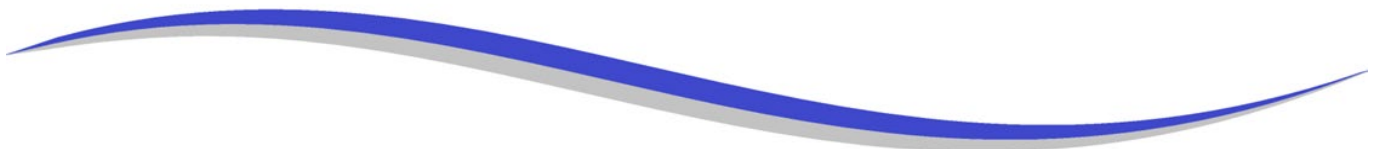




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BAAL News

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British Association for Applied Linguistics

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EDITORIAL

Welcome to Issue 125 of *BAAL News* – my first as editor, and the first to feature our new ISSN (International Standard Serial Number), which formally identifies *BAAL News* as a continuing digital publication. If you ever contribute to a future issue (which I hope you consider doing!), the new ISSN should improve formal recognition and discoverability of your contribution.

This issue reports on the impact of the BAAL Applied Linguistics Fund through a fascinating case study on multilingual education in schools, showing how collaboration between researchers and educators can transform language learning environments. We also celebrate the ongoing success of the UK Linguistics Olympiad. In addition, we honour the lives and contributions of the late Jim Milton, David Barton, and Mary Scott, whose work and influence have left a lasting mark on research in applied linguistics.

Looking ahead, BAAL's Special Interest Groups continue to grow and evolve, with the Literacies SIG rebranding and the newly formed ALEG SIG working to foreground research on Asian language education. We also hear from Caroline Tagg, in her first report as our new BAAL Chair, on key strategic priorities, including efforts to expand mentoring and networking opportunities; promote inclusion; and engage with UK higher education policy.

As always, *BAAL News* is shaped by BAAL members, and I encourage you to contribute – whether by sharing updates about your research, reporting on an event, or offering a perspective on an issue that matters to the applied linguistics community. I look forward to hearing from you.

I also hope to see many of you at the [BAAL 2025 Conference](#) in September at the University of Glasgow. The call for papers is open until 31st March – please do consider submitting an abstract.

Robbie Love

Editor, *BAAL News*

BAAL EXECUTIVE COMMITTEE UPDATE

Caroline Tagg, BAAL Chair

baalchair@baal.org.uk

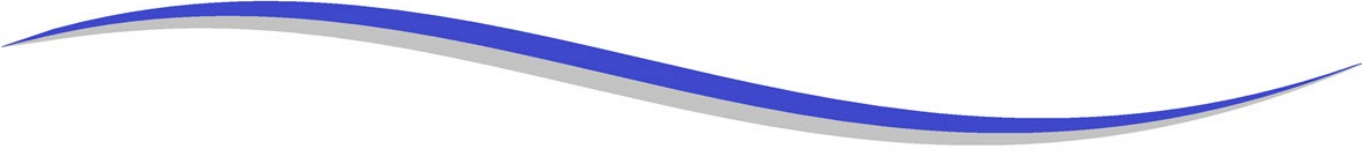


As shown above, the newly configured BAAL Executive Committee (EC) met in January for our first meeting of the 2024-2025 academic year. Since the Covid pandemic lockdowns, we have held our January meetings online, followed by hybrid meetings in May and September.

On the agenda for discussion were BAAL’s strategic priorities, which are crucial in guiding our funding decisions, initiatives, and activities over the coming year. Our current key priorities fall primarily into the following three areas:

Supporting the membership

This broad objective remains BAAL’s key focus; its *raison d’etre*. In the 50th Anniversary BAAL survey in 2022, our members identified mentoring and networking as two areas in which BAAL could support members. Networking opportunities are already central to many of our activities (see the [BAAL website](#) for details of our annual conference, BAAL-Cambridge University Press Seminars, BAAL Researcher Development Workshops



and BAAL SIGs) but please look out for the upcoming funding call for our new Regional Hubs, which we hope will enable members to connect (either in-person or online) with others in the same cities or regions. We are also working on trialling a mentoring programme which we hope to launch at the BAAL Conference 2025 in Glasgow.

Equality, diversity and inclusion

This continues to be a growing area of concern, both for the EC and for members, as indicated by the BAAL survey and discussions at our AGMs. It is bound up with the priority above, as BAAL seeks to ensure it remains an inclusive association which welcomes and is relevant to a broadening range of people with an interest in applied linguistics. The previous BAAL chair, Zhu Hua, obtained funding from the [Academy of Social Sciences' ESRC-funded EDI project](#) to work with [UKALTA](#) (the UK Association for Language Testing and Assessment) to run a series of EDI leadership workshops at our respective conferences, and we are now working on follow-up networking activities and resources. We also contribute to the Justice, Equity, Diversity and Inclusion committee of our umbrella organisation, [AILA](#) (International Association of Applied Linguistics).

Engaging with and influencing the UK government and HE policies

The role of BAAL in advocating for applied linguistics as a discipline also came through strongly in the BAAL survey and is increasingly necessary in the current economic and political climate. One effective way to do this must be through strengthening our links with other UK learned societies and umbrella associations. I'm pleased to report that a number of BAAL members contributed expertise to a submission led by the Committee for Linguistics in Education ([CLiE](#)) in response to the government's [call for evidence](#) in November 2024, which will feed into a Curriculum and Assessment Review (responses from various linguistics and language(s) organisations can be found [here](#)). Also crucial is our representation on the REF2029 panels, and thanks to those of you who have applied for the role of subpanel chair or are thinking of applying as panel members (deadline 28th April) – see the [REF 2029 website](#) for details.

Whilst these form our key priorities, it is also time for the EC to take stock of its own ways of working and to revisit BAAL's structures and processes. Various factors prompt this, including BAAL's growing remit and responsibilities at a time when EC members' teaching and administrative workloads are also growing; and the impact of the Covid pandemic, which prompted changes in practice (such as the increased use of digital technology, hybrid meetings and streaming) on which we need now to reflect. With this in mind, we will explore in our May meeting how we can work as smartly as possible to affect change despite the constraints we all face.

Please get in touch if you'd like to discuss any of the above. And do look out for further updates from different EC members in future editions of the newsletter. Watch this space!

MEMBER REPORTS

BAAL Applying Linguistics Fund 2022-2023

Promoting multilingualism at school: How researcher and practitioner collaboration can support and inform the educator-student-community triad

Gonzalo Pérez Andrade, London Metropolitan University

Hannah M. King, London Metropolitan University

Soofia Amin, Kensington Primary School

Introduction

This project explored the impact of a collaborative relationship between London Metropolitan University and a London primary school on perceptions and treatment of multilingualism at school. Within an educational context where ‘English as an Additional Language’ (EAL) problematically describes school pupils as “exposed to a language at home that is known or believed to be other than English” (Department for Education, 2020, p.4), we investigated the extent to which pupils’ home languages and linguistic repertoires are represented, valued, and supported.

Kensington Primary School

This collaboration took place at Kensington Primary School (KPS) in the London borough of Newham, where 75% of pupils speak languages other than (or in addition to) English at home (NALDIC, 2015). The school has a particularly diverse profile of students in terms of nationalities, ethnicities, and home languages, with 86% reported as EAL as this project began. Therefore, KPS students bring a multitude of languages and cultures into an educational system that values monolingualism through English, causing potential tensions. In this respect, the school acknowledges the presence of language-related challenges and opportunities of the diverse community they serve and was exploring innovative ventures that value multilingualism before our collaboration began.

The Project

Drawing on qualitative approaches, we employed interviews, classroom observations, and knowledge exchanges to bridge the gap between research on multilingual education and existing initiatives within the school, focusing on a triad of key stakeholders: educators, students, and community members.

Educators

We supported a series of knowledge exchange and training sessions to explore staff relationships with multilingualism, unveil language myths, and reflect on



Figure 1. The linguistic landscape at KPS

practices. In two knowledge exchange sessions, around 10 teachers shared good practice, showcased student work, and discussed recent developments in multilingualism and multilingual education with the researchers. In addition, two training sessions were incorporated into the school’s whole-staff training days (September 2022 and January 2023), where 30-50 participants critically examined topics such as the school’s linguistic landscape, views of multilingualism, and potential opportunities or challenges of a whole-school approach to multilingualism.



Figure 2. KPS staff during training 1

One impact of these exchanges was a perceived shift from fractional understandings of multilingualism that prevented some staff members from claiming multilingual identities to a more holistic view that recognised and valued their diverse linguistic repertoires. Although the school was already innovating in its response to linguistic and cultural diversity, they also sought validation of ‘external experts’ to legitimise their approach.

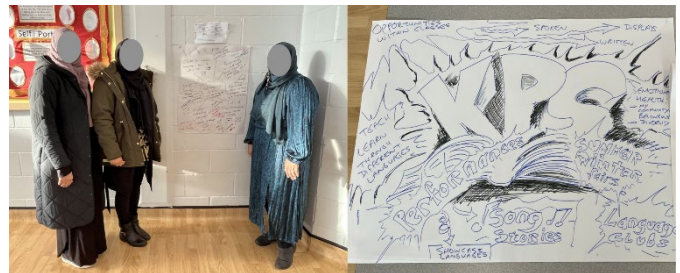


Figure 3. Staff training 2, considering multilingualism and the KPS curriculum

We also arranged semi-structured interviews (with teachers, the headteacher, and assistant headteacher) and classroom observations to deepen our understanding of beliefs and practices; exploring relationships with languages, training, teaching practices, and engagement with multilingual pedagogies. Early findings reveal a mostly shared discourse that values the linguistic diversity of the community. In the classroom, teachers tended to encourage the use of home languages (e.g., students completing tasks in their first language or working collaboratively with peers who shared languages). However, they were not fully aware of named multilingual pedagogies (e.g., *translanguaging*), despite applying some of their principles.



Figure 4. A selection of books in our multilingual library displayed at KPS

Students

We sought to give visibility to, acknowledge, and represent the diverse linguistic and cultural reality of KPS pupils by developing a multilingual library and an after-school literacy programme. To create the library, we drew on the known linguistic repertoires of KPS students to select books which were representative, but also diverse in terms of imagery, stories, cultural content, and authors, ultimately building a library of 104 books in 43 languages.

Initial findings point to important lessons about representation and valuation of languages, such as the discovery of previously undisclosed languages in students’ repertoires. Since both public and school libraries regularly lack linguistically diverse books for children – often driven by ideologies that prioritise English –

creating, funding, and sharing libraries featuring books in many languages can support multilingual literacy and increase perceived value by representing minority languages in print.

We then created an after-school programme called Multilingual Story Time (MST) – pairing university student volunteers and KPS students with overlapping linguistic repertoires. On four visits between February and May 2023, volunteers (up to 10 per gathering) and students (20+ each session) read to and with one another to develop multiliteracy skills. The programming provided visibility to minority languages and raised awareness of the value of multilingual repertoires. Early findings indicate that programming such as MST can increase parental engagement with home language(s). Students also showed a wider interest in and knowledge of languages beyond their home languages, including languages of friends, classmates, teachers, or volunteers.



Figure 5. Researchers reading with KPS students

Community

To engage with the wider school community, we participated in the school's Winter Fair (December 2022) by arranging a multilingual-themed stand, which allowed attendees to talk about their language(s), engage with multilingual children’s books, play games using their full linguistic repertoires, and explore their own relationships with languages. In addition, we invited a professional multilingual storyteller to offer a performance in Isi-Zulu and English.

These events were well-received and revealed that members of the school community were keen on speaking about languages. However, some attendees displayed an element of hesitancy when invited to write in their languages as their literacy was unintendedly put to a test. This phenomenon was also visible in the storyteller’s audience, with some not openly acknowledging their language(s) (usually heritage languages).



Figure 6. A London Met volunteer reading with KPS pupils



Figure 7. Our multilingual stall

Reflections

Implementation of these initiatives and early analysis suggest that making the linguistic diversity of pupils visible can help various stakeholders develop positive attitudes towards home, and other, languages. Similarly, working with teachers has shown that, although training support is limited, teachers develop expertise that should be recognised, documented, and shared to develop opportunities for co-learning between academics and practitioners. Such an approach acknowledges the complex reality of education in linguistically diverse contexts and views school responses as context dependent. Therefore, collaborations like this one can potentially change and reduce deficit discourses surrounding multilingual pupils while informing theory, practice, and policy.



Figure 8. The professional multilingual storyteller entertaining children and community members

References

Department for Education (2020, February). *English proficiency of pupils with English as an additional language*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf

NALDIC (2015). *EAL statistics – EAL pupils in schools*. Available at: <http://www.naldic.org.uk/research-and-information/eal-statistics/eal-pupils/>


Hooray for UKLO and BAAL

Dick Hudson, University College London

In November, BAAL's Chair, Caroline Tagg, represented BAAL at a rather special event to celebrate UKLO. So, what is UKLO?

The UK Linguistics Olympiad (or UKLO, pronounced /'juklo/) – is a competition for school children in which they solve linguistics problems. It's just like the Maths Olympiad, except that the problems are all based on language. Typically, competitors see a page with some data from a language they've never heard of and have to work out some new forms or some new meanings. You'll find an example from the 2024 competition in Figure 1.

If you look at this problem, you'll find it's actually quite hard; but this is the second easiest problem in the 2024 collection, and over 100 competitors scored full marks. Even more remarkably, some of these champions were only in Year 7 (aged 11-12).

2024 – Round 1 

Problem 2. Warlpiri (5 marks)

Warlpiri is a language spoken by about 3,000 people in central Australia. The Warlpiri people traditionally lived in the Tanami Desert area of the Northern Territory, and most of them still live in communities in that same area. Many Warlpiri-speaking communities have bilingual local schools where children are taught in both Warlpiri and English, and learn to read and write in both languages.



Here are some Warlpiri words with their English translations. Note that sometimes two words have the same meanings - these are used in different dialects of Warlpiri. The long vowels **aa, ii, uu** contrast with the short vowels **a, i, u** and are twice as long. **y** is a consonant.

1.	wati	man	watingka	on/in a man
	ngarrka		ngarrkangka	
2.	mardukuja	woman	mardukujarla	on/in a woman
	karnta		karntangka	
3.	yaparranji	teenage boy	yaparranjirla	on/in a teenage boy
4.	jarntu	dog	jarntungka	on/in a dog
	maliki		malikirla	
5.	minija	cat	minijarla	on/in a cat
	ngaya		ngayangka	
6.	luurnpa	Kingfisher bird	luurnparla	on/in a Kingfisher
7.	kamina	teenage girl	kaminarla	on/in a teenage girl
8.	raa	clearing	raangka	in a clearing
9.	rtaka	hand	rtakangka	on a hand
10.	ngurra	home	ngurrangka	at home
11.	yama	shade	—(a)—	in the shade
	malurnpa		—(b)—	
12.	wulpayi	creek	—(c)—	on/in the creek
13.	jaaji	church	—(d)—	on/in a church
	piipa		—(e)—	
14.	jamalya	log	—(f)—	on/in a log
	rdalyku		—(g)—	

Q 2.1 Fill in the gaps (a)-(g).

Now look at the following Warlpiri words, with their English translations.

15.	yali	that	yalirla	there
16.	mirni	like this	mirnirla	somewhere here
17.	nyampu	this	nyampurla	here
18.	yalumpu	that there	yalumpurla	on that there
19.	yinya	there	yinyarla	over there

Q 2.2 For which of the word(s) above does your rule for **Q2.1** apply?

Figure 1: A typical UKLO question

Coming back to the event in November 2024, we were celebrating a good year for UKLO. For one thing, we had a record number of competitors: 5,301. That’s over 5K school-children who had not only heard about linguistics, but had actually done some serious linguistic analysis. Not bad, we think, considering that linguistics is the only subject with a school olympiad which isn’t a STEM (Science, Technology, Engineering, Maths) subject and which isn’t even taught at school. We’re hoping for even more competitors next year.

The other cause for celebration was the success of the UK team at the international olympiad, which this year was in Brazil. Not only did our team of four win two Gold medals, one Bronze and one Honourable Mention, but the team won the trophy for the team with the highest average score – a trophy which we had also won, incidentally, in 2016. So we beat the whole world – including the Americans, Chinese and Russians. Once again, we think we did well. Our team are in in Figure 2. They are the four youngsters on the right (three of whom are still at school); the four on the left all won Gold medals in previous years, and are all part of the team that runs UKLO now.



Figure 2: Some UKLO champions

How, then, does BAAL fit in? When we decided to launch UKLO in 2010, we needed to create a credible organisation which others could trust. After all, we knew we were going to need money, and we needed schools to trust us with their pupils, and of course we also had to recruit people to run the show. The perfect solution was CLiE, the Committee for Linguistics in Education. This already existed – it was founded in 1980, and remarkably is still meeting three times a year – and provided the infrastructure that UKLO needed; so UKLO is, technically, a subcommittee of CLiE.

And BAAL? Well, CLiE was created by BAAL in collaboration with the LAGB (Linguistics Association of Great Britain), so CLiE is, technically, a subcommittee of BAAL and LAGB. In other words, UKLO is the daughter of CLiE, which is a daughter of both BAAL and LAGB. Since UKLO was created in 2009, BAAL has been a generous and loyal grandparent. Thanks very much, BAAL! So that's how BAAL's Chair got her invitation to the celebration event in November.

That event was held on the 34th floor of a high-rise in The City; how did that happen? It was in the offices of a major insurance company called Convex, who are our first corporate sponsor (sending teams to places like Brazil is pretty expensive, so we need as many sponsors as we can recruit). They had the good sense to see that their business depends on the language skills of their staff, and that UKLO had an important contribution to make in the area of developing language education.

Now to the big question: why is UKLO worth supporting? In fact, the question is even bigger, because there are now two other organisations pursuing the same goals in parallel: the National Language Competition (run by GCHQ, the government's organisation for eavesdropping on other countries' media) and WoLLoW (the World of Language and Languages of the World), run by a small bunch of enthusiastic teachers. Why are these three initiatives so important?

All three offer school children the opportunity to explore language structure: to think hard about the details of one language's system. That's a really important experience because it takes them beyond the official curriculum into an intellectual world that they won't meet anywhere else. Officially, language is just a skill to be learned, but not to be studied. We linguists know that language can be studied, understood and enjoyed, but our message hasn't reached most schools.

UKLO gives children the chance to experience the excitement of starting to understand how a language works, and (so we hear) they love it. Although our competition happens just once a year (in early February), several schools now have Linguistics Clubs for the enthusiasts who want to meet every week to go through a problem together.

In short, UKLO is important as proof not only that children can analyse language structure, but that they really enjoy it. Moreover, most of our champions are mathematicians so we can also argue that it uses the same bit of their brains as maths, which raises major questions about the supposed divide between STEM subjects and others.

But UKLO isn't just good for schools: it's also brought new possibilities into the HE world of BAAL by offering a structured and demonstratively successful channel for outreach work. As an academic linguist, I have been really heartened by the enthusiastic support of colleagues in both BAAL and the LAGB. This support has gone well beyond approving the organisation's financial support, and includes help with marking scripts, hosting a bootcamp or even joining the UKLO team (in case this interests you, visit the website at <https://www.uklo.org/>).

David Crystal at the British Council Future of English Research Forum

Jake Macmillan, British Council

The British Council Future of English Research Forum connects the UK ELT sector with global experts as we ask ourselves "What is the future (or futures) of the world's most spoken language?". The hybrid event takes place at the University of Bedfordshire on the 6th and 7th March and will showcase the research findings from the international projects led by University of Bedfordshire, Lancaster University, The Open University, and University of Warwick.



As part of the event, we are delighted to invite you to join us online to hear from renowned linguist David Crystal as he reflects on the key trends that could shape the teaching, learning and assessment of the English language in the next decade.

- **Time and Date:** Thursday 6th March at 2pm UK time
- **Registration link:** https://bit.ly/FoE_DavidCrystal_March2025
- **Questions:** Contact Jake at FutureofEnglish@britishcouncil.org

SPECIAL INTEREST GROUP REPORTS

Asian Language Education in Global Contexts (ALEG) SIG

Lindsey Chen, York St John University

Welcome to the first newsletter of the BAAL SIG for Asian Language Education in Global Contexts (ALEG)! We are excited to begin this journey with you, and we look forward to creating a vibrant community focused on advancing Asian language education within Applied Linguistics.

About the SIG

Our SIG was established to address the underrepresentation of Asian languages in Applied Linguistics. Despite the inclusive research ethos in Applied Linguistics, the language of interests has predominantly been English and Anglocentric and the research culture of English language is overwhelming even in Asian countries. Currently, the understanding of 'Asianness' tends to focus on cultural commonalities, such as the Confucian Asia cluster. This is not truly reflective of the rich linguistic diversity of Asia.

Asian languages should include all languages and dialects used in the region of Asia and **the scope** of Asian language education, as a subfield of Applied Linguistics should include but not limit to:

- Non-anglophone languages and dialects used in Asia
- Cultural factors associated with these languages
- Teaching of these languages from primary to tertiary education and beyond
- Multilingualism in Asia

ALEG takes a **multidisciplinary approach**, embracing diverse research methods and perspectives with an emphasis on Asian languages and varied educational contexts in the global era without excluding anglophone language(s).

Why this SIG matters

ALEG will add to the recent de-Anglocentric effort by some BAAL SIGs like Language in Africa and Language Learning and Teaching; expand the academic interpretation of language specificities and universals in Applied Linguistics; bridge the research outcomes and the teaching practice between Asian languages, English and other languages.

SIG goals

We aim to:

- Promote Asian language education research and practice in Applied Linguistics via launching an academic journal
- Provide a platform for researchers and language teachers to facilitate discussions on Asian language education
- Facilitate interdisciplinary collaboration across other specialist areas
- Strengthen dialogue between research in Asian linguistics, Asian language education, and Asian cultural education
- Support professional development for PGRs

Upcoming Initiatives

1. Online Lecture Series (February–June 2025)

We will host a series of monthly online lectures exploring the theme *Challenges and Opportunities in Asian Language Education in Global Contexts*. More details to follow soon – stay tuned!

2. In-Person Event at BAAL 2025 Conference

Our first in-person event will take place at the BAAL Conference in 2025. We're excited to bring together educators, researchers, and language experts for discussions on key issues in Asian language education.

3. Committee Meetings

Our latest committee meeting took place on 17th January. The details of the online lecture series will follow soon!

Committee election results

We are pleased to announce the following members who have been elected to serve on the SIG committee for the coming year:

- ✓ Yeji Han – SIG Convenor
- ✓ David Roxburgh – Treasurer
- ✓ Lixin Chen & Xuan Wang – Membership/Communication Secretaries (job share)
- ✓ Zhiming Yang & Rui Zhang – Event Coordinators (job share)
- ✓ Victor Wu – Ordinary Member

Thank you to all members who participated in the election!

Get involved!

We invite you to engage with the SIG in the following ways:

- Suggest Topics/Speakers for the Online Lecture Series via ALEG.Baal@outlook.com
- Attend the Online Lecture Series starting in February 2025
- Share Your Research or insights on Asian language education with the SIG

Your participation will be vital in shaping the future of the SIG and driving the dialogue forward!

Thank you for your ongoing support of the BAAL SIG for Asian Language Education in Global Contexts. We're excited about the year ahead and look forward to collaborating with all of you to create a more inclusive and dynamic space for Asian language education in Applied Linguistics.

Stay tuned for further updates, and we hope to see you at our upcoming events!

Literacies SIG

Denise de Pauw, University of Leeds

From January 2025, we're rebranding as *Literacies.SIG*

Why the name change?

The rationale for the name change emerged over the course of 2022-24, when it became apparent that the committee felt the name 'Professional, academic and work-based literacies' as an acronym (PAWBL) was difficult to remember. We also felt that having both 'professional' and 'work-based' seemed tautological, and there was some debate as to the meaning of 'academic' (student, professional or both?).

How we arrived at 'Literacies'

We then decided to use our online reading event, in June 2024, to review and discuss the name, aims and interests of the group. In the discussion, it was concluded that there are no other BAAL SIGS which focus on literacies (plural) as social practice, and that our SIG name could therefore be broader and simpler, while staying faithful to the SIG aims. Several names were suggested in that discussion, from which the committee selected 3 options – 'Literacies', 'Literacies across contexts', and no change. In a subsequent poll, sent to members via the Jisc mail list, the majority voted for 'Literacies'.

The new name has the support of the SIG's founder members, and we believe it will be not only easier for people to understand, but also enable us to engage with a broader audience whilst staying adhering to the SIG's original aims. These, stated on the website, are directed mainly, but not exclusively, at exploring literacies in adult life, as opposed to childhood, while not excluding areas of mutual interest such as research methodologies and methods.

Our goals haven't changed

The goals of Literacies SIG are to:

- provide a forum for those researchers who are working on academic or work based literacies or (as is increasingly the case) at the interface of both these dimensions
- develop and extend the network of scholars working within this area – both within the UK and transnationally – who are seeking to develop robust research methodologies using a range of concepts and methods from applied linguistics, sociolinguistics, literacy studies, anthropological linguistics, linguistic ethnography
- develop work in literacy studies providing opportunities to present new research as well as critically revisiting 'classic' studies and approaches
- support new researchers who are developing applied linguistic research in the field of academic and work based literacies
- involve potential stakeholders and practitioners in debates arising from findings through involvement on the SIG's events
- develop and make available case studies and heuristics which stimulate the use of research findings by policy makers and practitioners

From 15th January 2025 the new JISC Mail list name will be BAAL-LITERACIES-SIG, and any existing subscriptions will automatically have been transferred. Archives and folders will also be there.

- Email to BAAL-LITERACIES-SIG@JISCMAIL.AC.UK
- Homepage: www.jiscmail.ac.uk/BAAL-LITERACIES-SIG

We'll continue using the existing PAWBL website for now and will update members of any changes in due course.

Upcoming Literacies SIG events

1. Online reading event

The British Association of Applied Linguistics Literacies (formerly PAWBL) SIG is hosting an informal online reading discussion, and all are welcome, members or not. We hope you'll be able to join us and we look forward to a rich discussion.

When: Friday 28th February 2025 14-15.00 (GMT) – check your local time zone [here](#).

Where: online

Cost: free

Paper for discussion

Christopher, Newman, T., & Farrell, L. (2022). Gig Expectations: Literacy Practices, Events, and Texts in the Gig Economy. *Written Communication*, 39(1). <https://doi.org/10.1177/07410883211052941>

You will need to register [here](#) to receive the joining link

Please contact Denise de Pauw (SIG convenor) d.b.depauw@leeds.ac.uk or Rachel Stubley (SIG events lead) rcstubley@gmail.com if you do not have access to the article.

2. Literacies SIG (formerly PAWBL) Symposium

When: Friday 16th May 2025 (TBC)

Where: online

Cost: Pay as you feel (suggested fee £10-20) – not obligatory but your contributions will help to cover our online expenses

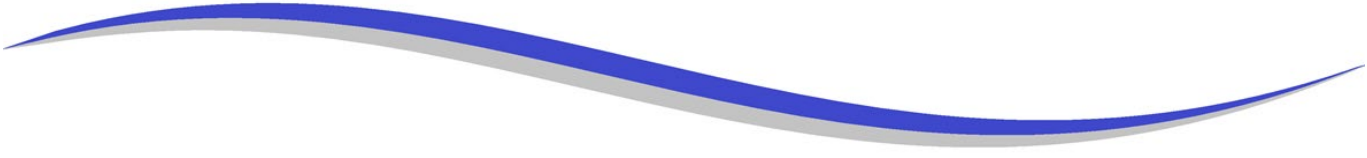
Keynote speakers: Bill Cope and Mary Kalantzis, University of Illinois at Urbana-Champaign, USA

Theme: Literacies and artificial intelligence

Call for papers

The Literacies SIG of the British Association of Applied Linguistics (formerly Professional, Academic and Work-based Literacies) is delighted to issue a Call for Papers for our upcoming symposium on the theme of Literacies and artificial intelligence.

The current rise in the use of AI in both public and private domains is raising many critical issues, opportunities and challenges. In the UK, Gen AI has been billed as the potential new powerhouse for economic revival, simultaneously offering a panacea for many social ills with its promise of efficiency, accuracy and labour saving, in domains ranging from potholes to pandemics. Questions about the use of generative AI for writing and other creative endeavours have already become a particular focus for scholars, educators and other workers, given its inevitable basis in the (unacknowledged) labour of unnamed others. The use of AI in professional and work-based literacies, in fields as diverse as art and health and social care, presents



additional ethical problems, since generative processes mirror or magnify existing biases and inequalities (Ciston 2019, Putland, Chikdzore-Paterson & Brookes 2023). How do we ensure our ethical engagement with these powerful new digital literacy practices?

Moreover, as literacy scholars working within a paradigm where literacies are viewed as multimodal social practices, operating and making meaning within diverse social contexts, how do we navigate the inherent limitations of generative AI? Cope and Kalantzis (2024) argue that generative AI is “captive [...] to the limits of probabilistic statistics” (which could hamper innovative and critical thinking) and to “the limits of written language as well”. This would seem to ignore the affordances of multi-modal, affective and embodied literacy practices. What are the implications for, and how do we ensure the continuing existence of, innovative and critical thinking and literacy practices that encompass the whole of human experience?

Our symposium aims to discuss the implications of AI for Literacies. How might generative AI be harnessed ethically and critically without ceding power, identity or creativity to a machine? How might any of this differ across modes and in different contexts? Contributions may include (but need not be limited to) the following areas

- AI and workplace literacy practices
- AI and student literacy practices
- authorship, identity and Artificial Intelligence
- stereotyping, bias and AI
- AI and empowerment/disempowerment
- online interactions with chatbots e.g. healthcare, retail, customer service, recruitment
- decolonisation, epistemic justice, literacies and generative AI
- (mis)reading AI: advertising, social media and everyday contexts

We warmly invite proposals for workshop presentations of no more than 20 minutes (with at least 10 minutes for discussion), based on work in progress, final theses or published articles.

Deadline for proposals: Mon 10th March 2025

Notification of acceptance: Mon 31st March 2025

Please submit your proposal by completing the form here: <https://forms.gle/YHjtQ9fLrkfLAntb8>

OBITUARIES

Obituary: Jim Milton (1955-2024)

Tess Fitzpatrick, Swansea University

Our colleague and friend Professor Jim Milton, who died suddenly last August, was a respected scholar of vocabulary acquisition and testing, a long-time supporter of BAAL, and a fierce advocate of the ‘applied’ in the designation of our discipline.

Jim founded the Centre for Applied Language Studies (CALs) at Swansea University in the 1980s. By the 1990s CALs was offering PhD, MA and BA programmes, and in the early 2000s the Centre expanded into an academic unit (the Department of Applied Linguistics) and a teaching unit (English Language Training Services). Jim’s vision and hard work drove these developments. He made some inspired appointments along the way (including Paul Meara, Alison Wray) and put effort and attention into supporting others of us to develop our careers and research profiles. Jim championed lexical studies research in Swansea and, indeed, internationally. He co-founded the M4 Corridor Applied Linguistics group which raised the profile of research at Swansea, UWE and Reading Universities, and generated new investigative pathways. In 1990 he supported Paul Meara in establishing the Lexical Studies network (aka Paul’s Vocabulary Acquisition Research Group – VARG) with its then innovative distance doctoral programme. A global alumni of Swansea PhD graduates, experts in vocabulary acquisition and testing, followed. A generous and encouraging supervisor, he was honoured for his Outstanding Research Supervision at the University’s 2018 Research and Innovation Awards.

Jim’s legacy includes a huge amount of empirical vocabulary research in the areas of learning and acquisition, testing and assessment, and vocabulary measurement in education contexts. His books on vocabulary acquisition and assessment include *Modelling and Assessing Vocabulary Knowledge* (CUP 2007), *Measuring Second Language Vocabulary Acquisition* (Multilingual Matters 2009), and *Dimensions of Vocabulary Knowledge* (Palgrave 2014). He published over 100 book chapters and refereed journal articles, along with language testing software, and EFL teaching materials. A common thread through Jim’s work is the commitment to placing vocabulary acquisition at the front and centre of language education, and he railed against policies and institutions that did otherwise. A profound indignation that learners were victims of ‘Vocabulary denial and the false god of structuralism’, as the title of one of his last papers had it, drove his work and many of his conversations with colleagues.

Jim contributed to the wider applied linguistics community too. He gave over twenty years of service judging the British Council ELTon awards, and was a loyal member of BAAL, serving on the EC as Treasurer 2009-2011. He contributed in less prosaic ways too: colleagues will recall his colourful wardrobe, his crafting of Baroque instruments, and his entertaining eagerness to share his stories and opinions. He held posts in Nigeria and Libya before working at Swansea; it was always a treat to hear about his memories of those years, which he clearly cherished. Perhaps that was where he developed his evident commitment to fostering an environment of dignity, diversity, and pragmatism.

Many reading this will have encountered Jim on their own journey through applied linguistics, whether it be as a colleague, through reading his work, meeting him at conferences (you remember – the tie dye t-shirts and silver jackets...), collaborating with him or being directly supervised by him. For us at Swansea, Jim was central to our working lives and our research community. We are fortunate that his characterful approach to work, positivity about life, and yes, those t-shirts, mean that we will always remember him with a smile. His retirement from Swansea University in 2020 did not put a stop to his academic activities, but it did afford him cherished time to spend with his beloved Nicola, Skye and Sunny, who we hold in our thoughts and who continue to miss him dearly every day.

Obituary: David Barton (1949-2024)

Contributors: Margarita Calderón, Euline Cutrim Schmid, Julia Gillen, Mary Hamilton, Carmen Lee, Marilyn Martin-Jones, Tony McEnery, Greg Myers, Roz Ivanič, Uta Papen, Ami Sato, Mark Sebba, Karin Tusting

Adapted from a piece published in *RaPAL Journal* Vol. 110, Winter 2024

Professor David Barton, Lifetime President of the Literacy Research Centre, Lancaster University, died on 18th October 2024. This piece brings together reflections on his life and contributions from friends and colleagues.

David grew up and went to school on the Isle of Wight. He studied social psychology at Sussex University, obtaining his BA in 1970, and gained an MA in Theoretical Linguistics from Essex University in 1973. He first met Mary Hamilton, his partner and long-term research collaborator, during his undergraduate studies. He completed a Ph.D. on Child Language Development at University College London in 1976, subsequently joining Charles Ferguson's Child Phonology Project at Stanford from 1976 to 1981.

During their postgraduate years, David and Mary worked as volunteer teachers of adult literacy, the start of a lifelong commitment to adult literacy research and practice. At Stanford, where Mary had joined him, David's interests gradually turned towards literacy research. Their final contribution to research at Stanford was a joint project on the effects of literacy on adults' definitions of the concept of 'word', published in the *Journal of Pragmatics* in 1983. This was the beginning of a fruitful and highly influential research, writing and publishing partnership that spanned their careers.

Developing research and practice in literacies

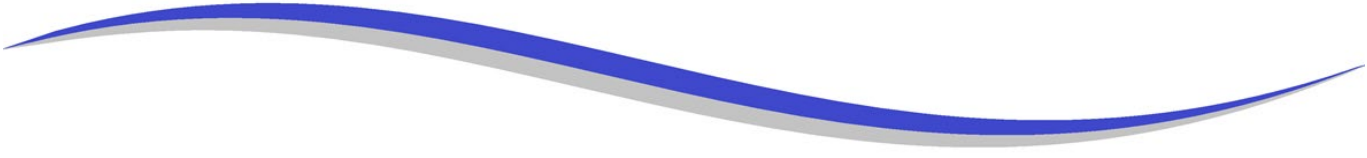
In the autumn of 1981, David and Mary began working at Lancaster University. David was appointed to teach psycholinguistics, phonetics and research methods in the (then) Department of Linguistics and Modern English Language, and Mary joined the Department of Educational Research. In 1982, they set up the Literacy Research Group, an informal and supportive space where everyone from students to professors had an academic voice.

In 1984, David and Mary ran the first ever conference bringing together researchers and practitioners in adult literacy. This formed the basis for the development of RaPAL (Research and Practice in Adult Literacies), a network of researchers and practitioners in the UK. David and Mary were leading figures in putting on annual RaPAL conferences and establishing *The RAPAL Bulletin* (later *RaPAL Journal*), first published in 1985.

During this period, David was at the forefront of a group of scholars, including Brian Street, Shirley Brice Heath, Sylvia Scribner and Michael Cole, who developed the socially situated view of literacies. In 1994, David outlined this approach in his book: *Literacy: An introduction to the ecology of written language* (Blackwell, second edition 2007). What he said then still resonates: concerns about the limits of thinking about literacy as decontextualised skills are as important and valid today as they were then.

As well as being an influential researcher, David was a well-liked, energetic and enthusiastic lecturer. He encouraged students to go out and research the literacy practices associated with aspects of social life they were familiar with. Student presentations and dissertations on these topics became powerful illustrations of the social, situated nature of literacy.





In 1990, David and Mary, together with Roz Ivanič, organised a conference called *Worlds of Literacy* which led to a 1994 edited volume. Participants were drawn from the growing literacy research community at Lancaster University and beyond, including students, practitioners and researchers. In 1990, David and Mary also produced a report on *Researching literacy in industrialised countries* (1990), working with the then UNESCO Institute for Education in Hamburg.

David and Mary received funding for a series of ethnographic projects that focused on literacy. A pilot project, *Literacy in the Community*, funded by Lancaster University in 1988, was followed by ESRC funding for a community-based literacy study that led to the landmark work *Local Literacies* (Routledge, 1998, reissued as a Routledge Linguistics Classic in 2012). This book explored, with great sensitivity and attention to detail, the everyday literacies of people living in one neighbourhood of Lancaster.

This was a time when social approaches to research in language were rapidly developing at Lancaster. From 1986-2000 David was Director of the *Centre for Language in Social Life*, bringing together colleagues in literacy studies, critical discourse analysis, and critical approaches to multilingualism, including Norman Fairclough, Roz Ivanič, Romy Clark, Marilyn Martin-Jones, Greg Myers and Mark Sebba. Between 1989 and 1995, David collaborated with Marilyn Martin-Jones on ESRC-funded research projects on multilingualism, literacy and education, studying the role of bilingual classroom assistants in South East Lancashire, and the language and literacy practices of Gujarati-speaking households in Leicester.

Throughout this time and beyond, David and Mary organised many events for members of the Lancaster Literacy Research Group, both staff and students, building a community which has since spread throughout the world. A particularly important connection was with Brazil, starting with a network funded by the British Council in the 1990s between Lancaster and UNICAMP (State University of Campinas) and the University of Brasília; David visited both universities in 1995.

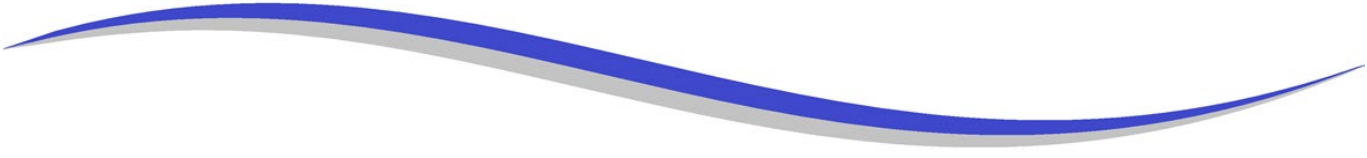
By this time, new directions in the study of literacy were being explored by both staff and doctoral researchers in the Literacy Research Group, in settings including farms, prisons, churches and migrant families, as well as in literacy education. The *Situated Literacies* conference and subsequent edited collection (Routledge 2000) brought together much of this work. This book exemplifies David's commitment to supporting PhD students. He went out of his way to include postgraduate researchers in the books and journals that he edited.

David's research interests continued to develop into new areas. In the late 1990s, his interest in letters led to an edited volume with Nigel Hall entitled *Letter writing as a social practice* (John Benjamins, 2000). In 2000, David organised a workshop on *Orthography as social practice*, cementing the work of Mark Sebba and Sally Johnson on orthography as an area of interest in literacy studies. In the early 2000s, a seminar exploring the possibilities and limitations of the concept of communities of practice led to the edited collection *Beyond communities of practice* with Karin Tusting (CUP, 2005).

David's editorship of two Routledge series, *Literacies* (started in 1998) and *Routledge Research in Literacy* (2004 onwards), supported significant new work in literacy studies. These continue as unique and successful book series based at Lancaster's Literacy Research Centre.

Engaging with policy and practice

From 2001 to 2011, the *Skills for Life* strategy provided a financial boost to the adult literacy, numeracy and ESOL sector. The National Research and Development Centre for Adult Literacy and Numeracy (NRDC) was established, and David became a member of its national Management Team. An externally funded Literacy Research Centre was established at Lancaster, with David as its Director, funding several new research and teaching posts and supporting further research projects. For example, the *Adult Learners' Lives* project worked with adult learners and teachers of literacy, numeracy and ESOL across the North West, using an



ethnographic approach to understand people's learning within the context of their lives as a whole, later published as *Literacy, Lives and Learning* (Routledge, 2007).

Working with the NRDC, David and colleagues strove to bring the social practices view of literacy into policy and practice. Trying to move policy away from the dominant view of literacy as skill and individual responsibility was challenging. David went about this with his usual enthusiasm, dedication and optimism, travelling down to London regularly and devoting several years of his academic life to producing reports for government and guides for teachers. Together with colleagues in the NRDC, David, Mary and others at Lancaster helped shape the government's new national curricula for literacy, numeracy and ESOL. These curricula, along with a series of practice guides, were the most tangible illustration of how the Literacy Research Centre successfully engaged with government policy.

Between 2004 and 2009, David, with Roz Ivanič, led the Lancaster-based team for the ESRC funded *Literacies for Learning in Further Education* project, undertaken jointly with the University of Stirling and the University of Aberystwyth. The project team included learners, apprentices, tutors and lecturers in further education colleges in subjects such as Painting and Decorating, Childcare, Catering and Hospitality. The aim was to understand the everyday literacy practices of these students, and thereby to design ways to help them with the literacy demands of their courses and future employment. The project incorporated not only David's view of literacies as social practices, but also his trademark way of researching in collaboration with participants. It led to the co-authored book *Improving learning at college* (Routledge, 2009).

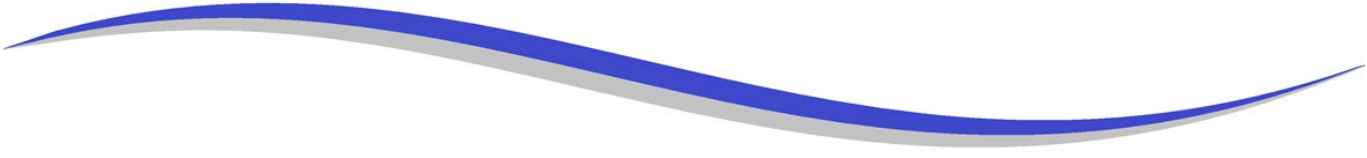
International collaborations continued during this period, including connections with French writing researchers at the *Ecole des Hautes Etudes en Sciences Sociales* in Paris (EHESS) whose theoretical approach had striking similarities with the New Literacy Studies. An Anglo-French conference in 2008 led to the book *The Anthropology of Writing* with Uta Papen (Continuum, 2010), bringing together French and British writing research worlds. From 2008 to 2010 David was distinguished Visiting Professor at Stavanger University, involving regular visits from which he always returned with new insights about literacy and language in Norway.

Changing literacy landscapes

In the later stages of his career, David shifted his attention to digital literacies, initially arising from his passion for photography and the photo-sharing platform Flickr. Working with Carmen Lee, David explored Flickr users' vernacular literacies and informal learning, examining how adults deployed multilingual and multimodal resources in digital environments, resulting in their book *Language online* (Routledge, 2013). Working with his undergraduate students, David developed methods like technobiographies to research how digital literacy practices are woven into the fabric of everyday life, methods which were brought into the (co-authored) book *Researching language and social media* (Routledge, 2014).

One of the last projects David was involved with before retiring was ESRC-funded work on writing in universities, leading to the book *Academics writing* (Routledge, 2019). This explored the changing writing practices of academics, refusing to privilege the more 'prestigious' forms of writing and focusing on academics' everyday workplace experiences, navigating the demands of managerialism and digital literacies.

David retired from Lancaster University in 2019. In his final years he found time to pursue some of his less well-known interests, including a passion for antique dictionaries and a long-standing interest in James Joyce. David will be remembered in many different ways. He was an enthusiast, pursuing wide-ranging interests in the academic world and beyond, supported by his relentlessly positive outlook, even in difficult times. He loved to share his interests with others and he was a gifted and generous collaborator. He would have been the last person to talk about his own legacy, but it is very apparent in the breadth of connections and



communities which remain and which he built around the world. He was genuinely interested in people's lives and practices, a thread which informed much of his work. All through his many projects, his writings, collaborations and initiatives, in Lancaster, London, Stavanger or elsewhere, we know that people experienced and will remember David as enthusiastic, thoughtful, wise, caring and funny, enjoying research, reading, and writing, and always happy to talk.

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Obituary: Mary Scott (1938-2024)

Theresa Lillis, The Open University

Mary Scott, Founding Director of the Centre for Academic and Professional Literacies (CAPLITS) at the UCL Institute of Education, University College London and Leader of the Interuniversity Academic Literacies Research Group.

Mary Scott, a foundational thinker in the field of Academic Literacies contributing many publications.

Mary Frances Scott died on Saturday, 2nd November 2024.



When we attempt to acknowledge the public life and work of a colleague, we can list their various positions, titles, publications. And I know that in Mary's case, she would want us to remember her institutional roles, which she saw as central to supporting the academic trajectories of students from around the world and who, like her, were familiar with the challenges of living and learning across geolinguistic borders. Such roles and the concomitant responsibilities were hard fought for by Mary over many years, and were always difficult to sustain amidst institutional priorities increasingly driven by neo-liberal ideologies and economics.

But this work was the heart, soul and joy of Mary's life.

Mary was a foundational thinker in a field that has become known as 'Academic Literacies', contributing publications which helped make visible and problematise the dominant deficit approach to students' writing in higher education. However, such publications represent only a tiny trace of Mary's labour and inspiration in building this field: her creative intervention was to facilitate an informal network of teachers, researchers and students who came together to question the prevailing orthodoxies around language in higher education and the ways in which these negatively positioned both students and teachers. The principal vehicle for this network were Saturday morning sessions which Mary ran for almost 20 years at the Institute of Education in Bedford Way, London, and to which all were welcome. Although working with a heavy teaching load as well as trying to find spaces for her own research, Mary generously devoted time to the organisation and running of these sessions, which were of little cultural capital value to the institution, but of profound intellectual, ethical and emotional value to all who attended. The bringing together of people from different geographical contexts, institutions, roles and experiences gave a legitimacy to concerns that were difficult to articulate and get heard in our separate institutions. It's hard to overstate the importance of these Saturday morning sessions to many who, like me (I attended as a student-teacher-researcher, travelling to London specifically for these events) welcomed not only the intellectual space that the 'Saturday sessions' signified but also the particular academic experience of welcome and care that Mary created – the formal presentations and discussions were always accompanied by informal chats, and cheered by vases of flowers, hot drinks and biscuits. The many who attended – and/or who joined in many related email discussions – testify to the impact of these sessions and to Mary's commitment to open, scholarly exchange. Just one example here:

Mary, an extraordinary woman who opened so many doors for both of us. Emerging from the academic boycott post-apartheid, Mary enabled us to connect with the scholarship and politics of widening participation in an international community. This had life-changing effects on both of us.

(Lucia Thesen and Carolyn McKinney, Part of their tribute at Mary's funeral)

Mary loved the Institute of Education, its history, its thinkers past and present, its location in London and indeed what she thought of as the best of London: social and cultural diversity, multilingualism, creative arts, political radicalism. But she also loved her birth country South Africa, and was particularly committed to

making southern voices heard (Mary's was a decolonial praxis before discussions of decoloniality in the global north became academically acceptable). Many African thinkers – including Lucia Thesen and Carolyn McKinney – were introduced to scholars in the UK and their contributions helped push core notions such as multi/translingualism and epistemic (in)justice, to the centre of debates about academic languaging and writing globally.

Like many of us in the field of language/writing/EAP teaching, and Education more broadly, Mary embarked on a PhD in her later years, but probably later than most. She was awarded her doctorate at Tilburg University, at the age of 75, her achievement celebrated after her public defence, in a praise poem-like ritual by Jan Blommaert. Mary herself saw the thesis as being written 'towards the end of a long professional career', and, as the main title indicates – 'A chronicle of learning' – as a chronicle of her own intellectual journey. The secondary title – 'Voicing the text' – captures Mary's conceptual and ethical concern with the notion of voice, a notion Mary had grappled with in her profound love of literature and central to Jan Blommaert's sociolinguistics, which inspired Mary's later works. A preoccupation with voice/voicing is fundamental to her research writings as well as to her praxis in building the Saturday morning network. As she states in her PhD chronicle, dedicated to her parents Wilfrid and Thelma,

'I grew up in South Africa, a country where issues of voice, of the problematic nature of voice, define much of its social and political history'

and

'It is the voices that are unheard or silenced that most interest me'

So her PhD journey and thesis were later in life, but not late at all; instead a timely reflection on Mary's lifelong priority as a teacher to find ways of making her students' voices heard. In critically reflecting on her own chronicle, which she refers to as her own 'golden notebook' (after Lessing, 1993) Mary says 'over the years I touched thousands of pieces of writing by people from all continents', all of whom she saw as playing a key role in her own learning about voice/ing.

If, in this brief account, Mary appears as too serious a person, this would be wrong. Here are a just a few images that remind me of Mary having fun: Mary flying horizontally in a swing at a BAAL conference ceilidh; Mary walking Table mountain in Cape Town, smelling the wild flowers and grasses, enjoying post-apartheid excitement with a group of young South African students; laughing with my own children after our (one) visit to a play at the Globe Theatre in London; Mary smiling in one of her many hats, all of different textures and colours.

In her final years, in the mistiness of mind, Mary loved to look at pictures of the South African landscape which reminded her of moments of her childhood and youth. And in such moments, she recaptured lost aspects of her own voice. She enjoyed uttering words in Afrikaans, Mary's second language and one from which she had had to separate politically, but to which – in the newly configured post-apartheid political multilingual landscape where Afrikaans was one of the many legitimated languages of South Africa – she could emotionally and freely return.

Thank you, Mary, for sharing some of the golden notebook of your life with us.



Totsiens, Mary, Hamba kakuhle

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BOOK REVIEWS

Book review: Deumert, A. & Makoni, S. (Eds) (2023)

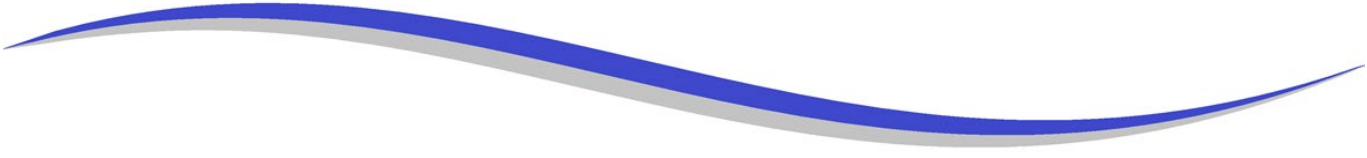
From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives; Bristol: Multilingual Matters. ISBN: 9781788926560, 296 pages, Hardback: £119, Paperback: £39.95, Ebook: £30.00

Now seems as vital a time as ever to explore and seek points of convergence amongst and between our linguistic differences, and to strive to achieve equity at the word level and beyond. In the introductory chapter of *From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives*, editors Deumert and Makoni underline and foreshadow the long tail of the post-pandemic era, summarising the current pervasive mood with the adjective 'troubled'. It is no longer feasible to distance academic and linguistic research from trouble and conflict. Ivory Towers have become conspicuous targets for the weaponisation of language, and, it seems to me that there is a collective call from the disciplinary field of decolonised sociolinguistics for all avenues of linguistic inclusion to be considered as a pre-emptive strike on banality.

As a form of redress (and perhaps even rebuttal) to historical and ongoing waves of Atlanticism/Eurocentrism and Anglophone discourse which have dominated the cacophony of recent debates on globalisation, Deumert and Makoni have compiled a de-centred, multi-vocal, multi-national anthology of perspectives on what it is to be a part of the conversation on decolonisation within the perimeters of applied linguistics. Through a selection of contributions from around the World, the reader can travel vicariously through the linguistic landscapes of India, Norway, South Africa, Australia, Brazil, Burundi, Kenya, Rwanda, South Sudan, Tanzania, Uganda, and the Caribbean, as well as listen to the more familiar voices of the US and UK. However, this text is not a simple check-box exercise designed to meet a diversity quota. Each chapter offers deep engagement with the contributing authors' histories through narration of their personal experiences. Deumert and Makoni invite us to find our own paths through this text, to navigate a non-linear chronology of its contents, as each of its chapters stands alone as equally insightful, timely, and pertinent.

In a treatise on the (re)convergence of psycholinguistics with (socio)linguistics *From Douglas Firs to Giant Cuttlefish: Reimagining Language Learning* (Chapter 5, pp.71-89), Alistair Pennycook invites the reader away from terra firma and into sub-aqua environments in search of new ways to understand human language(s). This chapter is of particular interest to scholars who are caught in the ongoing 'one language or many languages?' debate. Pennycook envisions 'language' as a single, holistic entity. Positing the notion that languages exist not as a family tree, but through the metaphor of rhizomes, Pennycook charts our individual utterances as expressions via porous nephrons along a networked central nervous system, illustrating a clear allegiance with de-constructivist translanguaging pedagogy. Through this analogy, we are directed towards a biodiversity of cognitive lenses, beyond the pedestrian, and towards our cephalopodic friends for inspiration (p.78-79).

In many ways, *From Southern Theory to Decolonizing Sociolinguistics* stands as both a sequel to and a duet alongside Pennycook and Makoni's 2020 co-authored collaboration *Innovations and Challenges in Applied Linguistics from the Global South*. In this 2023 publication, Pia Lane's *The South in the North: Colonizations and Decolonization of the Mind* (Chapter 3, pp.39-55) brings into sharp focus the proposition that divisions of Global North/South exist as much in the mind as do ideations of colonisation/decolonisation. As such, readers of this text are warned against reproducing the mistakes of the recent past in constructing contrastive



studies of North/South, as epitomised by Said's *Orientalism* (1978), which problematised the imposition of an imaginary and inequitable 'line in the sand' dividing the countries of the globe into 'East' and 'West'. Menezes de Souza (Chapter 10, *Conversation with Lynn Mario Menezes De Souza*, pp.169-198) cautions against the risk of further inauthenticity and misrepresentation which can occur when "criticisms of... colonialism [come] from the point of view of the north" (p.187). Deumert and Makoni remind us, through the work of bell hooks (1994) that dance and music are also part of our translingual communicative repertoire, and can offer fresh epistemological avenues which might lead away from regurgitating "new forms of orientalism" (p.146).

Students and scholars of applied linguistics and its sub-fields will find this text to be an excellent inroad into critical debates around linguistic equity. Decolonisation must necessarily be addressed with bespoke, co-designed solutions, lest we fall back into the familiar patterns of polarisation or neo-hegemonies: "neither colonization nor decolonization were uniform experiences, nor did they mean the same thing to different people, or even to the same person at different times of their academic and political lives" (Deumert and Makoni p.4), citing epistemic extractivism as one example of neo-liberal academic practice.

This book covers such a wide range of critical debates from language 'purification' and linguistic gatekeeping (*'Purifying' Hindi Translanguaging from English and Urdu Emblems: A Sociolinguistic Decolonization of the Hindu Right?* by Jaspal Naveel Singh) to discussions of pedagogy and curriculum (*Decolonial Praxis and Pedagogy in Sociolinguistics: Concluding Reflections* by Ana Deumert and Sinfree Makoni) that it is redundant to summarise all of its topics in an overview of the text as a whole. However, a golden thread runs throughout this collective call for linguistic justice, which is the need to reduce decontextualisation and potential misreadings of narrative texts. It is demonstrated that this can be mitigated by collating a plurality of perspectives on similar topics but can also be ameliorated through the decisive inclusion of writer positionalities. Accordingly, this book showcases a predominance of first person writing, symbolising these reflective *and* reflexive times in academia and critical authorship. As a result, the editors and contributors acknowledge that positioned writing walks a difficult tightrope between declaration of bias, engagement with reader individuality, and alienation of audience through evocation of 'main character syndrome'. In my view, this balance is successfully achieved in each chapter without compromising the intellectual acrobatics of each argument.

With the caveat that this anthology has been composed for a readership with a special interest in linguistic equity, and more specifically decolonised sociolinguistics, I would highly recommend *From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives* to interested parties. This is a book that can not only be approached as multi-stop journey and a guided tour of critical debates from a multiplicity of perspectives, but also may be regarded as a leisure tour that invites sight-seeing and impromptu detours along the way. This is certainly a text that I will be re-visiting. My only criticism is that, contrary to its decolonial manifesto, this text is as yet only available in print in English.

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Cerise Louisa Andrews, University of Warwick

Book review: Macknish, C. J. (2023)

Reflective Practice in TESOL Service Learning; Toronto: University of Toronto Press. ISBN 1800503067. 185 pages. £78.00.

Cynthia J. Macknish's *Reflective Practice in TESOL Service-Learning* is part of the *Reflective Practice in Language Education* series, edited by Thomas S. C. Farrell. This series explores various dimensions of reflective practice in language education, beginning with an introductory book and branching into specific themes and applications. Macknish's contribution focuses on TESOL (Teaching English to Speakers of Other Languages) and service-learning, illustrating how reflective practice can support experiential learning in language teaching. With its balance of theory and practice, the book is a valuable resource for educators, researchers, and practitioners seeking to integrate meaningful reflection into TESOL education.

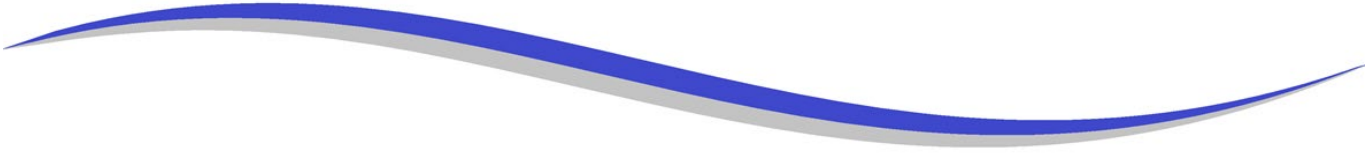
The book is organised into seven chapters, each offering a distinct perspective on reflective practice and service-learning. Topics range from foundational definitions and principles to the practicalities of reflection assessment, facilitation techniques, and technology integration. Macknish also looks to the future, outlining opportunities for innovation and research in TESOL service-learning.

Chapter 1 introduces service-learning, a pedagogical approach that combines meaningful community service with academic instruction and reflection. Macknish highlights its growing global popularity and its potential to enhance TESOL education, especially for preservice teachers. While service-learning is often associated with higher education, Macknish emphasises its applicability across diverse educational contexts. The chapter sets the stage by discussing the mutual benefits of service-learning. By linking service-learning to reflective practice, Macknish frames the book's central argument: reflective practice is not only integral to service-learning but also a powerful tool for fostering social responsibility and critical thinking.

Chapter 2 delves deeper into reflective practice, exploring its transformative potential in TESOL. Macknish situates the discussion within a rich theoretical framework, referencing foundational thinkers like Dewey (1933, 1938) and contemporary scholars such as Farrell (2015, 2019). She highlights the purpose and definitions of reflection, aligning Farrell's six principles of reflective practice—intentionality, assumption examination, and commitment to ongoing learning—with the practical applications of service-learning. Macknish bridges theory and practice through compelling real-world examples, demonstrating how reflective practice enables preservice teachers to address learners' needs, challenge personal biases, and engage with social justice issues. Despite the challenges of implementing reflective practice, such as time constraints and institutional barriers, Macknish provides actionable strategies to help educators navigate these obstacles.

Chapter 3 transitions from the concept of reflection to its assessment. Macknish addresses the complexities of evaluating reflections, emphasising the importance of setting clear goals and expectations for reflective tasks. She offers a comprehensive framework for assessment, incorporating diverse reflection methods—journals, discussions, and multimedia projects—to accommodate different learning styles. The chapter also highlights evidence-based feedback, peer evaluations, and detailed rubrics as essential tools for guiding students toward deeper reflection. By acknowledging the challenges students face in becoming reflective practitioners, Macknish provides practical strategies to support them. The chapter's emphasis on actionable insights makes it a standout resource for educators.

Chapter 4 succeeds in its goal of providing practical and adaptable strategies for facilitating reflection in TESOL service-learning. The author effectively emphasizes the challenges inherent in cultivating meaningful reflection and acknowledges the limitations of expecting preservice ESOL teachers to develop reflective



habits independently. The chapter builds on earlier discussions of the benefits of reflection while offering actionable tools and strategies for guiding learners through the reflective process.

Chapter 5 offers a thoughtful and well-organised exploration of what can be learned from reflections in TESOL service-learning projects. It focuses on analysing reflections from TESOL service-learning projects to extract valuable lessons for preservice teachers, instructors, and community partners. The chapter highlights the dual purpose of reflections: fostering individual growth and providing actionable insights for improving the service-learning process. This examination aligns reflections with TESOL service-learning goals, making the chapter a useful guide for improving both instructional strategies and reflective practice.

Chapter 6 offers a thoughtful examination of how technology can expand and enhance reflective practice in TESOL service-learning. It delves into the transformative role of technology in TESOL service-learning, particularly in facilitating reflective practice within virtual contexts. It successfully positions technology as both a tool for overcoming geographical constraints and an opportunity to rethink traditional service-learning approaches. The chapter effectively highlights both the benefits and challenges posed by technology, positioning it as a powerful tool for enhancing service-learning and reflection. It also prompts readers to reconsider traditional approaches to TESOL service-learning in light of new technological opportunities.

Chapter 7 serves as a reflective and forward-looking conclusion to the discussion on reflective practice in TESOL service-learning. It provides a roadmap for advancing reflective practice while emphasising its transformative potential for both educators and learners. The chapter successfully consolidates key themes from the book and introduces actionable suggestions for enhancing TESOL service-learning programs. This final chapter leaves readers with a strong sense of purpose and a clear call to action: to embed reflective practice in TESOL programs with an emphasis on fostering empathy, cultural awareness, and social justice advocacy. It not only provides closure but also acts as a springboard, encouraging educators and researchers to expand upon the ideas and approaches introduced throughout the book.

One of the book's greatest strengths is its integration of key theoretical frameworks. By referencing foundational thinkers and contemporary scholars, Macknish provides a solid intellectual foundation for understanding reflection in TESOL service-learning. This blend of historical and modern perspectives adds depth and credibility to her arguments. Another notable feature is the book's practical orientation. Macknish offers numerous strategies for implementing reflective practice, from designing varied reflection tasks to creating supportive environments for critical dialogue. These insights are directly applicable to real-world teaching scenarios, making the book especially valuable for preservice and in-service teachers.

Macknish also engages readers through thought-provoking questions, encouraging them to connect the book's concepts to their own experiences. This interactive approach fosters a deeper understanding of reflective practice and its relevance to TESOL. While the book is comprehensive, it could have benefited from more examples from diverse cultural contexts to illustrate how reflective practice operates across different regions.

Overall, *Reflective Practice in TESOL Service-Learning* is an insightful and well-researched contribution to the field of language education. Macknish successfully bridges theory and practice, providing educators with both the theoretical grounding and practical tools needed to implement reflective practice in TESOL service-learning. By emphasizing cultural empathy, social justice, and lifelong learning, the book inspires educators to think critically and creatively about their teaching practices. Whether you are a preservice teacher, an experienced educator, or a researcher in the field, this book offers valuable perspectives on how reflective practice can transform TESOL education.

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Amani Alonayzan, Independent Scholar

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