welcomes submissions from members—these can be reports about events, research developments, or discussion points. BAAL News is normally published twice a year: a winter issue, and a summer issue.

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

1st June 2022 for the Summer Issue 2022 (appears in July 2022)

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

sal.consoli@polyu.edu.hk

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

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

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