BAAL News

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Editorial

Dear All,

This edition of BAAL News shows that BAAL members, in their various international contexts, continue to excel in their commitment to the field as they emerge from the pandemic with stronger determination for social impact and devotion to our discipline.

At the beginning, you will find updates on the Annual Conference which will be hosted by Queen's University, Belfast with renowned keynotes and other exciting activities. This is followed by obituaries for two remarkable scholars who have recently left us, Prof Liz Hamp-Lyons and Prof Zoltán Dörnyei - two exemplary academics who leave behind a formidable legacy amongst their colleagues, students, and friends. It is in the words of appreciation in these obituaries that lies the sense of humanity and collegiality which makes the BAAL community as thriving and strong as it is.

Furthermore, you will find reports on two BAAL-CUP workshops. The *Researching vulnerable multilinguals* workshop, by Dr Alexandra Georgiou and Dr Sara Ganassin, reminds us of the challenges and rewards of working with 'vulnerable' groups through multilingual research practices. The *Going Meta: Bringing together an understanding of metadiscourse* workshop, by Dr Debra Myhill, opens debates on the relationships between writers and their text(s), developing new avenues for theoretical and applied dialogues. Following from these, Prof Susan Hunston celebrates the success of our field in the recent REF exercise and offers some insights into the frequently asked questions amongst research-track academics.

The second half of this edition of BAAL News continues with celebratory reports, including Prof Rachel Wicaksono's piece on the blue plaque for the first Chair of BAAL, Stephen Pit Corder - this report is not just a celebration of Pit Corder's life but is also testament to the synergies within our community which span different generations of students, academics, and friends of BAAL. Following from this, Prof Christopher Hall comments on his longstanding role as BAAL Book Review Editor, and outlines the historical legacy of BAAL writers, reviewers, and their contributions to our current understandings. The next item is a report from the Language, Gender and Sexuality SIG on their annual event which began novel discussions on gender inclusive interventions.

Next, I introduce the new section, *Multilingualism In Focus*, which invites contributions from BAAL members who are happy to write in any language other than English. In this inaugural edition, Dr Simon Coffey offers a piece on the aesthetic and emotional meaning(s) of words reporting on his recent activities which also concern the history of language learning and teaching. In his writing, Dr Coffey offers a creative mélange of French and English that reflects his academic identity as well as the linguistic nature of his work. This new section will support BAAL's commitment to multilingualism and diversity, and members are strongly encouraged to submit creative contributions.

The final section of this edition contains a couple of PhD reports, a piece on the success story of a group of PhD students who recently formed an online community to support one another, the report on *the OurLOTE project*, by Becky Muradás-Taylor, which showcases the rewards of being multilingual in England. Finally, you will find a report from UKALTA, illustrating their recent achievements in the domains of language testing and applied linguistics more broadly.

I hope you will enjoy this rich edition of BAAL News, possibly finding some inspiration for your own work and, most importantly, be reminded that you are part of a strong and resourceful community.

With warm wishes,

Sal Consoli

BAAL Conference - 2022

By Sultan Turkan (Queen's Belfast)

55th Annual Meeting of the
British Association for Applied Linguistics

1-3 September 2022

"Innovation and Social Justice in Applied Linguistics"

Queen's University, Belfast, Northern Ireland, UK

The BAAL 2022 Conference is fast approaching! 340 BAAL members and non-members have registered for the conference, conveying to us that the BAAL community is ready to connect again in person. We, as the local organising committee, look forward to delivering an intellectually invigorating and socially networked event to you. Registered delegates will soon receive instructions for joining the conference in person.

Plenary Speakers

- Li Wei, University College London
- Khawla Badwan, Manchester Metropolitan University
- Vera Regan, University College Dublin
- Ahmar Mahboob, University of Sydney

Conference organisers
Sultan Turkan, Ibrar Bhatt, Sin Wang Chong, Mel Engman, Caroline Linse, Aisling O'Boyle (School of Social Science, Education, and Social Work); and Jane Lugea (School of Arts, English, and Languages)

Conference email: Baal2022.Belfast@qub.ac.uk
Conference webpage: https://www.baalconference2022.com/

Memories of Zoltán Dörnyei

By Peter Stockwell (University of Nottingham), Ema Ushioda (University of Warwick), and Jean-Marc Dewaele (Birkbeck University)

It is with great sadness that we pass on the news of the death of our friend and colleague, Professor Zoltán Dörnyei, who died after an illness on Friday 10 June 2022. He will be greatly missed by his family, friends and all of us in the School of English.

Zoltán began as a language teacher for 'International House' in Budapest, before completing his PhD in Psycholinguistics at Eötvös Loránd University in 1989 with the thesis: 'Psycholinguistic factors in foreign language learning'. He began teaching in the School of English and American Studies at Eötvös Loránd University in 1988. A decade later, he moved to the United Kingdom, working first at Thames Valley University, London, and then joining the School of English at the University of Nottingham in 2000. In 2003 he received a DSc. in Linguistics from the Hungarian Academy of Sciences. In 2017 Zoltán also completed a second PhD, this time in Theology from Durham University with the thesis: 'Progressive creation and the struggles of humankind in the Bible: an experiment in canonical narrative interpretation'. He became Professor of Psycholinguistics in 2004.

In the School of English Zoltán's work focused on how motivation affected the language learning process. As a lecturer he taught on modules explaining language learning and teaching English as a second language for undergraduate and postgraduate students. He also regularly conducted teacher training seminars and workshops, and spoke at many conferences for language teachers. He was the author of numerous books on language learning, Christian theology and research methods. His 2007 book, Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies, is widely regarded as the key manual in the field. His applied linguistics books encompassed discipline-defining work as well as hands-on practical guides for teachers and fellow researchers. Zoltán was also regarded as a significant theologian and writer on the Christian life. His 2013 co-edited collection, Christian Faith and English Language Teaching and Learning, brought together the two sides of his thinking.

We have received a great number of messages of condolence from many former students of Zoltán's recalling fond memories of inspirational lectures, kind and wise mentorship, and encouragement towards their own intellectual rigour. His legacy will remain not only in the major body of published work that he leaves for future scholars, but in the thousands of teachers worldwide he has influenced, and the language classrooms that have been changed under his inspiration. It is remarkable to witness the respect, admiration and love not only from his many former doctoral students but also from those who never met him yet were touched by his influence. This reach across the world will ensure the spirit of his work will long endure.

Peter Stockwell, University of Nottingham

Zoltán Dörnyei was a prolific, clever, engaging, witty, and truly remarkable scholar. Without question, he transformed the field of motivation and individual differences research in applied linguistics and inspired new generations of scholars to explore the psychology of language learning. As a motivation specialist he led by example through his own irrepressible enthusiasm, intellectual energy, and visionary approach, and he motivated everyone (colleagues, collaborators, students, teachers) who had the good fortune to engage with him or hear him deliver one of his fascinating (and always very funny) talks. (Who can forget how he managed to reference Arnold Schwarzenegger as The Terminator in a talk on individual differences?!) Yet, most importantly perhaps, aside from being such a motivating, passionate and brilliant academic, Zoltán was a wonderful human being – always kind, encouraging and supportive, and full of good humour. He leaves behind a tremendous legacy for the field of applied linguistics through his scholarly work, and a tremendous legacy for those who knew him through our fond memories of interacting with and learning from him.

Ema Ushioda, University of Warwick

Zoltán was a man of boundless energy, amazing erudition, unwavering focus, blazing self-confidence and profound kindness. He also had a wicked sense of humour and he enjoyed challenges and teasing. When introducing him as a plenary speaker at PLL3 in Tokyo, I asked rhetorically whether he was the pope of L2 motivation research (a reference to both his status in the field and his faith) before suggesting that given his combative streak, he was more like a muscular Batman, collaborating with a large number of "Robins". He laughed, along with his sons, wife and conference participants. I'm proud to have been one of his last "Robins", co-authoring the third edition of Questionnaires in SLA for Routledge. His last communication with me and the publisher was his approval of my choice of cover in early May.

Jean-Marc Dewaele, Birkbeck University

Memories of Liz Hamp-Lyons

By Jane Lockwood (PolyU) and Gail Forey (University of Bath)

Liz had many roles in her life time as mother to Nick and Chris, as wife to Mike and as grandmother to Lani and Calder. She was loving, caring, and absolutely unconditional in her love for her family; and we know Liz would want more than anything else for an opening statement to that effect in her obituary.

For most of us though Liz was known to us as a friend, colleague, boss, project manager, author, co-author, editor, supervisor, testing expert and consultant.

As a friend, Liz always listened. She didn't always agree with what you had said, but she would listen, interrogate and then respond in a considered way. She had time for her friends, always, and never forgot the conversations and followed through with compassionate interest and concern. However, it could be said that Liz would not always tell you what you wanted to hear. She would understand first and tell you what she thought you needed to hear and her true friends loved and respected her for her honest, frank, and insightful input. Most of all we trusted her. Trust, respect and friendship were key pillars. We knew we could depend on in Liz.

These are the family and friends things that Liz excelled at, made no compromises and would first and foremost want to be remembered for.

For most, however, Liz was the famous prodigious author of academic writing and assessment for which she has global respect. She was Chair Professor, Head of Department, Author, Editor, Testing Consultant and many other roles connected to her long, successful, and outstanding academic career.

After completing her doctorate studies with Professor Alan Davies at Edinburgh University, Liz travelled abroad and taught English with her husband Mike in Greece and Iran. They then located back to the USA and settled in Denver.

We met Liz for the first time in Hong Kong when she took up the Chair Professorship and Head of the Department of English at the Hong Kong Polytechnic University. This was in the late 90's and when a funded assessment project (GSLPA) had run into difficulty late in the day. Liz set about administering major surgery and brought in experts from overseas such as Tom Lumley, Annie Brown and Sara Luoma. Between them they worked an academic miracle and the GSLPA test is still used in Hong Kong tertiary institutions today and provides a solid model upon which other tests of academic skills have been based.

Liz continued at the Department of English until she and Mike decided to move back to the UK where they settled first in Nottingham and then in Huntingdon. In between, they moved to Australia to lead the Learning and Testing Research Centre at the University of Melbourne. Liz continues to have Professorship at the University of Hong Kong, and many other Visiting Professorial Roles. When returning to the UK, Liz continued to her pioneering work in the field of assessment in the role as Professor at the Centre for English Language Learning and Assessment (CREELLA) at the University of Bedfordshire, as well as Guest Professor at Shanghai Jiaotong University.

Retirement did not mean that Liz stopped working. She would famously work very late at night, editing journals, doing consultancy papers for the College English Test in China and other academic related work. We were lucky enough to get Liz back to Hong Kong to work for a term with the English Language Centre at City University, where big changes had been happening in English for Academic Purposes (EAP) curriculum and assessment development.

She worked tirelessly with the team and one of them was Liz's last PhD student. Liz was always in demand and did countless plenary sessions at international and local conferences; would not skirt around controversy and liked to champion changes in traditional thinking about, for example, how we might assess the language ability of our students beyond just summatively testing them in high stakes contexts. In 2018, Liz was awarded a Leverhulme Emeritus Fellowship for research into the historical and current structures and consequences of written examinations. In 2022, sadly, Liz published her last book Assessing the English Language Writing of Chinese Learners with Professor Jin Yang.

We will all miss Liz tremendously but her spirit of collegiality, enquiry, and commitment to the best possible outcome will be remembered with love.

BAAL/Cambridge University Press Seminar

Researching vulnerable multilinguals: Developing an inclusive research practice

By Alexandra Georgiou (University of West London) and Sara Ganassin (Newcastle University)

The increased mobility, migration, and the recent events in Europe and the Middle East have resulted in the UK becoming more linguistically and culturally diverse. This reality requires researchers to meet the linguistic, cultural, and social demands defined by this new reality and to openly and critically discuss the concept of inclusive research in depth (Blommaert & Backus, 2013; Pinter, 2014; Georgiou, 2022). That is why we consider the theme of researching vulnerable multilinguals to be of particular importance for researchers in Applied Linguistics and other fields in social sciences. Here, we share some insights from a recent BAAL-Cambridge University Press seminar "RESEARCHING VULNERABLE MULTILINGUALS: DEVELOPING AN INCLUSIVE RESEARCH PRACTICE" (University of West London, 10 June 2022). The overall aim of the seminar was to bring together academics at different stages of their career to discuss the theoretical and methodological challenges they face when working with vulnerable multilinguals.

The seminar builds on a previous event that we organised as members of the BAAL's Multilingualism SIG in June 2021, "Success stories of refugees in Europe: Celebrating the contributions of children and highly skilled adults". We thought that an in-person event that further explores issues of multilingualism and vulnerability through the lens of "researching multilingually" would be beneficial to early career researchers including PGRs, PGTs, and established academics from different disciplines. Whilst planning the event, we drew on researching multilingually theory and practice (Holmes et al., 2013; Holmes, et al., 2022) to promote the development of "researcher purposefulness". This refers to the informed and intentional research(er) thinking and decision-making which results from an awareness and thorough consideration of the possibilities for and complexities of all aspects of the research process (Holmes et al., 2016).

The objectives of seminar were:

- To promote good practice in research conducted in social sciences with a focus on work with vulnerable multilinguals (adults or children).
- To offer an opportunity to early career researchers to enhance existing relationships and develop future collaborations with more established members of the academic community.
- To offer guidance to participants on how to exhibit researcher sensitivity and gain an in-depth understanding of the power differences between researchers and the researched.
- To share up-to-date empirical research on themes related to the interplay of "multilingualism" and "vulnerability".

The event centred on nine poster presentations on themes including migrants' experiences, internet-based methodologies, multilingual education, special education, ethnolinguistic identities and cognitive linguistics.
This event featured two keynote speakers: Dr Mohammed Ateek (University of Birkbeck) and Dr Judith Reynolds (University of Manchester).

Dr Ateek's presentation "Language Analysis for Determination of Origin (LADO) and whether it works" explored how LADO is used as a gatekeeper by the Home Office with a focus on the perspectives of asylum seeker-participants who went through the process.

Dr Reynolds' presentation "Striving for inclusivity in an exclusionary environment – conducting research with refugees and asylum seekers in the UK" drew insights from her linguistic ethnographic doctoral study on communication in refugee and asylum legal advice meetings in the UK. She reported and reflected on her own efforts to work ethically, responsibly and reflexively with asylum seekers and refugees throughout the research process.

At the end of their presentations the two speakers engaged in a fruitful dialogue that resulted in some strong conclusions on the ways in which Applied Linguistics, as a research field, can help us both theoretically and methodologically make informed decisions when conducting multilingual research with vulnerable participants. In particular, we discussed the importance of developing more concrete ethical guidelines (e.g., along the lines of BAAL's newly revised guidelines on research ethics) as these will allow us to raise the profile of Applied Linguistics when it comes to inclusive practice. Participants agreed on the need for research to move beyond the 'deficit approach' (i.e. seeing multilingualism as a problem), the importance of navigating labels, the problem with the term 'vulnerability' when it comes to the agency that people have, and the importance of acknowledging people's multiple identities.

Reflections

The event offered participants the opportunity to share good practice on multilingual research, to have face-to-face discussions, and to socialise with colleagues, something that was missing from our academic routines for the last two years. This was the first in person event that we organised after the COVID-19 pandemic. It was not only an opportunity to engage in theoretical and methodological discussions about conducting multilingual research with vulnerable participants. Perhaps even more importantly, it represented a space for members of the BAAL research community to enhance their academic networks that have been often affected by the pandemic and to start discussions for future collaborations. Participants' feedback include "*what I liked the most about the seminar were the engaging conversations with people in our field*", "*being able to have face to face conversations", "the opportunity to talk with likeminded researchers across different disciplines".*

We are grateful to BAAL- Cambridge University Press seminar series, to our speakers, and participants for allowing such critical reflections to come to the forefront and for starting a dialogue to engage in larger collaborative events.

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BAAL/Cambridge University Press Seminar

Going Meta: Bringing together an understanding of metadiscourse with students' metalinguistic understanding.

By Debra Myhill (University of Exeter)

In May and June 2022, we held a series of three seminars exploring the interconnections between the research on metadiscourse and metalinguistic understanding for writing. Methodologically, metadiscourse has tended to be explored through corpus studies, but metalinguistic understanding is researched principally through qualitative methods, reflecting the fact that metadiscourse has a textual focus, whilst metalinguistic understanding for writing has a writer focus. Theoretically, metadiscourse is a linguistic theory, whereas metalinguistic understanding, as thinking and linguistic decision-making in writing, draws predominantly on cognitive psychology. However, to fully understand how learners become proficient writers, it is critical to attend to both the writer *and* the written text and to benefit from insights from linguistics and cognitive psychology.

The impetus, therefore, behind the seminars was to bring together international researchers in these two fields to explore the synergies between these two and establish more helpful ways to advance both future research and pedagogical practice with a more coherent model of their inter-relationship. The seminars gave us the opportunity to explore both theoretical research issues around metalinguistic understanding and metadiscourse, and also the pedagogical implications of this. Specifically, the objectives of the seminars were:

- To bring together international researchers on metadiscourse and metalinguistic understanding for shared discussion;
- To explore synergies between metadiscourse and metalinguistic research, and future lines of shared inquiry;
- To explore the possibilities of a Special Issue proposal on this topic.

The three seminars took the format of an initial online half-day seminar, a full day seminar held at Exeter with a parallel virtual component, and a final online half-day seminar. Each seminar had a different purpose, moving from a broad overview of the topic, through to more focused presentations and discussion of the seminar theme, and finally a smaller group of interested participants explored the possibilities for a Special Issue on the theme. In total, the three seminars were attended by 68 participants, representing 11 countries. In addition, because the first two seminars were also recorded, there were further participants who watched the recordings after the event. An overview of the three seminars is offered below.

The opening seminar was held online and introduced the seminar theme, and through an open call, invited presentations from researchers in either field. The seminar opened with presentations from Abdelhamid Ahmed (University of Qatar) and Esmaeel Abdollazadeh (University of Exeter) introducing the research study, *Writing the Future*, which had acted as the impetus for the seminar series. The seminar then set out to map what we know from current research on metadiscourse and on metalinguistic understanding of writing in order to begin to explore the possible connections or disconnections between the two. Six presentations formed the substantive input to this seminar:

The role of teacher-guided talk in facilitating metalinguistic understanding.
Annabel Watson, University of Exeter, UK

The sociopragmatic dimension of language use and evaluations of interactional behaviour. A cross-cultural investigation of Italian and British-English speakers.
Valentina Bartali, University of Warwick, UK

Metalanguage and metadiscourse in negotiating new understanding.
Anna Mauranen, University of Helsinki, Finland

The linguistic/metalinguistic distinction in writing
Joana Batalha, Linguistics Research Centre of NOVA University, Lisbon, Portugal

Understanding Decision-Making in Annotating Metadiscourse in Learner English Essays
Lee McCallum, Coventry University , UK

Stance and Judgment: What We Know about Successful Student Writing in the Disciplines
Zak Lancaster, Wake Forest University, USA

The second seminar, which took place physically at the University of Exeter and simultaneously online, set out to facilitate interactive discussion about the possibilities and potentials of bringing together research on metadiscourse and metalinguistic understanding for writing. The discussion was stimulated by three keynotes, representing key international figures in the fields of metadiscourse, corpus-based pedagogical research, and metalinguistic understanding. The first keynote, by Ken Hyland (University of East Anglia, UK), took as its starting point the prefix 'meta' to explore and clarify understanding of metadiscourse, and its potential as a means to characterize target discourses for classroom use. The notion of 'going meta' was explored from a different perspective by Honglin Chen (University of Wollongong, Australia) who adopted a Hallidayan stance towards metadiscourse, arguing that the capacity to construe and orchestrate deeper meaning relations or 'meta-relations' (Macken-Horarik, 2003) is a crucial language resource for becoming a competent writer. The final keynote, by Michaela Mahlberg (University of Birmingham, UK) demonstrated through practical examples from children and young adults' creative writing, how corpus linguistic methods of analysing metadiscourse can provide valuable resources for teachers to support the teaching of creative writing.

The final seminar, held online, brought together a smaller group of participants interested in exploring the possibilities for a Special Issue on integrating research on metadiscourse and metalinguistic understanding. The outcomes of the seminar discussion certainly took forward our thinking about the inter-relationships between metadiscourse and metalinguistic understanding of writing, and signalled potential fruitful lines of enquiry for more integrated research in these areas. The text-oriented nature of metadiscourse and the writer-oriented nature of metalinguistic understanding of writing have obvious complementarity, potentially bringing together the writer and the text within a unitary focus. Moreover, metadiscourse, at its core, is fundamentally focused on function; and although traditionally metalinguistic understanding has tended to be more focused on form, more recent research in metalinguistic understanding of writing also adopts a functional orientation. This opens up the opportunity to investigate not only how writers construct a relationship with their readers through metadiscourse, but also the extent to which the metadiscourse used is accompanied by metalinguistic understanding. This has obvious implications for both theoretical and applied research, particularly the potential learning benefits of writing instruction which explicitly addresses metadiscourse and, at the same, develops metalinguistic understanding of metadiscoursal choices made. We hope to extend this discussion through a Special Issue developing these ideas.

We are grateful to BAAL and Cambridge University Press for the opportunity to host these seminars.

Applied Linguistics in REF 2021

By Susan Hunston, University of Birmingham

The six-yearly REF exercise is now completed, the results have been published, and universities have re-worked their websites to stress how excellent their research is and how their results have improved since the 2014 REF. Here is a brief reminder of how the REF works:

- Research is assessed in 'Unit of Assessment' and is assessed by sub-panels that broadly match disciplines. Applied Linguists are returned to a number of sub-panels, in particular 23 (Education), 25 (Area Studies), 26 (Modern Languages and Linguistics), and 27 (English Language and Literature).
- The research of each university unit is assessed taking into account Outputs (i.e. research publications), Impact (i.e. impact of research on the world outside academia), and Environment (including research income, support for staff and PGRs including EDI, strategy, and influence on the discipline).
- Each individual with a contractual requirement to carry out research is required to submit outputs to the process. One person may submit between 1 and 5 outputs, with the average being 2.5. So, a department with 10 members of staff should submit a total of 25 outputs.
- Each unit is required to submit a number of impact case studies, with the number dependent on the number of individuals in the unit. The minimum is 2 case studies.
- Outputs, Impact and Environment are assessed on a scale of 1* to 4*, with 1* being 'of national excellence' and 4* being 'world leading'. Assessment is carried out by members of each sub-panel, who read all the outputs and the documents relating to impact and environment.
- The outcomes of the REF are used by government to allocate block research funding to universities.

The results of the REF can be found at www.ref.ac.uk. The reports from the various panels can be found there, along with the 1-4* grading for each institution in each subject. Education appears in Main Panel C and the other three sub-panels mentioned above in Main Panel D. Across the board, around 40% of research is assessed as 4* and another 40% as 3*. This shows an increase in 4* over 2014, largely because each individual has to return fewer outputs and so units can be more selective. HEIs have also got better at doing and reporting Impact. There are a number of aspects of REF 2021 which are of interest to BAAL as an organisation and to BAAL members. First, though, I think it is important to say that I am confident that nothing in the process disadvantaged Applied Linguistics as a discipline. Outputs were assessed fairly and procedures such as cross-referral and joint assessment were used where necessary to ensure informed judgement. The emphasis on Impact tends to play well to the strengths of Applied Linguistics, and the international or interdisciplinary nature of much research in Applied Linguistics is an advantage in Environment statements.

Understandably, people often raise doubts about the assessment process itself. Is it true that all the work is read with care? Is it true that where something is published makes no difference to the grade awarded? Is it true that the particular approach, methodology or theoretical stance of a piece of research does not skew the grade? Are applied and theoretical publications treated equally? Is it true that non-traditional forms of publication, such as digital resources, can score as highly as traditional articles? The answer to all of these is a resounding 'yes'. What, then, are the issues? Most obviously, there is no Applied Linguistics sub-panel or even a Linguistics and Applied Linguistics one. It is therefore of prime importance that there is reasonable Applied Linguistics representation on the main sub-panels that will need to assess the research. At the planning stage of REF 2021, BAAL worked with other Linguistics organisations to ensure that Education, Area Studies, Modern Languages & Linguistics, and English Language & Literature all had Linguists / Applied Linguists on their sub-panels. The chairs of those sub-panels welcomed the advice on this. It is important that the organisations continue to work together to have a similar influence on the next REF and appointments to sub-panels.

As we all know, the field is a very varied one, and we may feel there are important distinctions between different schools of Linguistics, or between General and Applied Linguistics, but in the broader scheme of things the important thing is to have a sufficient focus on Language in all the relevant sub-panels.

Now that the results are out, the sub-panel organisation creates other difficulties. BAAL itself might well argue for the strong research profile of Applied Linguistics across the country, but there is no one set of figures to support (or challenge) this. On a more individual level, Applied Linguists are generally submitted with colleagues from other areas to a sub-panel, and this means it is often not possible to identify how the Applied Linguists have performed.

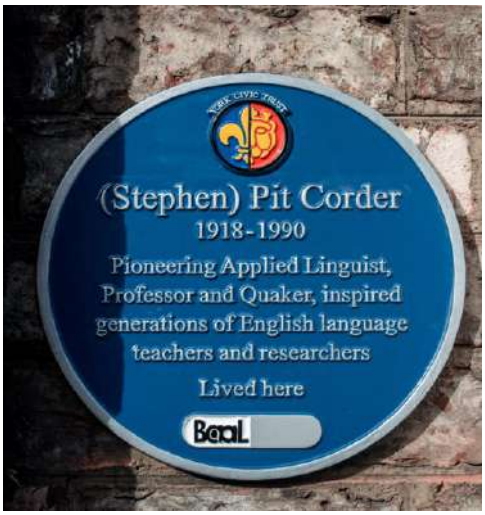
One interesting statistic to come out of the REF2021 website is the variation in type of output. In most sub-panels journal articles make up the largest proportion of outputs, but proportions vary. Monographs, for example, account for over 40% of outputs in some sub-panels and under 15% in others. Someone who writes mainly journal articles, then, may find themselves representing 'the norm' or swimming against the tide. The REF process encourages 'non-traditional' publication types, such as software, website content and research databases. Numbers in these categories tend to be small, but the opportunity to submit research in these formats does benefit (Applied) Linguists. It is important to note that all outputs are treated on their own merits. In some cases, research managers may need to be reminded that good research is rewarded in REF in whatever format it appears.

A final issue affects all researchers, including Applied Linguists. Because of the limit on the number of outputs submitted in each unit, it is possible for someone with excellent research to have only one journal article selected for submission, whereas another individual with research of similar quality to have, say a double-weighted monograph and an article (counting as three). It is fair and indeed necessary for HEIs to take such decisions, but criteria for promotion etc should be based on the quality of research and not on what was submitted to REF.

At this point in the cycle the question always arises: will there be another REF? The process is hugely demanding, for institutions, for UKRI, and in different ways for the individuals involved. The argument is often made that alternatives would be quicker and easier. These include relying on citation data or scrapping block research funding altogether. In my view, neither of these replacements would be likely to benefit Applied Linguistics or make the process more equitable for Applied Linguistics researchers. The REF is a system that causes some pain, but it might be the best one we have got.

A Blue Plaque for S. Pit Corder

By Rachel Wicaksono (York St John University)



In early September 2018, two years of conference planning was finally coming to an end at York St John University. Over three days, more than 300 people from 30 countries attended the 51st annual meeting of the British Association of Applied Linguistics (BAAL), on the theme of 'taking risks in Applied Linguistics'. As co-Chair (with Professor Chris Hall) of the Local Organising Committee, I had had a busy summer, which included finalising the details of the four plenary speakers, one for each day of the conference plus an extra one for the final day, traditionally on the topic of second language acquisition and named after the first Chair of BAAL, Stephen Pit Corder.

On the last day of the conference, while listening to Chris introduce the final plenary speaker, I was also thinking about a semester 1 module that I was about to teach for the first time: *Key Themes in Applied Linguistics*. The module document promised a group project and, because of the conference, I told myself, I hadn't had time to think of a topic. When I heard Chris say, in his introduction to the Pit Corder Lecture, given by Professor Bill van Patten, that Corder had been born around the corner from York St John University, on Bootham Terrace, I made a note: group project = Pit Corder.

I met my new students the week after the conference. The first session on their module was 'Applied Linguistics then and now: the Pit Corder Project', and I took my copy of *Introducing Applied Linguistics* (Corder, 1973) into class as a source of information about 'Applied Linguistics then'. My other resource for that session was the BAAL conference programme, a source of information about 'Applied Linguistics now'. We watched the video recording of Chris introducing Bill van Patten and I asked the students to look up Pit Corder online, and in the library, and tell me next week what they had found out about Corder's life and work.

When the students came back next week, they were full of ideas for their project. They had seen the (then) rather brief Wikipedia page, found the *Applied Linguistics* obituary by Henry Widdowson, the bibliography of Corder's academic works by A. P. R. Howatt, and Notes on the History of BAAL 1967-97. One group of students had taken a photo of the house where Pit Corder was born, now the Hedley House Hotel. Another, noticing the reference to the Corder family's Quaker connections on the Wikipedia page, had reflected on her own Quaker heritage, and on the history of Quaker influence in York on business and manufacturing (chocolate) and the treatment of mental ill-health (at The Retreat). We spent some of the class time thinking about where we could get more information to add to the Wikipedia page, and how we might raise awareness of the links between York and Applied Linguistics. The students made a list of people to contact, including: the current (third) Professor of Applied Linguistics at the University of Edinburgh, Pit Corder was the first, John E. Joseph; the (at the time of the project) current Chair of BAAL, Pit Corder was the founding Chair, Dr Dawn Knight; Henry Widdowson; Tony Howatt; the archivists at Edinburgh and Merton College, Oxford, where Pit Corder was an undergraduate; Bootham School in York, where Pit Corder studied and his father was a teacher; and any living relatives of Pit Corder.

By the following week, replies from everyone the students had contacted were in, and they were absolutely delighted by the helpfulness and the warmth of the responses. The archivist at Merton had found a photo of Corder in the College rowing team and Pit Corder's granddaughter had sent a photo of Corder reading a newspaper. Both Tony Howatt and Henry Widdowson had replied with useful information. We logged on to Wikipedia and added the photos, and some of the new details about Corder's work and life. I had looked up how to apply for a blue plaque for Corder's birthplace and, in class, the students started to prepare an application to the York Civic Trust for a plaque.

After many delays, our application for a blue plaque was accepted and permission to put it up was achieved from the owners of the Hotel. The York Civic Trust published the students' account of Pit Corder's significance to the City of York and the discipline of Applied Linguistics, and an unveiling event was planned. Finally, in February 2022, we were delighted to welcome the current Chair of BAAL, Professor Zhu Hua, to unveil the plaque, as well as two former Chairs, Professor Ros Mitchell and Dr Dawn Knight. At a post-unveiling event, hosted by Professor Helen Sauntson and the Centre for Language and Social Justice Research, a statement written by Henry Widdowson was read aloud by one of the students who had written the application to the York Civic Trust, Hannah Bungard. Helen Sauntson, Zhu Hua, Ros Mitchell and John Joseph spoke about their connections to Pit Corder and his Quaker-inspired influence on our scholarly association and on thinking in our discipline.

Helen and I had planned a moment of silence at the end of the event, Quaker style. But the participants were very keen to talk to each other and so we finished in a different way that was, we later agreed, not a failure to conform to our plan but a legitimate participant initiative that we took as a sign of success, Corder style.

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From the Book Review Editor…

By Christopher J. Hall (York St John University)

An important feature of the newsletters of many learned societies is the book review section, where members can read summaries and critical assessments of the latest publications in the field. Indeed, the first issue of BAAL News in Spring 1976 was mostly taken up with surveys of recent literature and the second, from autumn the same year, was almost exclusively dedicated to two book reviews. Roger Flavell's review of the Oxford Dictionary of Current Idiomatic English, occupying ten of the issue's 13 typewritten pages, was accompanied by the editor Chris Brumfit's more compact one-page 'short review' of Stubbs' Language, Schools and Classrooms. I've been editing the BAAL News book review section since September 2013, when I took over from Professor Guoxing Yu of the University of Bristol. Since then, 71 reviews (closer in length to Brumfit's) have appeared in the newsletter. Most have been written by early- or mid-career researchers and doctoral students, but there have also been a few by more established scholars, as well as one or two by independent scholars or practitioners.

During my time in the role, I've tried to offer reviews which reflect the quite staggering range of interests of BAAL members. In line with my own persistent calls for applied linguists to acknowledge and address both the social and the cognitive dimensions of language. I've tried to ensure some kind of balance of work from the two perspectives (I'd say around 20 of the 71 books reviewed have an avowedly cognitive orientation, compared with just over 25 which I'd classify as being concerned centrally and explicitly with language as a social/cultural phenomenon). Given the central role of BAAL as a source of support for new and early-career researchers, I've endeavoured to spotlight books on research skills and tools (from vocabulary research tools to linguistic ethnography). Given the social impact and activism inherent in many strands of the discipline, I've also looked out for books addressing issues of language and social justice.

Here's a rough breakdown of the major themes and topic areas covered during my time on the job (the numbers add up to more than 71 because all the books fall into more than one category):

Second Language Acquisition	16	English(es)	3	Language policy/planning	2
Language and social justice	10	Language, gender, sexuality	3	Linguistic ethnography	2
Research methods and tools	10	Language awareness	3	Stylistics	2
Language and identity	8	Literacy/academic writing	3	Usage-based linguistics	2
Sociolinguistics	8	Vocabulary studies	3	Applied linguistics (history)	1
Bi- and multilingualism	7	Accent and pronunciation	2	Forensic linguistics	1
Language teaching	7	Corpus linguistics	2	Genre analysis	1
Psycholinguistics	5	General linguistics	2	Intercultural studies	1
Discourse studies	4	Language and literature	2	Multimodality	1
Discourse and CA	3	Language assessment	2	Translation	1

The unevenness of thematic coverage reflected in this list is not surprising, given the nature of the review selection process. The 'List of Books Available' published in BAAL News and announced through BAALmail includes volumes proposed by publishers as well as the ones I've actively requested. Other reviews have been of books requested by reviewers themselves.

The great shift online of so much of what we do in our professional and social lives, begun in the 1990s and accelerated by the pandemic, had not actually had much impact on the BAAL book review process when I took over in 2013. Although reviews were submitted as email attachments, all books were received from publishers and sent out to reviewers by post (more than one sent overseas never reached its destination). Indeed, I believe it wasn't until 2017 that Multilingual Matters made the first book available for review in electronic format. During the first half of my tenure, obtaining books for the list was entirely through personal contact with publishers, either by email or by doing the rounds of the stands at conferences. Now, most publishing companies require you to fill out an online form.

Curating these reviews has on the whole been a thoroughly rewarding experience. I've learned so much about applied linguistics by looking at publishers' lists, inspecting new publications, and reading and editing the reviews. The content matter of the textbooks, monographs, handbooks and edited volumes that have been reviewed in BAAL News reflects the vibrancy of the field—the passion that applied linguists bring to their research, and their restless challenging of the status quo (intellectual, epistemological, ideological, professional). The reviews of this work appearing in the newsletter have showcased the collective expertise and high levels of selfless professional commitment of the BAAL membership.

I've particularly enjoyed having the opportunity to interact with new members of the association and to use my editorial role to, in effect, mentor less experienced reviewers. For the most part they've been very receptive of the edits and revisions I've proposed. But of course it's not all been a bed of roses. If I have one regret, it's that the majority of reviews submitted have contained much more summary than critique. On one level I think that this reflects what I perceive to be an admirable tendency to avoid discord in a work culture unhappily still too often tainted by adversarial and self-promotional stances. But it concerns me that, with only a handful of exceptions, reviews I've received have been overwhelmingly laudatory. Flavell's review of the dictionary in Issue 2 of BAAL News acknowledged its many virtues, but also spent several pages helpfully criticising the inaccessibility of its extensive usage guidelines for the English learners who would make up a large proportion of its users. I hope that the balanced approach exemplified by that first BAAL News book review, if not its length, will be emulated in future submissions.

This is my last outing as reviews editor. My successor, Argyro Kanaki from the University of Dundee, is also actually our most prolific reviewer, having authored one review for BAAL News every year since 2015. I couldn't imagine a more apt person for the role and am delighted to leave the section in such good hands.

14th Annual Event of the BAAL Language, Gender and Sexuality SIG: Language, Gender and Health Inequalities, April 2022

By Laura Coffey-Glover (Nottingham Trent University)

This year marked the return of in-person annual events for the Language, Gender and Sexuality SIG 2019, with a timely theme of Language, Gender and Health Inequalities. The event was hosted at Nottingham Trent University's Clifton campus, but also included a hybrid element. The day sought to showcase cutting-edge research on the intersections between language, gender, and health-related inequalities, and the role of language in improving social justice in healthcare, from a variety of different perspectives, and was a great success!

The event was opened by Francis-Ray White from the University of Westminster, who gave a fascinating plenary on the language used in representations of trans pregnancy, drawing on data from analysis of media representations, as well as interview data from the ESRC-funded project *Trans Pregnancy: An International Exploration of Transmasculine Practices of Reproduction* (2017-21). Francis' talk highlighted both the narrow limits within which trans pregnancy is now, and has been, constructed; the negative impact of cisnormative language and constructions of pregnancy and childbirth; as well as indicating where improvements to policy and healthcare could be made.

Following this, research papers addressed topics in the broad domains of gender-based inequalities in pregnancy and childcare, and language, gender and illness. In this first theme, we heard from Laura Coffey-Glover and Victoria Howard (Nottingham Trent University) on the discriminatory potential of dominant narratives around 'normative' babyfeeding practices, from Beth Malory (University of Lancaster) on how we talk about pregnancy loss and its impacts on patient experience. Finally Louis Strange (Queen Mary, University of London) outlined the diminishing of women's agency during Ireland's 2018 referendum campaign on abortion. In the second theme, Linda McLoughlin (Liverpool hope University) explored how marginalised women in the north West of England discuss their experiences of breast health services, then Ivana Babicova and Frazer Heritage illuminated the intersections of age and gender in social media discussions of dementia, and finally Kate Sayers analysed linguistic indicators of mood disorders in efforts to address the marginalisation of LGBTQIA+ participants in the diagnosis and treatment of such conditions.

Following the panel papers, we were joined for a round-table discussion by Gavin Brookes (Lancaster university), Karen Kinloch (independent researcher), Sylvia Jaworska (University of Reading) and rejoined by our keynote Francis-Ray White. In this discussion we heard about a range of projects using language for addressing gender/sexuality based equality issues in healthcare, including participants' experiences of working with non-academic stakeholders. We heard about the importance of establishing organic approaches and close partnerships to establish 'buy-in' from key stakeholders, as well as issues around how we control how the research that we produce as linguists working in gender-related healthcare communication is used by interested parties. This was a valuable discussion, particularly for early career scholars or those just beginning to think about how to engage non-academic stakeholders in their work, and for thinking about how to generate (positive) social and policy impacts from the important work that we all do.

Following the round-table, the event concluded with a talk from the winner of our annual Judith Baxter Award, Dr Aimee Bailey. Aimee's talk, although unrelated to the theme of the conference, was a great end to the day – her talk examined the discursive identity construction of lesbian, bisexual, and other queer women in contemporary online media, focusing on two of the most popular entertainment and lifestyle websites for queer women, Autostraddle and AfterEllen. Like a number of other talks, and threads running through the day's discussions, Aimee's talk dealt with issues around gender normativity and (imagined) embodiment, critically interrogating the ways in which gender and sexuality intersect, paying particular attention to (post)feminism and homonormativity in her data.

The event stimulated discussions around the role of linguists in positing gender inclusive interventions (such as inclusive language guides), particularly in the wake of Francis' discussion of the negative impacts of gendered language on trans parents accessing healthcare services; Beth Malory's talk on the language around pregnancy and the proceeding round table discussions. Beth, for example, pointed out that if linguistics is a largely descriptive enterprise, then how do we fully reconcile this with more critical goals to enact changes to language policies (making recommendations for service providers, producing inclusive language guides and so on), which essentially represents the 'inclusive turn' in prescriptivism. The event was followed by a social gathering at a local public house in Nottingham city centre, which was an excellent way to carry on these and other stimulating discussions generated from the day.

Multilingualism In Focus

Historicising our worlds of words

By Simon Coffey (King's College London)

> *Nous, linguistes, distinguons la forme et la fonction des mots et sommes conscients que la relation entre forme et fonction n'est pas neutre, que la dimension esthétique des langues / du langage est profondément affective et s'inscrit dans des rapports de force complexes. De la même manière que chaque mot, chaque lettre, chaque son a sa propre socio-biographie, instituée dans des réseaux de pouvoir, et que chacun de nous « locuteurs » a aussi sa propre autobiographie langagière profondément affective, de même nos disciplines et nos systèmes de construction du savoir ont, eux aussi, leurs propres biographies. Les mots, les locuteurs, les disciplines se confondent donc dans un jeu de réinvention et de redécouverte telles des poupées russes kaléidoscopiques en mutation perpétuelle et innovante. Il s'agit bien évidemment d'un jeu qui se tisse dans le temps aussi bien que l'espace, et c'est à cette perspective diachronique, trop longtemps sous-estimée, que je propose ici de nous intéresser.*

I'm delighted to see this new 'multilingualism in focus' section in our BAAL Newsletter, a welcome focus on and in different languages that will contribute to the conversation about ways to problematise the hegemony of English and the consequent Weltanschauung constructed through the Anglo-American academy. Je profite de cette rubrique pour faire part de quelques réflexions personnelles sur la dimension ludique et créatrice stimulée et par le décalage du sens entre les systèmes linguistiques et par les clivages disciplinaires qui structurent notre pensée vue sous une optique diachronique.

As linguists many of us know the (often delightful, sometimes frustrating) struggle to render terms and concepts across language systems, a struggle that highlights the historicised boundaries of our linguistic and cultural logics. My own Western-centrism is frequently brought into stark relief when I'm called upon to explain a concept word, a recent example being when an MA student from China politely shared his struggle to understand the word 'discourse'. Even between closely related languages, lexical similarity can be deceptive; for example, something clicked in my understanding when I heard Claire Kramsch confirm that the word 'representation' has a different semantic reach in English than 'la représentation' in French, thereby ending several years of my feeling mildly confused by the term across different settings.

Depuis 2011, je fais partie d'un réseau de chercheur.e.s et enseignant.e.s qui s'intéresse aux émotions et à la créativité en classe de langue. Le réseau (https://www.ecle-emotissage.com/accueil) permet un échange fructueux d'idées à travers des conférences et des journées d'études thématiques, menant à des publications collectives ainsi que d'autre types d'échanges (déplacements et interventions entre nos institutions par exemple). La dimension internationale et multilingue nous est primordiale. Même si nos problématiques s'inscrivent dans divers contextes et que nous nous appuyons sur différentes perspectives théoriques et méthodologies, nous restons unis par les fils conducteurs que sont l'émotion et la créativité. The stimulation of wordplay and of the semantic slips and slides which result as we try to translate (both articulated in monographs by Guy Cook) are central to the emotion and creativity workshops for teachers I have been running for several years, most recently this one designed and led by Daksha Patel (https://dakshapatel.co.uk/), in which we emphasise the physicality of language and engagement with the aesthetic of sound as art.

Research into the history of language learning and teaching (HoLLT) highlights not only linguistic but also disciplinary singularities by de-naturalising the questions and methods that guide our teaching and research. In the UK, most research into HoLLT, at least for languages other than English, has been most active in humanities departments (modern languages and/or history), rather than in departments of education – although see Smith's (2016) injunction to build an "applied linguistic historiography". This observation in itself prompts inquiry into the historical formation of our disciplines and scholarly institutions, not least to understand the affordances and constraints of these structures.

Historical research, of course, like any other, is shaped by current concerns and frames of reference so that historicity is never static but an invitation to reappraise. As I showed in a recent review of the field (Coffey 2020), the origins of the linguistic historiography of French in England can be traced to the burgeoning Anglo-Norman philological studies of the 1840s, a field which itself fed from and into contemporary epistemologies of ethno-nationalism. Kathleen Lambley's (1920) landmark monograph *The Teaching and Cultivation of the French Language in England during Tudor and Stuart Times* drew on the extensive archive collections that had been amassed during the preceding century, largely from donations of gentlemen scholars and antiquarians, and that were the bedrock of the newly professionalised discipline of 'history'. Lambley's study, the first in England to analyse medieval and early modern documents not just for their linguistic but also for their pedagogical value, also reflects its time and place, not least because Lambley was a lecturer at the University of Manchester, the pre-eminent centre for history research outside of Oxbridge where empirical historical analysis was pioneered with a distinctly more 'applied' dimension, given its 'civic university' mission.

While remaining a foundational reference for scholars of HoLLT, some aspects of Lambley's excellent study may appear anachronistic today, not only for its titular periodisation by royal houses but also because it does not overtly problematise notions in ways which concern more recent scholars covering the same period, e.g. Gallagher (2019). Obvious differences of terminology aside (e.g. 'assessment', 'competence', 'diversity', 'early modern' are, unsurprisingly absent from Lambley's book), "Lambley cherche à fournir un récit chronologique du français contre un fond anglophone, une narration tout à fait conforme à la conception historico-linguistique de son époque ; Gallagher, pour sa part, s'inscrit bien dans l'esprit de notre temps en valorisant la complexité linguistique sous forme de multilinguisme pré-moderne" (Coffey, 2020, 100).

The historical perspective affords a rich understanding of the ideological matrix conditions that reverberate through to current topics of concern. Combining historical gender research with debates recorded in conference proceedings of early journals allowed me to build a claim that ideologies of 'patriotism and patriarchy' underpinned structural limits on the organisation of language pedagogy in English schools in the late 19th century (Coffey, 2021). That my conceptual framing would not be recognised by the authors of the documents I cite, because they are, and can only be, current frames of reference, does not diminish the value of the historical perspective. Re-reading and re-interpreting texts has long been the disciplinary bread and butter of scholars working in the humanities and can be equally fruitful in our field of applied linguistics.

HoLLT research offers a way to broach teachers' current concerns. Teachers enjoy seeing how many contemporary issues echo through the ages. Rather than presenting a chronology of successive methods, as if one replaces the next, a historical perspective allows us to recognise continuities as well as ruptures and, at a time when many feel buffeted by official diktats and economic imperatives, the historical perspective affirms a dignified sense of professional lineage as linguists and educators. (For some HoLLT-based materials developed for teacher training, see https://www.nottingham.ac.uk/CLAS/Research/Modern-languages-research-groups/Learning-from-the-past/Language-Teaching-Learning-from-the-Past.aspx).

HoLLT posits neither a rose-tinted view of a glorious past where things were better nor a smug sentiment that our predecessors got it wrong and we now know better. Rather, it encourages an informed, contextualised view of our profession as we dialogue with colleagues from different times and places to see how language pedagogy evolves in relation with wider social mores.

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Motivation Researchers Unite! Setting up an online PGR community

By Katarina Mentzelopoulos (University of Nottingham), Kathryn Sidaway (Warwick University), and Denny Vlaeva (University of Nottingham)

How it all started

Starting a PhD in October 2019, Denny Vlaeva and I (Kathryn Sidaway) were excitedly looking forward to working with our supervisors and planning data collection. We are both ESRC MGS students and, having met previously at ESRC and FOLLM events, we knew we both had a language learning motivation focus to our work. We were also both very good at discovering conferences and talks the day after they occurred; something that frustrated us greatly.

By the end of our first year, England was in lockdown due to the pandemic. We were both working from home and trying to redesign our projects in line with the new and ever-changing regulations set by the government. We were supporting each other through online chats and messages and wondered how many other PhD students with similar research interests were also feeling isolated and in need of peer support. Through the summer and early autumn of 2020, we designed what would become 'Motivation Researchers Unite', an online community that could provide support (both moral and academic), facilitate the sharing of relevant events and also create a space to organise our own events, connecting with established and early career researchers in the field. Denny approached her supervisor, Zoltán Dörnyei, who connected her with PhD students at Nottingham and others who had reached out to him during the pandemic. I asked for help from my supervisor, Ema Ushioda, and she advertised the group to PhD students she was supervising and those of her colleagues. We have grown in size since the first meeting of 10 people in November 2020 but this is also thanks to the support we received from Zoltán and Ema, to whom we are extremely grateful.

What do we do?

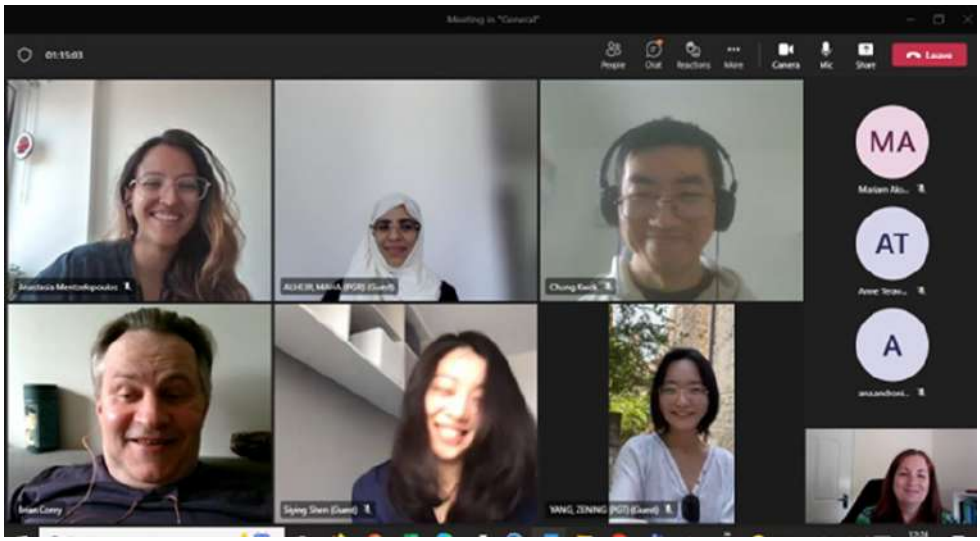
Katarina Mentzelopoulos, an already active group member, began helping to co-ordinate the group in October 2021 and she explains our activities here.

We organise a variety of activities, from our monthly online meetings to weekly co-working sessions and in-person meetups. Some of the topics of our previous **monthly meetings** include:

- Practice presentations for upcoming conferences
- Pre-viva preparation sessions
- Jigsaw readings and discussion of newly published books/papers
- 3-minute quickfire presentations followed by Q&A
- Guest talks:
  - Prof. Ema Ushioda, discussing her recent publication *Language Learning Motivation: An Ethical Agenda for Research*
  - Dr. Christine Muir, discussing academic life after the PhD
  - Dr. Lorena Salud Gadella Kamastra, discussing her research re: language teacher (de-)motivation and the job search during the Covid-19 Pandemic
  - Dr. Sal Consoli, reflecting on his post-PhD career and publishing in academia

- Breakout room discussions regarding various topics including research methods and future collaborations
- Member presentations on their ongoing academic and research-related endeavours, including methodology planning, data collection, results, the publication process, and viva reflections

We also host a weekly co-working session on Wednesdays 1–4pm when members can briefly catch up with each other and then set individual productivity targets for the afternoon. We then spend the allotted time working silently and check in at the end to help hold ourselves accountable. Members can drop in and out as their schedule allows, providing a flexible working space for our community.



Another way we keep in touch is through our WhatsApp group, on which members post regular updates and share upcoming event information with each other to help keep everyone up to date with the world of language learner psychology (and especially motivation!) research.

What's next?

Most of our activities take place online as we are an international group; we currently have members based in Australia, Japan, Hong Kong, Saudi Arabia, Austria, the United Kingdom and Ireland but our nationalities are far more wide-ranging. We organised our first in-person meeting in July in Birmingham to help further consolidate our new community and we hope to meet in different countries in the future.

We are always looking for new members so if you or someone you are supervising is researching language learning motivation for their PhD, please get in touch. We also welcome members to stay with us post-viva as they complete postdoctoral studies and begin academic careers, sharing their experiences with the group. Our members are researching a wide range of topics including, but not limited to, motivation to learn multiple languages, adult learner motivation, vision, language teacher identity, resilience and burn-out, and learner autonomy. We are a friendly group and everyone is welcome so please contact us to get involved and for further information on our meetings, please visit our Website.

The OurLOTE Project

By Becky Muradás-Taylor (University of Leeds)

The OurLOTE Project is a social media project celebrating languages other than English (LOTE). The first stage of the project ran from June 2021 to March 2022 and was funded by York St John University and the University Council of Modern Languages (UCML). Funding from the British Association of Applied Linguistics (BAAL), the University of Leeds and York St John University has recently been secured for the second stage of the project, which will start in September 2022.

Staff and students at York St John University participated in the first stage of the project. Each made a 1-2 minute video in a language other than English, saying when and where they learned the language, when and where they use it, and how they feel about it. The videos are in American Sign Language, Bahasa Indonesian, French, German, Italian, Japanese, Korean, Polish, Russian, Spanish, Welsh, and Xuanwei. They can be seen on YouTube (OurLOTE), Twitter (OurLOTE) and Instagram (Our.LOTE).

The OurLOTE Project is inclusive. All languages are welcome: oral, signed, written, modern, ancient, and constructed. All language users are welcome: whether the language is a first / second / nth language and however fluently it is used. This builds on research breaking down barriers between 'native' and 'non-native' speakers of English (Wicaksono, 2020), applying this philosophy to other languages. Participants of the OurLOTE Project have expressed pride in taking part saying it was an 'honour', that the video is 'not perfect but it's mine', that they had never made a video in their first language before, and that they felt like they had 'come out' as a speaker of a language other than English. A short film about the project was screened in York at the Our City Festival: One Community Many Voices in March 2022.

England has a language education 'crisis', with fewer and fewer people taking language GCSEs and A levels, and university language programmes and departments closing (Bowler, 2020). Reasons include low motivation in the face of global English, language teacher shortages and tight budgets. Young people from less-privileged backgrounds are particularly affected, with only one in three taking a language GCSE in some urban areas of the North East of England (Tinsley & Doležal, 2018), and universities with lower entry tariffs and higher proportions of students from less-privileged backgrounds less likely to offer languages to degree level (Muradás-Taylor, under review).

While much has been written on the language education crisis (Bowler, 2020; Lanvers, Thompson & East, 2021), surprisingly little attention has been paid to the lack of role models. Yet how often do people in government, media, or business use languages other than English in public? The motivation for starting the OurLOTE Project was to change this: *showcasing and celebrating languages other than English*.

Using a language other than English can lead to difficult emotions or experiences. Perhaps, like me, you feel anxious or embarrassed; that your language isn't 'good enough'. I remember being asked to analyse my spoken Japanese for an assignment when I was an MA student in Japan. I couldn't do it: I felt so much shame that I didn't sound 'native like'. Now that I have studied more linguistics, I know that it is normal for your first language to influence your second, and this has helped me feel more confident. I am keenly aware, however, of my privilege as a white British person; I know that people of minoritised ethnic backgrounds face discrimination or abuse when using languages other than English in public.

Alfie Ball, an undergraduate student at York St John University studying Japanese, TESOL and Linguistics, works with me on the OurLOTE Project: liaising with participants, subtitling and sharing videos, putting together and editing the short film. Commenting on the project, Alfie said, "Languages are such an integral part of our identities and our lives, and the OurLOTE project has allowed many students and staff at the university to express themselves in ways they usually hide away. It has been such a privilege for me to witness this whilst working on the project".

The second stage of the OurLOTE project, which starts in September 2022, will focus on the City of York. York's multilingualism is hidden; misleading census data makes it look monolingual. OurLOTE-York will welcome video submissions in any oral, signed, written, modern, ancient, or constructed language other than English, whether it is used as a first or additional language. This inclusivity reflects a shift in approaches to languages in England: older projects such as Multilingual Manchester focussed on people with home languages other than English, whereas newer projects such as Coventry City of Languages are 'for all types of language user and learner'.

OurLOTE-York will encourage video submissions from York residents, people in local business, government, media or voluntary groups, and people from the City of York tourist industry. Participants will be invited to answer the following questions in a language other than English: (1) Introduce yourself and your connection to York (2) When / where / for what do you use this language? (3) How do you feel about this language? (4) What does York mean to you? Alfie and I are looking forward to working with people in York to promote languages other than English and celebrate our multilingual city.

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PhD Report

English medium instruction in STEM programmes in a Saudi university

by Shahd Quotah (King's College London)

The use of English as the medium of instruction (EMI) is becoming increasingly common in university programmes internationally, especially in the fields of science, technology, engineering, and mathematics (STEM). In a world in which access to high-level opportunities is increasingly dependent on mastery of English, EMI has much potential to help students with their future careers in academia and beyond through a command of the scientific lingua franca. Nevertheless, the obvious dominance of English appears to be contributing to a discourse that underplays the many challenges and potential disadvantages associated with imposing instruction in a foreign language on university students whose educational backgrounds have given them very different levels of mastery of that language. Could it be that, as well as opening doors for some students internationally, the use of EMI is exacerbating the disadvantages of the already disadvantaged? And, if so, how can those problems be addressed so that the benefits of EMI can be experienced equitably across different groups of students?

These are the questions that are emerging from my study of the implementation of the EMI requirement on STEM programmes at a university in Saudi Arabia. I set out ,in 2019, to explore current EMI practices, stakeholders' perceptions, challenges encountered, and the learning strategies used to overcome those challenges. I did so through in-depth, qualitative research focusing on semi-structured interviews with participants from three key stakeholder groups: students, lecturers, and university managers. What has become quickly and abundantly clear is that, despite general support for the policy and a recognition of the benefits and necessity of English language expertise, EMI is being implemented in a very haphazard way and creating at least as many problems as it is solving, especially for those students from less affluent backgrounds.

Dealing with students' struggles with EMI at university, lecturers admitted to transgressing their university's policy by using Arabic in the classroom to facilitate comprehension when required. At the same time, their general support for the overall policy meant that such uses of Arabic were relatively clandestine and always at the discretion of the lecturer alone, denying students the agency to draw upon their full range of linguistic resources while participating in higher education in their own country. My study shows that the consequences of that are acutely felt by those less affluent students from state schools, whose pre-university education was in Arabic. In contrast, their richer peers, who attended private schools and had thus already experienced EMI throughout their secondary schooling, were much better equipped to meet the challenges of using English at university.

Previous papers that have problematised language policies and explored social injustices related to such policies have tended to focus on unequal relationships between the speakers of dominant and minority languages within a country. My research, however, explores similar issues in a context in which all the students speak the same national language, Arabic, as their mother tongue, but, nevertheless, language policy appears to be exacerbating economic inequality. It may surprise readers who are unfamiliar with Saudi Arabia to discover that, contrary to outside perceptions of the society's wealth, only 20% of all Saudi pupils are privately educated, with the rest attending Arabic medium schools.

The problems related to EMI at Saudi universities are not restricted to the exacerbation of societal inequality. My findings strongly suggest that the policy is causing additional stress and other academic challenges for the students. Stakeholders also highlighted the threat posed by EMI to Saudi Arabia's Islamic culture and the Arabic language. On a practical level, some of the students struggle to use the correct Arabic terminology in professional situations that require their mother tongue (e.g., doctors with patients) because their education is in English.

The stakeholders have also identified a range of learning strategies that they are employing to overcome the various challenges of EMI. Such strategies were primarily social, including study groups that could not be moved online during the period of COVID restrictions that coincided with my research. EMI students have had fewer opportunities to get to know each other and engage in meaningful cooperation to overcome the challenges in their EMI studies. Building on the challenges and learning strategies identified in the study, my work is leading towards the formulation of recommendations to enable the advantages of EMI to be realised by addressing the policy's problems. An emerging recommendation concerns encouraging the adoption of "translanguaging" approaches through pedagogies that positively encourage students to use their full range of language resources in an integrated way to increase comprehension and improve learning outcomes (such approaches stand in contrast to "code-switching" which, in the context of my study, is controlled by lecturers who only employ Arabic when they deem it necessary rather than when the student wishes to use it).

The study's findings also show that neither the lecturers nor the university managers understand how an EMI teacher's role differs from that of someone teaching in the students' first language. Recommendations to address this include additional training about that role and the pedagogical practices that can enable it to be performed successfully. Scope also exists for further collaboration between STEM lecturers and language specialists in ways that would be beneficial for EMI students. These findings and recommendations are, to some extent, specific to the Saudi context, but they can also inform attempts to improve similar EMI programmes worldwide.

Although my in-country research was much disturbed by the pandemic and its associated restrictions. I am delighted to have gathered rich data, and I am very grateful to all the participants whose contributions have enabled me to reach this stage. Similarly, I am enormously grateful to my supervisors for their continued support as I write up the implications of the data that I have analysed. Currently, I am drafting my discussion and conclusion chapters as I move towards completing the writing-up process (by October 2022) and preparing for submission and my viva.

Thank you for taking the time to read about my research, it has been my pleasure to share it with you. If you have any questions about my work, please feel free to contact me

PhD Report

Power, language ideology, and equal education in a multilingual language classroom

By Jenny Bergström (Umeå University)

My PhD project focuses on English education at the language Introduction Program - LIP (2020). LIP is an individual transit program for newly arrived immigrants designed to secure a fast transit to further education or the job market in Sweden. LIP also has a strong emphasis on Swedish as a second language. Even though the program is organized within the upper secondary school, the content of the courses given to the students are of the mandatory secondary school in Sweden. My research investigates power structures, language ideology, multilingualism, and equal education related to English education at LIP. Drawing on Foucault's (2002) perspective on power, my project explores language ideologies and power structures within English education at LIP.

A Foucauldian lens gives important perspectives on power and institutional relationships whilst acting as a useful framework for data analysis. In their role as institutions, schools exercise power and contribute or challenge the preservation of power structures. In addition to power structures and language ideology, multilingualism is also investigated in this PhD project.

Before becoming a PhD student, I was an English and Swedish teacher at upper secondary school level for 15 years. During this time, I had the great opportunity to teach not only upper secondary school programs but also at LIP. I soon realized that English, as a subject, differed vastly from LIP and the rest of the school. English was a subject that many students at LIP struggled with, and I found that it was hard to motivate them to learn English. The importance of a high level of English in accessing higher education and job market was something that seemed to go unnoticed to my students at LIP. This led to a desire to investigate these things further.

English holds a very special place in the Swedish school system. The importance of the English language in Sweden is reflected in the curriculum (2018, 2013) both regarding the status of English as a mandatory subject in the curriculum and in the description of the subject and how English is integrated into Swedish society. The Swedish National Agency of Education describes English in the following manner:

> The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English thus increases the individual's opportunities to participate in different social and cultural contexts, as well as in international studies and working life. (2018)

To fully integrate and be a member of the Swedish society at all levels, a good knowledge of English is essential. A passing grade in English is mandatory for all higher education in Sweden. Additionally, knowledge of English is considered a norm in the job market. Many LIP students describe English as a subject that they struggled with, and the failing rate of the English courses is also very high. Inadequate proficiency in English will eventually lead to inequality in education, and in society more broadly. My PhD project draws on linguistic ethnography (2015) and for the duration of one school year I have conducted observations and interviews at two schools in Sweden. Both schools are located in a medium-sized town in Sweden and both schools offer upper secondary school programs and LIP. 86 participants took part in this project, and 78 observations and 22 semi-structured interviews were carried out. My data consist of fieldnotes, audio recorded observations and interviews but also additional materials, such as local and national curricula, photographs, student essays, handouts.

Linguistic ethnography relies heavily on being in the specific location of the study, but due to the Covid-19 pandemic some plans had to be altered or even cancelled. My planned pilot study had to be changed and the main field study was delayed and re-organized. However, the pandemic put great emphasis on the need for equal and quality education for all. Schools became a place of interaction when isolation, lockdowns, and remote/online learning created unequal educational conditions because of social economic status and access to internet. Many students and teachers, whom I met and spoke to during this time, expressed longing to get back into the classroom, meeting their peers and co-workers in person and being part of the dynamic mix that is the basis of the everyday life of schools and education. This makes it even more urgent to study this environment and bring forward discussions and debates about schools and their impact on education. When investigating the taken for granted routines and organisational structures, the influential structures of inequality and power relationships are exposed.

I am about halfway through my PhD journey and am currently working on my first articles. I still have a long way to go but it is a very rewarding journey to be on. My hope is that this thesis will contribute to the field of educational science and put emphasis on students' right to equal education. In relation to this, one of the aims of my work is to promote thoughts and reflections about the existing structures and layers linked to power and language ideology within the field of education. I am very thankful to teachers, staff, and students for opening their classrooms and sharing their stories with me during this time. Together with my participants I am involved in ongoing discussions about research, didactics, challenges, and opportunities for English language education at LIP. I hope that my work will shed light on structures of inequality and contribute to an extended debate of improvement and development for the education at LIP.

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NEWS FROM UKALTA: Language Testing Forum (LTF) and Annual General Meeting (AGM) 2021

By Muhammad Tayyab (British Council)

In 2021 the UKALTA executive committee held the LTF and AGM online again due to the Covid-19 pandemic. LTF 2021 was very well attended with a stimulating programme of presentations and discussions, as well as some 'fun' moments. The online conference event format served us well in both 2020 and 2021, but we hope very much to assemble in-person later this year for LTF 2022 in Bristol. The online AGM was less well-attended but we successfully completed the essential business that goes with being a professional association. This included some important Constitutional amendments following UKALTA's operational experience over the past 5 years; these changes also allow us to expand the EC and strengthen our organisational capacity for the future. The UKALTA 2021 Annual Report is available from the UKALTA website, together with the updated Constitution: General: AGM – UKALTA

UKALTA PGR Network for postgraduate and early career researchers

Our new PGR Network holds regular online sessions for Network members. An inaugural online seminar took place in October 2021 with invited presentations on quantitative and qualitative research methods from 2 guest speakers as well as work-in-progress sessions from PGR/ECR participants. A session in February 2022 focused on health and wellbeing in academic life and this was followed in mid-May by a 1-hour session with three invited speakers discussing how to prepare for conference presentations: writing an abstract, paper delivery skills and dealing with the Q&A session. Slides and recordings from the sessions are freely available at: PGR Events – UKALTA

New UK Academy of Social Sciences Fellows

Three new AcSS Fellows, nominated by UKALTA, were announced in February: Prof Glenn Fulcher, Dr John Field and Rev Prof Lynda Taylor. It's pleasing to finally see the field of UK applied linguistics and language testing receiving a higher profile and greater recognition within the social sciences world, and we believe UKALTA has played an important role in achieving this. Going forward, we can hopefully encourage and support AcSS Fellowship nominations for some of our established 'mid-career' colleagues in the UK - rather than just those of us who are closer to the end of our careers!

New 'Resources' Section on UKALTA Website

The new Resources section of our association website is now live: https://ukalta.org/resources/ . It aims to bring together documentation and helpful links which language testing professionals and others involved in language education may find useful. The section includes resources that UKALTA has initiated or commissioned independently (e.g. UKALTA briefing papers and research reports), as well as others where UKALTA has collaborated with partner organisations (e.g. the CEFR Alignment Handbook) or which UKALTA endorses or recommends for our professional activity (e.g. relevant codes of ethics/practice). Additional items and links will be added over time, including a series of specially commissioned briefing papers on key contemporary issues in language testing and assessment, designed to be a quick and accessible read for a wide audience.

UKALTA and the Common European Framework of Reference (CEFR)

UKALTA has been actively involved in helping to develop the latest resource to support CEFR alignment projects in language education: Aligning Language Education with the CEFR - A Handbook, which is accompanied by a set of Editable Forms for implementing the new Handbook.

Following the EALTA-UKALTA Symposium The CEFR: a road map for future research and development, hosted by the British Council in London in February 2020, a small steering group was convened to revisit the Manual for Relating Language Examinations to the CEFR (Council of Europe, 2009). The aim was to explore options for replacing it with a handbook that would take account of the CEFR Companion Volume (2020), focusing on more than just testing and assessment and addressing a wide range of stakeholders. The steering group included key participants in the February 2020 symposium representing a range of professional associations: Neus Figueras (EALTA), Barry O'Sullivan (British Council), Nick Saville (ALTE), Lynda Taylor (UKALTA), and David Little, with his extensive knowledge of the Council of Europe. The 2-year project which ensued could not have been completed without extensive input from many UKALTA members who volunteered as authors, reviewers and editors. The fruit of that project is now publicly available.

It is not possible to predict the success of the Handbook but, given the huge impact of the CEFR 2001 and the interest raised by the CEFR CV 2020, we anticipate that this first edition will soon be put to use in alignment projects by many different stakeholders in the field of language education.

The steering group would like to invite those involved in such projects to share not only their outcomes but also their views on the usefulness of the Handbook. There are already plans to host an event in early 2024 to present case studies and exchange good practices in the use of the Handbook so that the resulting suggestions and proposals can be incorporated in a future edition. UKALTA looks forward to supporting the 2024 event and contributing to the evolution of the Handbook over the years to come.

Book Reviews

Wray, A. (2020). Dynamics of Dementia Communication. Oxford: Oxford University Press. ISBN: ISBN-10: 0190917806 ISBN-13: 978-0190917807. 354 pages.

This book, with its eleven chapters split into three parts, offers insightful information about effective communication strategies in interactions with people with dementia (PwD). Despite much literature being available about the therapeutic relationship and the communication skills required when relating to PwD (Kitwood, 2019; Brooker, Lillyman, and Bruce, 2022), it can still be a challenge to sustain effective communications with PwD. In each chapter of this book, employing biopsychosocial approaches, the author raises questions as to why this may be the case and why certain communication strategies work better than others. This book seeks to promote the welfare of PwD by providing solutions for interacting well with PwD.

Part 1, entitled Contexts Shaping Communication, is split into six chapters and begins in the first three chapters by exploring the bio-medical factors in dementia that affect language, reasoning, and memory. Chapter 4 then looks at social perceptions and practices and how these impact upon the biological problems that PwD experience. Chapter 5 draws upon the experiential accounts of PwD and their carers, focussing specifically on the constraints on their ability to communicate effectively. In chapter 6, the last chapter of part 1, some of the approaches, necessary to address these challenges in communication are discussed.

Part 2, entitled Conceptualising Communication, has two chapters, and moves away from the focus of dementia to look more closely at how communication works, and the factors involved in the process of communicating with people. In Chapter 7, instead of focussing on dementia and the challenges it involves in communication, the author focuses on communication aspects and how this impacts negatively on dementia. The Communication Impact Model (CIM) and its three components are then discussed in detail by the author, highlighting language as a tool to communicate with others and make changes happen. CIM consists of the speaker's intentions in communicating (what they want to achieve), the mechanisms for producing the appropriate communicative behaviour (The Communicative Demand Management System), and the speaker's intentions as the outcome (Communicative Impact). Hence, according to the author, the communication impact is the measure of success in using communication to make the desired changes to the world the person is living in through others' perceptions of it. In Chapter 8, the author offers a more in-depth explanation of the theoretical underpinnings of the model, generic to all communication, and not just in reference to dementia. Further justification for the use of CIM and its relationship with human interaction and cognition is also explored along with its assumptions and limitations.

Part 3, entitled Applications and Implications has three chapters, where the CIM model is applied to situations explored in part 1, such as the bio-medical factors in dementia that affect language, reasoning, and memory, and the social perceptions and practices that impact upon the problems that PwD experience. In chapter 9, the author aims to use the CIM to demonstrate how challenges to communication for PwD are shaped by biological, social, and emotional factors. The reasons why dementia disrupts effective communication such as difficulties in processing the information, word finding, and context placing are also explored, along with other complex dynamics involved in two -way conversations. Chapter 10 looks at how PwD are perceived and treated. In particular, the author explores the notion of deception, and the rationale for misleading or misinforming PwD. There is a dedicated case study section

that reviews the SPECAL (Contented Dementia Trust, 2012) approach to caring for PwD, adopted by some professional organisations such as the Good Care Company. Theoretically, SPECAL appears to be worthy of examination for its use with PwD as its main aim is to promote positive well-being for them by the use of positive communications strategies in conversations with others.

However, the deceptive element involved in SPECAL, which involves manipulating PwD experiences to distract them from their cognitive impairments and emotionally challenging information, may, the author contests, be challenged ethically.

In chapter 11, taking account of previous parameters explored in the book, the author offers suggestions for the ways that communication can be changed to optimise well-being and empowerment for PwD. The point that communication is a basic human right and a principal component of person-centred care is highlighted. Furthermore, the recommendations that they make to improve communications and conversations with PwD are person-centred in their approach: PwD should be taken seriously, listened to, and encouraged to speak. In the absence of verbal communication skills in PwD, attentive observations of them can ease the distress of word finding and improve the likelihood of understanding. Finally, the more that carers feel that they are capable of managing the challenges of interaction with PwD, the less likely are they to see PwD as being completely different to them, and only different to them to a degree. Given the global prevalence and increase in dementia, it is becoming increasingly important to identify and understand PwD wants, needs, and wishes so that they can receive quality in care. Hence, an essential feature involved in the provision of optimum care for PwD in the 21st century, is to improve communication by and with PwD with respect and kindness.

I believe that academics, health and social care practitioners, and informal carers would benefit from reading this book. Although there are some complex, technical aspects explored in relation to how people communicate, I would particularly recommend the book to those seeking to enhance their communication skills when interacting with PwD. As Kitwood (1997) notes, PwD, even in the latter stages of the condition, are not just empty shells. Rather, they just need people to care about them and have the necessary skills to be able to effectively connect with them. In order to do so, interacting with PwD is not only about what you say to them but about the intent behind it. This to me, is one of the key messages that the author of this book demonstrates.

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Linda Nicholson, University of the Highlands and Islands and University of Dundee.

Flynn, C. J. (2020). Adult Minority Language Learning: Motivation, Identity and Target Variety. Bristol: Multilingual Matters. ISBN: 9781788927048. 257 pages.

This book, arising from Colin Flynn's PhD thesis, explores the affective variables for adults learning Irish. Despite the fact that Irish was codified in written form in the mid-19th century and then taught compulsorily to all school children in the Republic since 1922, its status in Ireland is still fragile (O'Dubhir, 2018). The regional dialects of Irish have long roots, but the majority of speakers of the language are new speakers, schoolchildren and adults, living outside the Gaeltacht. The three varieties of Irish in the Gaeltacht areas of Munster, Connacht and Ulster have variation at the phonemic, word stress pattern, vocabulary and syntactic levels. Flynn has provided a fascinating way into thinking about why adult learners choose one variety or another as he explores what motivates adult learners of minority languages. As such, it provides a useful case study investigating adult learners' attitudes which could be applied to other minority language contexts.

The first three chapters of this book set the context clearly explaining its social psychology theoretical approach, introducing debates about native speaker and target models in Second Language Acquisition and summarising theories about attitude, motivation and identity in second language learning. Flynn argues that the written standard contains several varieties and that adult learners are exposed to these in classes and on summer intensive courses in the Gaeltacht areas; he wants to find out what motivation students have in choosing, exploring whether they prefer what O'Murchadha (2013) calls post-Gaeltacht Irish, though Flynn prefers the term non-native. Using theories of investment (Norton, 2013) he explores the adult learners' motivation, self-image and personal identity.

Three methods are used for this study, outlined in chapter four: a survey of 157 adult learners, a judgement task about speech samples of Irish with 31 of these learners, and interviews with the same group of 31. Half the post-intermediate adult students surveyed were in Dublin and the rest studying in the Gaeltacht areas. The survey included questions on confidence in using Irish as well as attitudes towards the language and its varieties. Participants are asked about their contact with Irish and cultural activities in the language outside of class. Using a method similar to O'Murchadha (2013), Flynn uses a 'guise' approach so that the participants listen to extracts of Irish from the Gaeltacht areas as well as of new speakers of Irish to make judgments about their personality or the impression they give the learner. There is not really any guise involved, although all speakers are using Irish to perform a similar task giving directions, and all are women, to reduce other variables. The interviews ask about regional variations the learners are aiming for and how their identity may change as they learn the language. The materials are all helpfully documented in appendices so could be adapted by other researchers.

The results of the questionnaire in chapter 5 provide interesting detail about who the Irish learners are. Over half had a relative who used Irish. Their own self-rating of their use of Irish was mostly B2 and C1 on the Common European Framework of Reference for Languages (CEFR) scale. The results for the motivational orientation, identity, self-confidence, and self confidence in speaking are interesting. A strong motivation for these learners was reading and understanding songs and Irish in the media. Speaking Irish was a very important part of their identity, but they had reluctance to speak it in public and often communicated in Irish with fellow learners. Dialects did not seem to be particularly important for these students. The findings show that instrumental reasons are not important for these Irish learners while identity as an Irish speaker is. The analysis could have looked at intersections such as where people were born or which close relatives spoke Irish compared to their responses about motivation and identity.

The language samples used in chapter 6 are from six L1 speakers of Irish and two L2 speakers. The passages are directions to a place, analysed by how far the speaker maintains the local dialect. Syntactic deviations from the expected regional norm are classified as errors, although no written source is given as to what is accurate at a regional level. It could be that the syntax is changing. Careful piloting helped develop the binary adjectives which the 31 participants were asked about after listening. The participants mostly identified the regional origin correctly, though this was a demanding task for them; Donegal Irish was easier to identify than the other varieties. The learners were not accurate at identifying who was a native Irish speaker. However, when asked which of the speakers they sounded like, most did identify the L2 speakers as being like them. It is likely that the participants mostly hear L2 Irish as they were all living outside Gaeltacht areas.

The interviews in chapter 7 reveal fascinating viewpoints on learning Irish. The participants were not very interested in particular regional target variations and planned their Gaeltacht Irish holiday courses around convenience more than dialect choice. More detail about their motivation emerged. For some it was instrumental, as Irish is needed to be a teacher in Ireland. For most, though, it was about completing themselves, finishing what was only started at school, and being an authentic Irish person. Standardised Irish, caighdéan, set down in the 1950s, did not interest them as it was associated with school learning. They mostly enjoyed the varieties as more authentic, without knowing much about them.

It is interesting to consider this book in relation to other recent works on self-identities of people learning Irish. O'Murchadha's results (2013) show that secondary students of Irish ranked the traditional Gaeltacht speech more highly than post-Gaeltacht variants. But when asked about what kind of person was using the varieties, they preferred the post-Gaeltacht speakers as people. O'Rourke and Walsh (2020) use in-depth interviews to investigate identities amongst new speakers of Irish too, recognising that change happens for learners as they may not stay committed to the cause of all things Gael, and that other identities such as being gay interact and affect how learners view Gaeltacht life and varieties. I was interested in this book as a new user of British Sign Language (BSL). Within BSL learning communities, new users are definitely not held up as models, and regional variations are proudly maintained by Deaf BSL tutors. Increasingly though, intermediate and advanced BSL classes are online, which means that adult learners need to consciously forge relationships in local deaf communities or perhaps a standard media-friendly standard of BSL will soon predominate. Flynn's book helps us think about the historic role of Irish in shaping national identity and what it means to be a student of a minority, indigenous language. I would recommend this book to postgraduate students and scholars who want to evaluate approaches to exploring speakers' views of themselves as second language learners situated in a varied dialectical culture.

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Rachel O'Neill, University of Edinburgh

Benati, Alessandro G. (2022). Key Terms for Language Teachers: A Pocket Guide. Sheffield: Equinox. ISBN: 978-1-78179-881-2. 190 pages.

This title appealed to me because I work as a practitioner in the world of English Language Teaching (ELT). ELT contexts around the world differ, but, from my perspective, I know that there are many teachers working in the field who have minimal academic background and training in linguistics and pedagogy. Thus, I have reviewed Key Terms for Language Teachers with those teachers in mind and asked whether this book is a helpful handbook of important ideas about which they should be aware.

In this volume, Benati takes us through a series of key terms in language education, from 'Age' to 'Working Memory'. He explores their definitions and discusses common misconceptions that relate to them. Each chapter is organised in a consistent way, beginning with a section entitled 'Can we think about this for a minute' which provides an introduction. Then, we are taken through some of the main ideas before concluding with a bulleted list answering 'What are the main points?' Finally, at the end of each chapter, he offers a brief bibliography for further reading. As this is a pocket guide, the chapters are arranged alphabetically according to topic with a contents page at the beginning allowing the reader to find relevant material easily which is an ideal organisational method for a handbook. In this review, I highlight some chapters that stood out to me as a practitioner and offer thoughts on the book as a whole.

For example, in Chapter 2, Benati's key term is 'Communication'. In the chapter introduction, he explains the 'vital importance' (p.19) of having a clear understanding of 'what communication is and how it develops' (p.19) in order to avoid falling into the traps of common misconceptions, which he also exemplifies. Having explained why many so-called communicative tasks in textbooks are not actually communicative at all, he examines the components of communication. Benati returns to typical classroom activities, describing them as 'mechanical' (p. 22) rather than fostering the sort of communication which he suggests is 'at the heart of language acquisition' (p. 22). We are offered a list of measures to be considered when developing interactive oral tasks which I consider to a very useful checklist that I could make use of in my own practice.

'Focus on Form' follows in Chapter 5 which mostly concerns the teaching of grammar. The chapter also discusses some pedagogical interventions such as 'input flood' (p. 47) and gives practical advice to teachers. At the end of the chapter, Benati touches on vocabulary as well, providing some principles that can be applied to 'promote effective vocabulary acquisition' (p. 49). He also suggests that '[l]anguage instructors must ensure they foster the development of language in L2 learners and not simply aim to foster a learning-like behaviour' (p. 51). This is a key argument and the chapter's principles can be usefully applied to ensure the fomentation of the former.

Chapter 6 brings us to the important term 'Input' and Benati provides a rich and clear discussion of what input is as well as contrasting input with what it is not. This explanation of what input is, also extends to what makes input good — a link to 'real-world meaning' (p. 55) — along with consideration of the effective use of simplified input, and Corder's (1967) distinction between input and intake. While dense, this is a highly readable chapter that ends with an additional section of 'Key Takeaways' that succinctly summarise the key ideas.

The tenth Chapter focuses on 'Language Tasks' and, for me, this chapter is a real highlight of the book. Having briefly outlined misunderstandings and what a language task is not, Benati provides the reader with a clear list of the

features of successful tasks and a list of the factors (such as topic and instructions) that contribute to the effectiveness of the task. As this is done separately for each of the four skills, this is a lengthy chapter, but it supplies the teacher-reader with clear criteria they can use to develop their own tasks and adapt tasks borrowed from others to ensure their efficacy.

In the penultimate chapter, Benati contrasts the roles of instructor and learner in both the traditional classroom and the interactive classroom. Although this chapter appears here thanks to the alphabetical order, for the reviewer who read linearly, it felt like a chapter that drew on ideas already previously mentioned: interaction, communication, language tasks, to name but three. Thus, it felt beneficial to have read the previous chapters. Had I read this chapter in isolation, I would have felt less well-informed.

In the epilogue, Benati argues for the role of theory and research in second language acquisition in improving second language learning. He presents us with a list that summarises what we know and presents suggestions of what questions future research could usefully address. Finally, he closes with ten suggestions 'for an acquisition-driven approach to language teaching' (p.168), which might also serve as an overall checklist that a reader might use to think about their own practice.

As well as addressing the meaning of key terms in relation to language instruction, learning and acquisition, the volume focuses throughout on myths and misconceptions about language teaching and learning which is especially useful. However, given that the target audience for the book is language teachers, it would have been beneficial to have had more practical classroom-based examples or applications of the ideas being presented. Nevertheless, as a reference and summary of research in key areas, the book is considered to be invaluable for both experienced and early career ELT teachers, as well as useful for trainees, keen on developing their knowledge, but for whom the academic literature is less easily accessible.

Reference

Corder, S. P. (1967). The significance of learners' errors. International Review of Applied Linguistics, 5, pp. 161–169.

Chris Richards, independent scholar

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.

Bernhardt, E. and Kamil, M. L. (2022). *Conducting Second-Language Reading Research A Methodological Guide.* London: Routledge.

Canagarajah, S. (2022). *Language Incompetence Learning to Communicate through Cancer, Disability, and Anomalous Embodiment.* London: Routledge.

Chun, C. W (Ed.) (2022). *Applied Linguistics and Politics*. London: Bloomsbury.

Dervin, F. and Jacobsson, A. (2022). *Broken Realities and Rebellious Dreams.* Singapore: Springer Singapore.

Durrant, P., Brenchley, M. and McCallum, L. (2021). *Understanding Development and Proficiency in Writing: Quantitative Corpus Linguistic Approaches.* Cambridge: Cambridge University Press.

Facchin, A. (2019) *Teaching Arabic as a Foreign Language Origins, Developments and Current Directions*. Amsterdam: Amsterdam University Press.

Garcia, O, Flores, N. and Spotti, M. (Eds.) (2021) *The Oxford Handbook of Language and Society*. Oxford: Oxford University Press.

Groff, C., Hollington, A., Hurst-Harosh, E., Nassenstein, N., Nortier, J., Pasch, H. & Yannuar, N. (2022). *Global Perspectives on Youth Language Practices.* Berlin, Boston: De Gruyter Mouton.

Jacknick, C. M. (2021) *Multimodal Participation and Engagement Social Interaction in the Classroom.* Edinburgh: Edinburgh University Press.

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Määttä, S. & Hall, M. (2022). *Mapping Ideology in Discourse Studies.* Berlin, Boston: De Gruyter Mouton.

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Odlin, T. (2022) *Explorations of Language Transfer*. Bristol: Multilingual Matters.

Piazza, R. (2022) *The Discursive Construction of Identity and Space Among Mobile People*. London: Bloomsbury.

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Walkinshaw, I. (2022). *Pragmatics in English as a Lingua Franca: Findings and Developments*. Berlin, Boston: De Gruyter Mouton.

Williams, Q., Deumert, A. and Milani, T. M. (2022). Struggles for Multilingualism and Linguistic Citizenship. Bristol: Multilingual Matters.

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

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