BAAL News

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Editorial

Dear BAAL members,

Welcome to number 113 of the BAAL newsletter. As we are settling into a very hot summer, many of us will turn their attention to REF2021. This exercise seems far away still, but preparations are well underway at most universities. Therefore, we invited Charles Forsdick, James Barrow Professor of French at the University of Liverpool, to answer the second round of '10 questions' for us. Charles has been appointed as chair of sub-panel D26 (Modern Languages and Linguistics) for REF2021, which will be one of the main Units of Assessment of relevance for applied linguists.

Of course summer is also the time to think about BAAL's annual meeting in early September this year at York St John University. The theme is 'Taking Risks in Applied Linguistics' and there is still time to register for this event.

This issue of BAAL News also features: a very thoughtful piece in memory of Judith Baxter, who sadly passed away recently, a report on current research on translanguaging, two PhD reports as well as reports on our SIGs, seminars and workshops.

You will notice that we have only two book reviews in this issue. Book reviews are a very important way of publicising a book and an incredibly useful resource of information for colleagues. Each edition of BAAL News ends with a list of books for review, but if there is a specific book you would like to review which is not on this list, then please get in touch with our reviews editor, Chris Hall (c.hall@yorksj.ac.uk), who can approach publishers for print copies of—or digital access to—specific books for review.

With best wishes,

Bettina Beinhoff
Newsletter Editor

10 Questions to … Charles Forsdick

Most BAAL members will be involved with the REF2021 in one way or another, be it through individual submissions towards a Unit of Assessment (UoA) or with more extensive responsibilities for a UoA or institutional submissions. As we turn our attention more towards the next REF exercise, we thought it would be timely to introduce the chair of sub-panel D26 (Modern Languages and Linguistics) for REF2021, Professor Charles Forsdick, James Barrow Professor of French at the University of Liverpool. Many members will know Charles through his work on Francophone Cultures, postcolonial literature and colonial history, and his work on travel writing. So without further ado, here are his answers to our 10 questions:

1. What does the appointment as Chair for the REF sub-panel Modern Languages and Linguistics mean to you?
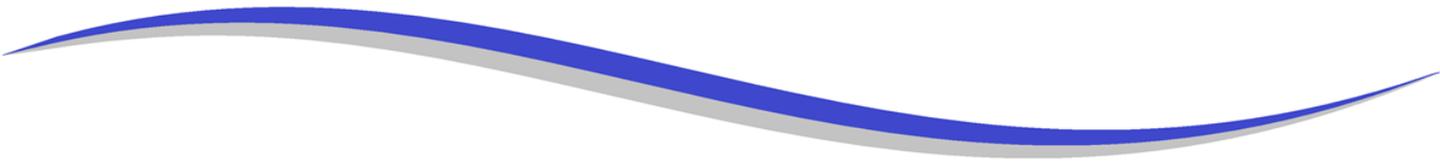
Above all, I suppose, it means a lot of work as we seek to get the process entirely right and ensure that the exercise accurately captures the excellent work being produced across the UK in Modern Languages, Linguistics and Celtic Studies. We have recently been concentrating across Main Panel D on drafting the criteria and the working methods for consultation, factoring in lessons learned from REF2014 and also processing the implications of Lord Stern's recommendations. I am also committed to engaging with a wide range of subject associations across Sub-Panel 26 (Modern Languages and Linguistics). And then the assessment period in 2021 is likely to be intense. More importantly, the appointment means that I have the confidence of our subject communities to oversee this process equitably – this is a significant responsibility, but one I have been honoured to take on.

2. Is there anything in particular you look forward to in relation to this role?

I served on the French panel for RAE2008 and was Deputy Chair of the Modern Languages and Linguistics panel for REF2014. On both occasions, I enjoyed working with subpanels fully committed to their subject areas, with an open mind about what constitutes excellent research; I am looking forward again to having the opportunity to read a wide range of outputs and impact case studies, and to discovering more about the ways in which our subject areas are supported around the UK.

3. Tell us about a project you are currently working on.

Since 2012, I have been leadership fellow for the AHRC 'Translating Cultures' theme. This has taken a large proportion of my time over the past six years as we have built up a portfolio of now almost 120 projects that explore issues of translation, interpreting and multilingualism, and encourage a variety of disciplines and sectors to develop practices that are linguistically sensitive. The impact has been considerable, and I am now collaborating with the theme postdoc, Leila Kamali, to complete a number of outputs that will mark the end of the theme, including a glossary, an online exhibition, a final report and a special issue of *The Translator*. I am also bringing together a collection of essays reflecting my own work over the past six years, including pieces on ethnolinguistic nationalism and linguaphobia, science and languages, creativity in the Linguistic Landscape, multilingual poetics, and translingual writing.

4. Which other current projects that you are not currently involved in are you excited about (or should deserve more attention)?

Translating Cultures is now a remarkable collection of projects, many of which work together in extremely constructive ways, and it is always divisive to single out individual awards. I have been particularly excited, however, to follow the progress of the three large grants associated with the theme, and to see how they continue to evolve. Alison Phipps and her team continue the excellent work of the Researching Multilingually at Borders project through the activities of the UNESCO Chair in Refugee Integration through Language and Arts; Charles Burdett and his collaborators are having a significant influence on the renewal of Modern Languages through the findings of 'Transnationalizing Modern Languages', and their new series of volumes with Liverpool University Press is eagerly awaited; and the team behind 'Translation and Translanguaging', led by Angela Creese and Adrian Blackledge, has recently published *The Routledge Handbook of Language and Superdiversity*, and continues to develop the findings of the detailed linguistic ethnographies in superdiverse contexts on which the project has drawn.

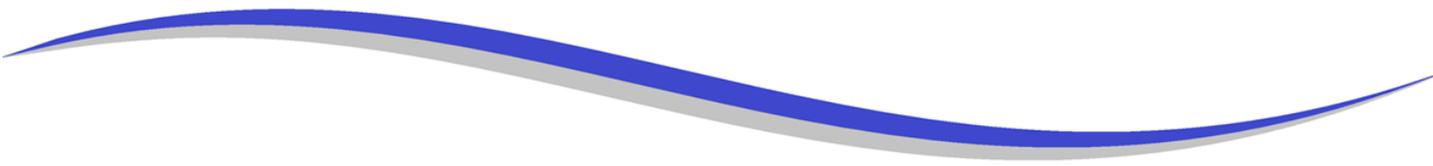**5. Which research output are you proudest of and why?**

I am particularly pleased with two publications from 2016 and 2017, both produced with a brilliant collaborator, the historian Christian Høgsbjerg. The first, *The Black Jacobins Reader*, appeared with Duke University Press, and is devoted to C.L.R. James's classic 1938 account of the Haitian Revolution. It combines more traditional academic articles on the book with personal reflections by its readers (including Mumia Abu-Jamal, Russell Maroon Shoatz and Selma James), meaning that we have sought to achieve a more rounded account of the history and its actual impact. Christian and I followed this with a biography of the leader of the Revolution, Toussaint Louverture, published in an affordable paperback by Pluto, which means – we hope – that the work will be accessed by a wide range of readers interested in understanding the relevance for today of Haiti's struggle for emancipation and independence.

6. When did you first encounter applied linguistics?

I have been aware for a long time of work in applied linguistics, in part through colleagues involved in language education, in part through the work of my colleagues in Liverpool who have been instrumental in developing the Linguistic Landscape as such an important area of study. What has struck me increasingly, however, is the need to develop more activity at the intersection of applied linguistics with Modern Languages: there is much overlap, not least because the principles according to which applied linguistics functions – relating to multilingualism, to the mobility of languages, to the need to acknowledge the place of languages in the everyday – challenge many of the assumptions that have long underpinned my own field.

7. Does applied linguistics mean the same to you now as it did then?

The involvement in 'Translating Cultures' has greatly enhanced my understanding of applied linguistics and of its richness as a field of enquiry. I have already mentioned the three large grants – all of which have engaged closely with

areas of interest to BAAL – and I am struck by the way in which engagement with the Global Challenges Research Fund has allowed all of them to explore their findings in educational and other contexts in the Global South. Hilary Foottit's project on 'The Listening Zones of NGOs' has also played a key role on interrogating language policy in the development sphere and to challenge the ways it has often been 'language silent'. 'Translating Cultures' has also been the umbrella for a range of other fellowships and networks – on child language brokers, on the history of modern languages, on languages and the law in a variety of different contexts – from which I have learnt a great deal. The impact on my own work has been noticeable: research by Alastair Pennycook, Ingrid Piller, Betsy Rymes and many others now appears systematically in my bibliographies.

8. What kind of research or activity would you like to see more of in applied linguistics?
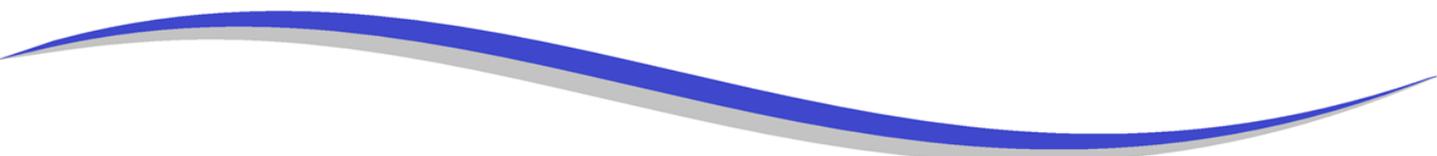
Working with the Institute of Modern Languages Research over the past few years has allowed me to be involved in the organization of two important workshops, on modern languages and applied linguistics ('Language, Communities and Moving Borders', in June 2017) and 'Ethnography and Modern Languages' (in October 2017). Each provided a forum to identify missed opportunities in the past, and to explore the ways we might build on the growing convergence of activity in these areas. The involvement of early career researchers such as Naomi Wells and Georgia Wall reflect the dynamism evident at the intersection of these fields and suggest that the research agenda set out by these events will continue to develop in positive ways.

9. When and how did you first hear about BAAL?

I have been aware of BAAL for a number of years, although the ways we divide our subject fields in institutional and wider contexts means that opportunities to engage directly with your work have not emerged. The opportunity through 'Translating Cultures' to work with colleagues including Mike Baynham, Adrian Blackledge, Angela Creese, Li Wei, James Simpson, Caroline Tagg and Zhu Hua has allowed me to discover more about your activity, and I look forward to working more closely in the context of REF2021.

10. What is the one question that you wish people would ask you?

What does it mean – to paraphrase Mary-Louise Pratt – to study languages and to study the world through languages?

Looking Back, Looking Forward: In Memory of Judith Baxter

by Jo Angouri (University of Warwick) and Helen Sauntson (York St John University)

It was with great sadness that we lost our dear colleague and friend, Professor Judith Baxter, in February. Judith was Professor of Applied Linguistics and Head of English at Aston University and, although retired since 2015, remained an active author and key contributor to the field of language, gender and sexuality, and to applied linguistics more broadly, right up until her untimely death. She has been an inspiration to many students and colleagues, and her work leaves a valuable legacy for current and future scholars.
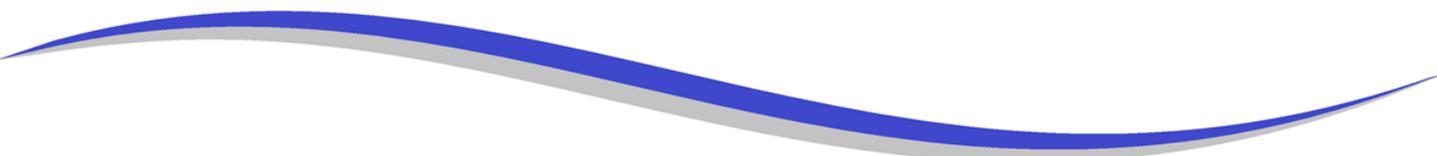
Judith was known internationally for her work in the field of language and gender and particularly for her research into the language of business and language and gender in different professional settings. She has addressed the issue of the lack of women in senior leadership and specifically the role of language in negotiating power at work. She is also known for developing the analytical framework of Feminist Poststructuralist Discourse Analysis (FPDA). In this piece, we provide brief reflections on Judith's key contributions in these areas and evaluate their continued future relevance for applied linguistics.

Judith described FPDA as a 'supplementary' approach, following a Derrida*ean* line of enquiry. FPDA values multiple perspectives and is conceived to be used in conjunction with other methods. In her own words, Judith defined FPDA as:

> an approach to analysing intertextualised discourses in spoken interaction and other types of text. It draws upon the poststructuralist principles of complexity, plurality, ambiguity, connection, recognition, diversity, textual playfulness, functionality and transformation.

FPDA looks into 'what is happening right now, on the ground, in this very conversation' and connects this with societal power structures particularly in relation to gender. However, rather than focusing upon issues around power alone and explicitly advocating an emancipatory agenda, FPDA does not presume that women as a social group category are necessarily going to emerge as powerless. Instead, it views female subject positions as complex, shifting and multiply located. There are competing discourses of gender in any given context and the interplay between discourses means that speakers can continually fluctuate between subject positions on a matrix of powerfulness and powerlessness. Having a degree of *agency*, individuals can recognise how and through which discourses they are being 'positioned', and can then take up or resist particular subject positions.

FPDA is influenced by the social constructionist agenda and it seeks to bring together the micro and macro levels of analysis. It shares with CDA a focus on power and the ways in which it is negotiated in different contexts. FPDA is eclectic in nature and it looks into syntax, lexis, prosody, metaphor, topic, framing, visual semiotics, and more, at micro level. This provides the basis for a wider perspective, looking into a group or a community of practice and how, for instance, male-dominated or female-friendly they are. FPDA aims to provide tools for analysing what is going on in core events, particularly in business contexts like for instance the well-studied 'meeting', and to address wider questions such as whether women have a steeper road than men to do leadership effectively. FPDA is interested in revealing power imbalances but also aims to challenge theoretical and methodological 'orthodoxies' associated with CA and CDA.

FPDA aims to 'release the words of marginalised or minority speakers' and entails giving space to marginalised or silenced voices in localised interactions. Judith's own analyses have focused, for example, upon certain girls who say little in classroom settings. Her work has also shown that women leaders are often perceived to use leadership language 'effectively' but this perception varies depending on whether and the extent to which a senior team is 'female-friendly'.

This ultimately allows for a greater richness and variety of debate, discussion and freedom to speak from all social groups, not just those who are heard more often. And this is important in the field of language, gender and sexuality. This means that FPDA is ultimately concerned with equality but this concern arises from an epistemological perspective rather than an ideological one. Judith's work has shown that female speakers cannot be categorised homogenously as "powerless, disadvantaged or as victims". To the contrary, female speakers (in positions of leadership or not) have agency to resist practices that position them as powerless and occasionally, though unfortunately not always, they succeed.

As well as Judith's applications of the framework, other studies which have made use of it include: Budach's (2005) study of language, gender and community in French Ontario; Castenada's (2007) insightful analysis of competing gender discourses in pre-school EFL lessons in Brazil; Kamada's (2010) work on hybrid identities in teenage girls' conversations; Baker's (2013) investigations into media representations of gender; Sauntson's (2012; 2018) studies of the experiences of marginalised LGBT+ classroom participants.

FPDA is not simply concerned with identifying discourses, but focuses more on how discourses interact, how they variously position speakers in relation to other discourses and how speakers shift between subject positions. Judith, for example, examined how competing gender discourses are sometimes produced in the context of public speaking in the classroom. Looking forward, FPDA will continue to be used to release the voices of the marginalised across a variety of settings – a key aim of critical applied linguistics.

FPDA and Judith's work more broadly played a pioneering role in making linguistic research relevant and applied for professionals outside the academy. Well before impact agendas became defined and part of the HE institutional discourse, Judith was concerned with crossing boundaries and contributing to the wellbeing of men and women particularly by addressing inequality and underrepresentation. This agenda is as timely and relevant as it has ever been; we are certain many of us will continue following Judith's path.

As well as being a key contributor to the field of language and gender, Judith was a founding member of the BAAL Language, Gender and Sexuality special interest group, and was the SIG's convenor until 2015.

Judith was a fantastic colleague and was always very generous with her time. She offered invaluable support and advice, provided feedback on drafts of work and was always available for chats. She was working tirelessly and until the last days she had that drive and enthusiasm that anybody who has worked with her would recognise. Judith was a good friend to us and her wonderful sense of humour meant laughing a lot and enjoying companionship and warmth apart from the stimulating conversations and exciting debates. These are times we treasure and will miss very much.

An event dedicated to Judith's work will take place on Saturday 24th November 24 at Aston University in Birmingham. For details, please contact Urszula Clark at u.clark@aston.ac.uk.

Research report:

Engaging with/in Translanguaging

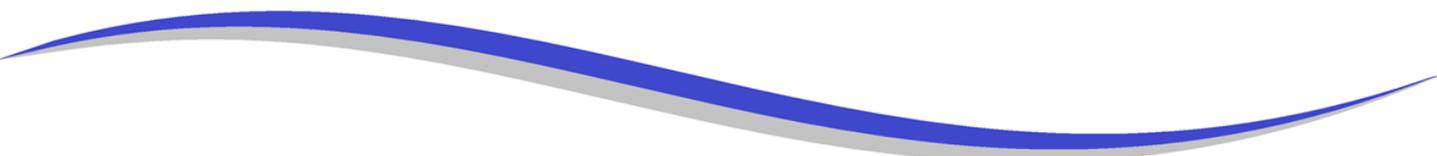### Lavinia Hirsu and Sally Zacharias, University of Glasgow

"I went to Holland last week. Some words, like Pepermunt (Perpermint), is similar to English spelling, which helps us to travel." – a Mandarin speaker

Experiences as the one described here are very common. In fact, as Bruce Horner, Cynthia Selfe and Tim Lockridge (2015) suggest, we are all multilinguals and we negotiate continuously our multiple resources to make sense of the world around us and to communicate effectively with others. But if we all engage in translanguaging practices to move into languages, scripts, signs, and media, do we recognize these experiences as such? To what extent would we identify our practices and experiences as translanguaging moments? What metaphors would we use to talk about and make sense of how we do language every day, from our most mundane activities to the more formal settings of teaching and learning in schools and universities?

These are some of the questions that the project *Challenging the Translingual Turn: Student-Teachers' Perceptions, Practices and Networks* aims to address. The research study is funded by the British Council, under the ELTRA scheme, running for a year from January 2018. The project brings together two researchers (Lavinia Hirsu and Sally Zacharias) who teach on the TESOL Programme (Teaching of English to Speakers of Other Languages) in the School of Education at the University of Glasgow. 10 student-teachers who are currently enrolled in the Master's Programme agreed to participate in the study and to share their experiences. Over the course of a year, the researchers have been tracking the ways in which our participants use their languaging resources: including the use of various languages, images, and other artefacts and means of communication.

The project started with a simple research question: what happens when our student-teachers learn about translanguaging in the context of their Master's Programme? How do they respond to translanguaging as a language ideology, framework and/or set of practices? What impact (if any) does this exposure to the notion of translanguaging have on our participants, and potentially on their practice as language teachers? To answer these questions, in the course of the project the researchers have been collecting a variety of data sources, ranging from interview data, mapping exercises, student assignments, lesson plans and exchanges of multimodal artefacts in a closed WhatsApp group. More importantly, this project traces the work of our participants across different contexts: from their studies at the University of Glasgow into their new workplace. In this way, the project aims to reveal the extent to which student-teachers apply their newly acquired knowledge and/or change the ways in which they draw on their rich resources to communicate effectively.

A rich body of literature on translanguaging and translingualism (Horner and Tetreault, 2017; Paulsrud et al, 2017) has emerged in the past few years. Many of the scholarly debates have tried to clarify what translanguaging is, defining it as a language ideology, a framework that describes multilingual experiences, an act of creativity, or a set of dynamic and emergent practices. While no settled definition seems to be shared among different scholars, the common agreement in the literature seems to be related to the challenges of engaging with and in translanguaging

in the classroom. Teachers, and especially student-teachers, need sustained support to revise and act upon pedagogies in line with the principles of translanguaging. For these reasons, in the TESOL programme at the University of Glasgow, we have engaged with our student-teachers in discussions about implications for pedagogy that would align with translanguaging. From our experience over the past few years, we have observed that our students have mixed responses: while some students recognize their daily language experiences as being clear examples of translanguaging, others tend to remain quite sceptical about the usefulness of such a concept for classroom teaching. This prompted us to follow up with our current cohort of Master's student-teachers and try to understand their responses to translanguaging in more depth and in relation to various contexts or language use and practice.

The unique contribution of this project is that we aim to arrive at such an understanding by exploring the metaphors that student-teachers use to describe their experiences. Is it important to talk about the languages we use as "containers," as "separate entities" or as "fluid substances"? Our answer is that we can learn a lot by looking at the metaphors we draw upon to talk about the ways in which we *language*. These metaphors position us in relation to our communicative resources, and they may limit how we think about what we do with language(s). If we describe a language as a sub-set or as a bounded system, to what extent are these metaphors compatible with translanguaging practice? For these reasons, the researchers in this project draw upon a cognitive approach and metaphor analysis to find out more about how our student-teachers describe, understand and practice language(s).

At the moment, the project has reached its mid-point and we have discovered that our participants have a full repertoire of metaphors which frame and guide their experiences in the classroom and beyond. As we continue to explore these, we plan to start sharing some of the metaphors with our wider communities of research and practice. Teachers and scholars might recognize some of the metaphors in their own contexts, and others may use them to reflect on and interrogate long held assumptions about language use. Our aim is to use this project as a point of departure for new conversations not to answer "what is translanguaging?", but to address an equally important question, "how do we respond and relate to translanguaging?"

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PhD research report:

Multi-modal Arabic Word Learning in Novice L1 English Speakers

by Meredith Cicerchia (University of Nottingham)

I'm beginning my third year of a PhD focused on Arabic word learning within an L1 English speaking non-heritage population. My research explores difficulty drivers and the impact of multi-modal approaches to vocabulary presentation on response time and accuracy through a series of studies performed in the Nottingham Psycholinguistics and Language Learning Lab (https://www.nottingham.ac.uk/research/groups/cral/research-groups/nplll/notts-psych-and-lang-learning.aspx) at the Centre for Research in Applied Linguistics, University of Nottingham.

Arabic as a Foreign Language (AFL) is widely considered to be one of the most difficult world languages for English speakers to learn (Ryding, 2013). Difficulty is related to the increased learning burden English speakers face when studying a morphologically complex language written in a different script (Nation, 2001). In addition, cognates are few and far between, Arabic's orthography is deeper, meaning words cannot always be sounded out if diacritic marks are not present, and its phonemic inventory contains a number of unfamiliar sounds. Due to diglossia, there are also twice as many words to learn!

Consequently, the US Foreign Service Institute rates Arabic a Category V language, estimating it takes four times as many hours to achieve proficiency than in a language more closely related to English. In the face of these challenges it may seem surprising that very little research on AFL vocabulary acquisition exists (Hansen, 2010). This is especially significant given trends in rising enrollment in Arabic programs in the Post 9-11 era and a renewed interest in supporting and advancing the practice of Arabic instruction in the UK, the US and abroad (Al-Batal, 2006).

My PhD therefore aims to provide empirical evidence to further our understanding of the early challenges faced by AFL learners and contribute to a larger agenda that encourages more researchers in applied linguistics to involve Arabic in their studies.

The study I ran in my first year was focused on identifying factors that contribute to difficulty in Modern Standard Arabic (MSA) word learning, including frequency, phonology and word length. Multi-modal word learning studies have been used to show novice adult learners can acquire foreign language vocabulary given minimal exposures to target language input accompanied by images and audio (Bisson et al. 2013; 2014). In order to ensure my study design was sensitive enough to capture early learning gains, I adopted an approach based on Bisson et al. (2013).

I taught an adult population N=32 recruited from the University of Nottingham 80 MSA vocabulary items. I ran this study over two sessions. In the first session, participants were presented with an image, transcription and audio and asked to indicate whether or not the image matched the word. They learned the items based on automated feedback provided, completed three learning blocks, and then returned 5-7 days later. In the second session, they were given the previously seen words along with a set of 40 new words. My results showed participants were significantly more accurate and had faster response times to the old previously seen words compared to the new ones.

In examining sources of difficulty in the items themselves, I found fewer letters and syllables correlated with faster response times and that the number of Arabic only phonemes contained in the words was the main driver of difficulty. I'm currently in the process of collecting data for my second study which investigates the relationship between the phonemic composition of words and learning gains. I have stimuli which represent a plain and emphatic consonant pair, an Arabic only phoneme and a phoneme shared between English and Arabic in word initial, middle and end positions. My participants are following a similar learning protocol to the first study and early results show they are achieving up to 50% accuracy on a productive measure of learning after only six exposures to the target words. I have yet to analyze the impact of the phoneme manipulation.

I am keen to evaluate the practical application of this research. To this end, I'm working on two studies which will explore vocabulary presentation. I will be comparing a with and without phonemic transcription condition on learning gains in an immediate and delayed posttest, as well as delivering a brief electronic orientation to the Arabic alphabet and investigating the impact of providing items in the Arabic script. The latter two studies have been made possible thanks to the support of the University of Nottingham and the Qatar Foundation International.

The potential impact of this research is both measurable and wide reaching in scope. Results can inform curriculum developers and e-learning program designers on the most effective approaches to materials development. They can be equally informative for teachers, test developers and AFL learners themselves. Moreover, it is my hope that other researchers who undertake qualitative and quantitative studies of AFL learning can benefit both in terms of creating materials and stimuli for their work and in directing new research enquiries that build on my research.

Finally, to facilitate cross-study comparisons and encourage more collaborative work in the field, I'm undertaking a norming study as part of my PhD thesis. This norming study will collect picture naming, age of acquisition, and frequency of use data from Arabic native speakers on a set of 300+ images and MSA words to form a data set that can then be used by other researchers in subsequent studies.

If you are interested in learning more about my research, contributing to the project by taking the native Arabic speaker norming survey, or helping to distribute the forms (Form A (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-a), Form B (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-b), Form C (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-c), Form D (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-d), Form E (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-e), Form F (https://nottingham.onlinesurveys.ac.uk/arabic-native-speaker-form-f)) please get in touch! You can email me at Meredith.cicerchia@nottingham.ac.uk and I'm on Twitter at @MereLanguage.

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PhD research report:

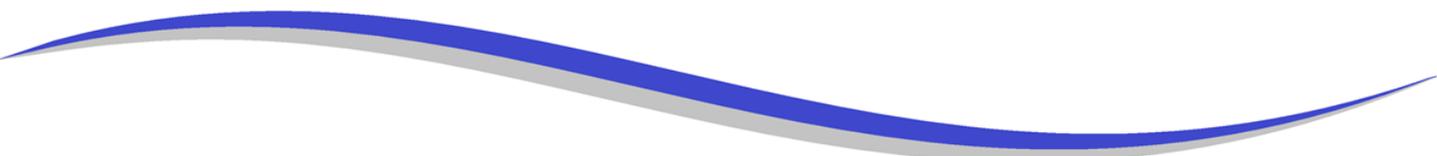## The Ideological Politics of English in Rwanda

by Kate Spowage (University of Leeds)

My PhD project is rooted in a complex question: what does it mean for English to be considered the 'global language' *par excellence*? As a 'native' speaker from Yorkshire, I have always found it fascinating that the way that I speak is understood so widely in the world. Without any special effort, a 'native' English speaker can expect to converse, to varying degrees, somewhere on every continent. I am deeply interested in both the history of this situation, and its implications. In particular, I aim to explore the intersections between the phenomenon of 'global' English and political theory.

Over 50 sovereign states have declared English as an official language, which makes it the language most widely recognised by governments. The majority of these states were former British or American colonies, and, as such, it has been argued that their language policies are a colonial inheritance, or else are diffused from core to periphery in a form of linguistic imperialism (see Phillipson, 1992; 2009). Others assert that English can act as a lingua franca, thereby avoiding privileging one linguistic group over another (this argument is often made about English in India, for example). While colonial history and current imperial ambitions may well be consequential in the spread of English, I believe that such arguments underemphasise the agency of postcolonial states, wherein linguistic choices that favour English are imbricated in a complex matrix of power and politics. In order to explore this, I am undertaking a case study of the politics of language in Rwanda, a country that was never a member of the British Empire, and where there is no need for a link language due to the fact that 99% of the population speak Kinyarwanda.

In fact, Rwandan was a Belgian colony and, under Belgian rule, French was firmly established as the language of power. As was a common tactic in the colonial project, Belgium created a stratum of local administrators, who were distinguished in part by their education and their use of the French language. The colonial linguistic history was consequential in determining the patterns of distribution for wealth, power, and prestige in Rwanda. Ultimately, the independence movement of the 1950s was led by an educated, French-speaking élite, who were designated as *évolués* (evolved, or civilised) within colonial discourse. One of the most important political documents in Rwandan history*, Le Manifeste des Bahutus* (The Bahutu Manifesto), was written in French by the *évolués*, and identified a social structure that subordinated the Bahutu (who form the majority of the Rwandan population) to both the Batutsi (who form a minority) and the Belgians. That document served to galvanise the Bahutu peasantry around a shared, racialised and class-based identity, and ultimately inaugurated a movement of Bahutu nationalism. By 1962, the French-speaking Muhutu Grégoire Kayibanda was voted in as the first President of the Republic of Rwanda.

From 1962-1994, French remained the unchallenged legitimate language in Rwanda; it was made the official

language, and used as the language of government. Rwanda cultivated close diplomatic ties with France, and became a member of *La Francophonie*. But, in 1990, the Rwandan Civil War began, with a group of 4,000 exiled Rwandan refugees mounting an invasion on Rwanda from Uganda. These refugees were largely the children of Rwandans who had fled the country in either 1959 or 1963/64, and they had grown up in Uganda. Many of them were relatively well-educated, and, as a result, spoke Uganda's language of power: English. As is well known, the Civil War culminated in the Rwandan genocide, during which time 500,000 to 1,000,000 Batutsi and politically moderate Bahutu were murdered in 100 days of violence. After the genocide ended, the refugees, as the Rwandan Patriotic Front (RPF), took control of the reconstruction of the country.
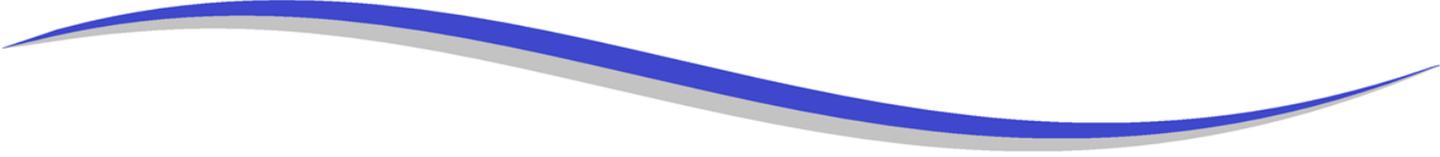
Under the RPF government Rwandan language policy was changed twice. First, in 1996, English was added as a co-official language, alongside French and, for the first time, Kinyarwanda. Second, in 2008, English was declared the sole language of publicly-funded education, greatly diminishing the official function of French in the country. It has been observed that the surviving members of the RPF were largely English-speakers, and that therefore the changes in language policy have been to accommodate Rwanda's new ruling élite. However, this situation has yet to be theorised in-depth from the perspective of the politics of language. Thus, I am attempting to answer several important questions about the Rwandan case.

Fundamentally, I ask what the Rwandan context can teach us about the connections between language, politics, and political legitimacy. I aim to understand who these language policies serve: are they technocratic policies that recognise the dominance of English in global business, or is their role to sustain the status quo? What is their relationship to prestige and political legitimacy: is it the case that policy constructs those who speak the prestigious languages as individuals who have the right to rule? And, might the politics of language play an ideological role in supporting the continuation of dominance by a particular class? To consider these questions, I am working with Foucault's concept of discourse, Gramsci's hegemony, Bourdieu's legitimate language, and the concept of ideology, as elaborated by a range of critical theorists from Marx and Engels to Vološinov, Williams, and Eagleton.

One of my most interesting findings relates to the way that the 2008 policy is defended in political discourse. In short, it is argued that access to English will encourage 'pro-poor' economic growth, and create an expansive middle class that has access to the global economy. Under this reasoning, Rwandan education now implements an English medium instruction (EMI) policy. Yet, in practice, the EMI system does not engender social transformation, but rather contributes to the reproduction of the existing class structure of the country. This is despite the fact that teachers and students resist the policy at the local level, frequently using translanguaging strategies to mitigate the unintelligibility of the English curriculum. This situation is explored with reference to the role of transnational cognitive capitalism in my forthcoming paper, "English and Marx's 'general intellect': The construction of an English-speaking élite in Rwanda", which will be published in *Language Sciences*. If you wish to contact me to discuss the project, please email k.spowage1@leeds.ac.uk. I am also on Twitter, @katespowage.

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BAAL Applying Linguistics Fund 2017/18:
Announcement of winning projects

There has been a considerable interest in the call and a total of 25 applications were received, covering a wide range of activities engaging research users. We are pleased to announce the three winners of the Applying Linguistics Fund 2017/18 sponsored by BAAL. They are:

Jackie Jia Lou, Susan Stewart and Jean-Marc Dewaele: Increasing the visibility of linguistic diversity in an international school: Children as co-researchers and co-designers of linguistic landscape. Awarded £3,000
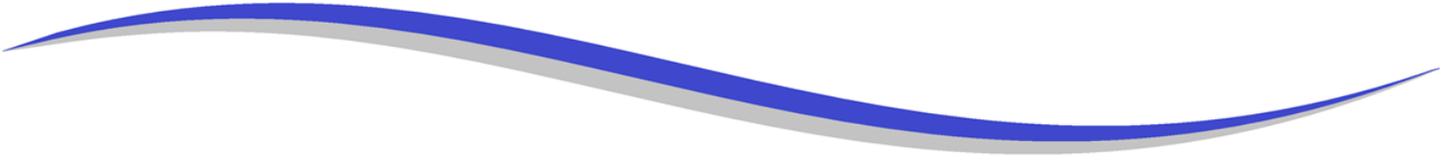
Brief description of the project

This proposed project aims to increase the visibility of linguistic diversity in an international primary school by involving children in the research and design of their school's linguistic landscape. It proposes an in-class activity in which participating pupils will photograph the languages visually displayed on campus followed by a series of participatory design workshops in which they will collaborate with the research team and language teachers to create multilingual and multicultural signage. A quantitative survey will be conducted at each of the three stages to evaluate the impact of these activities on students' multilingual awareness. A diachronic visual survey of the school's linguistic landscape will also be carried out to document the changes over time. This project will not only transform the linguistic landscape of this particular school, but its approach can also be extended to other multilingual and multicultural schools to support home language provision.

Rodney Jones, Parvaneh Tavakoli, Sylvia Jaworska and Tony Capstick: Solving critical literacy problems in a multilingual prison: A community-based collaborative approach. Awarded £3,964.39

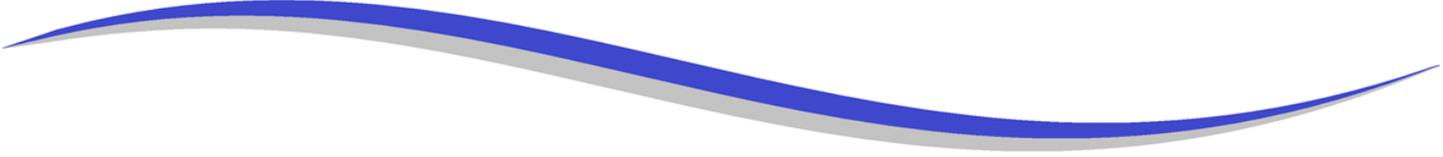**Brief description of the project**

This project aims to bring researchers, prisoners, prison staff, and students of Applied Linguistics and other disciplines together to solve practical literacy problems at a prison for foreign nationals. It focuses on three critical literacy problems identified during a needs analysis involving eight visits to the prison by University of Reading researchers and structured discussions with prison management, staff and prisoners. These problems involve 1) institutional literacies; 2) migration literacies; and 3) workplace literacies. The proposed project aims to carry out activities in which researchers, prisoners, prison staff and students will collaborate to co-create durable resources to support efficient and positive communication in this and other multilingual contexts of confinement (such as other prisons, detention centres). The project will explore the potential for theories from applied linguistics (including work in literacy studies, language acquisition, institutional communication, language for specific purposes, multilingualism and multimodal communication) to address practical problems as well as generate valuable data on the ways people cope with literacy and communication problems within the physical, linguistic and institutional constraints of prison.

Florence Myles, Bernardette Holmes, Alison Porter, Angela Tellier and Victoria Murphy: Primary Languages Policy Implementation Strategy. Awarded £2999.50

Brief description of the project

The RiPL (Research in Primary Languages; http://www.ripl.uk/) Network intends to convene a two-part Policy Summit, addressing the implementation of the statutory requirement to teach a foreign language in primary schools in England. It will bring together policy makers, practitioners and academics, including representatives from the Teaching Schools Council, the NAHT (National Association of Head Teachers), ASCL (Association of School and College Leaders), AHRC, ALL (Association of Language Learning), ISMLA (Independent Schools Modern Language Association), NRCSE (National Resource Centre for Supplementary Schools), Ofsted, NALDIC (National Association for EAL), key stakeholders from local primary schools, including governors and parent governors, and leading academics, including a representative from the BAAL Language Learning and Teaching SIG. The outcomes of the Policy Summit will inform a White Paper, which will be written and produced by language specialists from RiPL. The contents of the White Paper will be shared and agreed by all stakeholders.

BAAL/Routledge research development seminar:

Bilingual First Language Acquisition: Current theories and methodologies
(University of York, 4-5 December 2017)

Aims of the workshop

The aim was to bring together leaders and experts in the theories and methodologies in the field with postgraduate students and new and early career researchers, and to create a space within which to explore and critically discuss current theories and methodologies on bilingual acquisition. In detail, the objectives were:

- To present to postgraduate students, new and early career researchers an overview of the epistemological and methodological principles of bilingual first language acquisition.

- To provide both theoretical and methodological synopses so that researchers can leave the workshop with concrete ideas of how to begin, improve or alter their current designs.

- To create a space for postgraduate students, new and early career researchers to explore the methodological and theoretical trends of bilingual language acquisition with experts who bring state-of –the-art knowledge to the workshop.

- To allow postgraduate students, new and early career researchers to network and showcase their work and discuss ideas with one another.

- To establish a network of researchers in bilingual first language acquisition (SIG group) that includes researchers at every stage. This is also open to anyone at BAAL or outside with an interest in the topic.

Summary of the workshop

We received a huge variety of abstract proposals from all corners of Europe and as far as Russia. To communicate with delegates we created a website for the workshop: https://baalyork2017workshop.wordpress.com/

A total of 35 delegates attended, and each participant gave either a 20-minute paper, a 5-minute minute presentation or a poster. Data on English, Arabic, Polish, Pahari, Russian, Basque, Turkish, Welsh and Finnish were presented! Topics ranged from translation equivalents, comprehension, phonological awareness, parental language policies and how these affected bilingual acquisition, input, production and perception, lexical acquisition, audiovisual speech processing, and parental communication strategies. Some other papers questioned what it really means to be bilingual or how we would characterise families who introduce another language into their home which neither of the parents knew and learned as children? Overall, the quality and content of the papers created a unique idea-exchanging atmosphere, which was very conducive to the learning of new knowledge.

We facilitated PhD attendance by subsidising conference fees. We also gave out four PhD travel/assistance funds to attendees. With a mixture of PhD students, academics and four professors, we achieved the aim of getting PhD and

early career researchers to benefit from current leading figures in the field. The relatively small number of delegates facilitated these encounters.

We were fortunate to secure four keynote speakers who delivered state-of- the-art talks on Bilingual First Language Acquisition and related fields (three of the keynotes were video recorded and are available on Youtube, see links below):

Prof. Marilyn Vihman, University of York

What does it mean to apply usage-based functional approaches to analysing your data? And how can it help you track bilingual development?

Prof. Annick De Houwer, Erfurt University, Germany

Are all bilinguals the same? Why differentiate between bilingual first language acquirers and early language acquirers? Available at: https://youtu.be/uWK1XCr_gWM

Prof. Xiao Lan Curdt-Christiansen, University of Reading, UK

The role of parental beliefs and practices on the process of bilingual acquisition: why it matters if we are to fully understand bilingualism. Available at: https://youtu.be/eBqeAzhDU98

Prof. Ben Ambridge, University of Liverpool, UK

Which theory? Which methodology? Finding your way through generative and non-generative approaches to first language acquisition. Available at: https://youtu.be/0rfU1wlRbwE

In addition, Prof. Annick De Houwer gave a methodological workshop on screening and measuring linguistic knowledge and development of young bilingual children.

At the beginning of the conference, Dr.Emma Marsden delivered a 5-minute presentation ofnthe work that BAAL does, in her capacity as a member of the executive committee of BAAL.

There was sufficient time during breaks, lunches and the conference dinner to network informally and continue academic debates. Some of these exchanges have led to new collaborations between attendees, which was one of our aims for the workshop. Catering and the organisation went according to plan and received high praise from delegates.

Outcomes

The next steps are to edit a volume of contributions from presenters and share the exciting research with academics, students and researchers in the field. There are also plans to fully establish a special interest group (SIG) focused on bilingual first language acquisition, information on the Twitter account and website will follow soon.

Dr. Fatma Said (fatma.said@york.ac.uk)

Dr. Ursula Lanvers (Ursula.lanvers@york.ac.uk)

BAAL/Routledge research development workshop programme:

Cognitive approaches to language education
(University of Glasgow, 18-19 January 2018)

The purpose of the workshop was for both established academics, postgraduate students and early career researchers to come together to explore what recent research in the field of applied cognitive linguistics could potentially offer both language and content teachers, in terms of developing their students' conceptual understanding within their subject area, in addition to their discipline specific language and literacy skills. The sessions allowed for participants to consider how the principles of cognitive linguistics could be best applied in teaching by sharing and demonstrating new methods and techniques, as well as investigate the evidence that applying these principles could be beneficial to the learner.

During the first session 'methodological challenges' run by Sally Zacharias on the first day of the event the participants were given the opportunity to examine some of the obstacles they had encountered when carrying out research in the field of cognitive linguistics in educational settings, and consider together (over a bit of coffee and cake!) how these obstacles may be overcome.

On the Friday, there were four keynote presentations and six shorter presentations given by postgraduate students and early career researchers. In 'Maps and apps: metaphor in the classroom', Wendy Anderson (University of Glasgow) demonstrated some of the excellent educational resources the research team had designed as part of the 'Metaphor in the Curriculum' project to help develop English secondary pupils' understanding of metaphors in Scottish schools. Then Ian Cushing (UCL/Aston University) in 'Teacher discourse about grammar: what metaphors reveal' gave a fascinating talk about how teachers construe grammar, both positively and negatively through metaphors in their professional practice. This was followed by Lucy Taylor (University of Leeds), who presented her detailed exploration of primary pupils' writing through a cognitive discursive (Text World Theory) lens.

In the second keynote 'Metaphor and climate science in UK secondary school discourse' Alice Deignan (University of Leeds) and Elena Semino (Lancaster University) reported on the findings of an AHRC project, which investigated the differences in use of metaphors to describe the *greenhouse effect* by secondary science pupils, science textbooks and scientific articles. Drawing from a cognitive perspective, reasons for these differences were shown to have very clear implications for the classroom. In the afternoon, Marcello Giovanelli (Aston University) and Jessica Mason (Sheffield Hallam University) gave the third keynote with 'Studying Fiction: emphasis, attention and cognition in the classroom'. They drew from cognitive linguistic and stylistic frameworks to critically examine how teachers highlight and prime various aspects of the literature classroom experience at the expense of others, that might be very different to the reading experience that pupils have outside the classroom. In the following talk 'Cognitive grammar and mind attribution in the language and literature classroom' Louise Nuttall (University of Huddersfield) explored and demonstrated, through practical examples, how pairing both mind attribution and principles of cognitive grammar could be successfully used in the classroom to explain empathetic and ethical responses to the people and situations represented in texts.

Following on from this, Natalie Finlayson (University of Glasgow) drew on prototype theory to examine L2 vocabulary acquisition, concluding that the phrase, "because that's just the way it is!" that teachers often use when referring to the literal translations their language learners try to make from their own language, could be replaced with a more motivated explanation based on prototype theory. Dina Awad and Isra Richards (Leicester University) concluded the session before the tea break with 'A map of cognitive development.' Their talk described the results of a study exploring the relationship between the cognitive processes e.g. mental shifts, and second language learning, amongst a group of international pre-sessional students.

The final session of the day started with Jeanette Littlemore's fascinating keynote presentation on the 'Maths, Metaphor and Music' project she and other researchers are working on at the University of Birmingham. Illustrating with video clips from classrooms, Jeannette showed how primary metaphors are prevalent in both mathematical and musical thinking and learning. Finally, Rawan Saaty (King Abdul-Aziz University, Saudi Arabia), presented her findings of her doctoral research, which concluded that students exposed to embodied metaphor training were more likely to retain taught metaphoric expressions.

As well as a stimulating day of presentations and discussions, the event offered the participants time to network during the breaks and later out in local pubs and restaurants. As one participant noted – 'It was a really great event – I've come away with lots of project ideas and renewed motivation. In terms both of range and quality of talks and of organisation, it was one of the best workshops I've attended in quite some time'.

Organisers: Sally Zacharias, Marcello Giovanelli and Agnes Marszalek

Language Policy SIG: First Language Policy Forum 2018
Language policy in the age of diversity: Dilemmas and hopes
(Sheffield Hallam University, 31 May - 1 June 2018)

As part of BAAL's recently launched Language Policy SIG, the first Language Policy Forum was hosted at Sheffield Hallam University. The theme of the conference was "Language policy in the age of diversity: Dilemmas and hopes". The organising committee chose this theme as diversity is such a timely and relevant topic in language policy, as well as in sociolinguistics and applied linguistics. Our intention was to encourage scholars to reflect on the multiple facets of 'diversity', the dilemmas that diversity creates for individuals and society at large, and the hopes that it offers us of a more equitable, inclusive and fair society.

The conference programme reflected this diversity, with a plentiful range of topics that discussed dilemmas (language-related problems in the world) and hopes (possible solutions, application of research). The conference was also a truly international forum for exchange, with over 100 registered presenters and attendees from over 20 countries, in Europe, North and South America, New Zealand, Central and South-East Asia. Abstracts from the conference can be found here: https://www.langpol.ac.uk/view/langpol/events/2018-lpforum. Lastly, diversity was reflected in our aim as organisers for maximum inclusivity in this conference, ranging from childcare arrangements and British Sign Language interpretation to a fair and progressive scale of participation fees, making this event

affordable and accessible to scholars at all career stages, and taking into account variations in job security throughout academia.

Programme highlights of the conference included two plenaries and an editors' panel. The first plenary was given by Prof. Tony J. Liddicoat from the Centre for Applied Linguistics, University of Warwick, UK. Prof. Liddicoat provided a fascinating talk on the "Constraints on agency in micro-language policy and planning in schools: A case study of curriculum change". Liddicoat articulated the needs to account for both macro-structural and micro-agentive forms of language policy and planning and foregrounded the contextual and local nature of language policy that deserves greater attention. The full talk can be accessed on Youtube https://www.youtube.com/watch?v=0Sl-45xB118.

The second plenary was given by Prof. Marilyn Martin Jones from the MOSAIC Centre for Research on Multilingualism at the University of Birmingham, UK. In her talk "Addressing dilemmas and creating hope: Towards a critical, collaborative approach to language policy", Prof. Martin-Jones provided a detailed and insightful genealogy of Language Policy and Planning research, showcasing the initial so-called 'macro' and 'micro' divide in sociolinguistic research and early 'micro' level research of multilingual classroom management not explicitly LPP-related. Moving on from the 'macro/micro' divide, Marilyn reviewed the critical turn in research on the multilingual classroom, the development of the ethnography of language policy and lastly the critical multi-layered ethnographic approach to language policy research, drawing for instance on the work of McCarty (e.g. 2011 and 2015). Following Stroud (2018), Professor Marilyn Martin-Jones concluded her talk by highlighting that the potential for change comes from below "ushered in by small, local acts of linguistic citizenship such as collaboration and dialogue between researchers and practitioners, dealing with local dilemmas that are rooted in specific social and historical contexts".

The editors' panel was also a very successful session and well-attended by academics at different stages of their career. The panel was made of: Professor Tony Liddicoat (Executive Director of "Current Issues in Language Planning"); Professor John Edwards (Editor of "Journal of Multilingual and Multicultural Development"); Professor Andrew Linn (Co-Editor of "Language and History"); Professor Marilyn Martin-Jones (Series Editor "Critical Studies in Multilingualism", Routledge); Professor Janet Enever (Series Editor "Early Language Learning in School Contexts"). The editors gave advice on publishing and talked about their experience of reviewing submissions and the audience had the opportunity to ask questions to further clarify the process of publishing and editing.

Building on the success of this First Language Policy Forum, we are now planning the Language Policy Forum 2019, which will be held at The University of Edinburgh, UK, on Thursday 20th and Friday 31st of May 2019. More details to follow here: https://www.langpol.ac.uk/view/langpol/events/2019-lpf

Dr Elisabeth Barakos and Dr Florence Bonacina-Pugh, Co-Convenors of the Language Policy BAAL SIG, on behalf of the committee.

Language in Africa SIG:

African Languages in Public Spaces: Opportunities and Challenges

(SOAS, University of London, 11 May 2018)

The LIASIG conference this year was one of our most highly attended conferences as a SIG as we had 46 participants join us on the day. This provided a valuable opportunity to hear from, and engage in discussion with, a wide variety of researchers working across a range of topics concerning African Languages. Papers were presented by researchers working in several African contexts including: South Africa, Malawi, Uganda, Cameroon, Ethiopia, Nigeria, Sudan, Algeria and Egypt. We were pleased to be able to include two talks via Skype from colleagues in Ghana and Nigeria.

The day began with a paper from our featured speaker Rosemary Wildsmith-Cromarty, **Building a knowledge base for language teaching through isiZulu and English**, exploring the impact of adopting a dual language pedagogy in isiZulu and English at the University of Kwazulu-Natal. Wildsmith-Cromarty reported on her own experiences learning isiZulu and her difficulties with the pedagogy used. A key finding Wildsmith-Cromarty reported was that, in adopting this dual language pedagogy, translanguaging in fact often occurred within the classroom. John Clegg then presented on **Translanguaging strategies in schools in sub-Saharan Africa (SSA).** In his paper Clegg discussed the use of translanguaging strategies as a response to the low levels of achievement in schools in SSA which are linked to the use of a European medium of instruction (MOI) in which learners do not have sufficient skills. Margaret Baleeta, Jo Westbrook, Annette Islei, Gonzaga Kaswarra and Saphinah Tuhaise presented **Tensions between African languages and English in Early Years Education in Uganda.** In their paper they sought to highlight the synergies and disjunctures in language use and the print environment between home, early childhood development centres and primary school (up to primary 4). They suggested that the movement away from translation to code-switching to translanguaging has the potential to be a process of decolonisation.

Emmanual Asonye, John Bamidele, Nnamdi Ume, Kindness Okoro and Aniefon Daniel Akpan discussed **The Right to Language of an African Deaf Child: The Nigerian Case.** In this paper they discussed Nigerian deaf children's lack of access to indigenous signed language. They argued that a crucial step in protecting the civil rights of the deaf child is to make signed language accessible to themselves and their families and suggested that deaf literacy will greatly improve when indigenous signed languages are developed and used for Deaf education.

Camille Jacob presented **Just food, fashion and fun? English on Algerian walls**. Using a combination of linguistic landscape analysis, participant observations and interviews Jacob revealed the high symbolic value which English has among young people in Algeria. Also discussing Algeria, Alika Tabbi presented **Language Dimensions for Algerian Readers.** Tabbi explored readers' choice of language when engaging in leisure reading amongst Algerian graduates, highlighting that readers have a journey of changing attitudes in relation to both French and Arabic, going from resistance to acceptance (or vice versa), ultimately having neutral attitudes towards them.

Our plenary paper was delivered by Professor Leketi Makalela. Professor Makalela is Head of the Division of Languages, Literacies and Literatures at Wits School of Education, University of the Witwatersrand. His keynote paper, **Re-imagining multilingualism as a cultural competence in Africa: leaking boundaries, Ubuntu and**
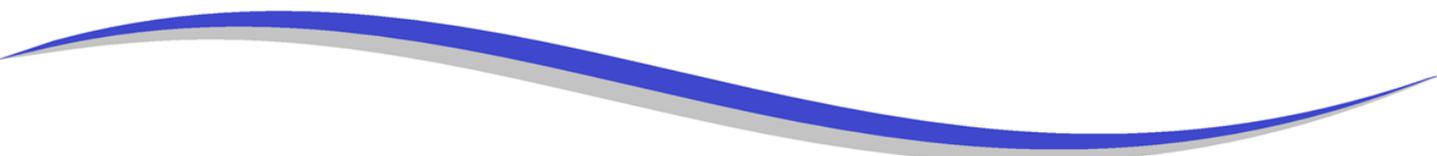
multilanguaging in public spaces questioned the validity of bounding African languages and used the African value system of Ubuntu to provide a framework for understanding multilingual encounters.

In the afternoon, Elfneh Bariso presented an **Analysis of Debate on the "One nation, One language" Policy in Ethiopia** highlighting the variety of viewpoints regarding the efficacy of Ethiopia's current language policy, in which the Amharic language is adopted as the official language, and questioning the sustainability of such a monolingual policy in the country. Judith Nakayiza then discussed **Minority language and Education in Uganda: Challenges and Opportunities.** In her paper Nakayiza highlighted that the introduction of teaching minority languages has introduced a notable change in individuals' attitudes. Also discussing Uganda, Zaahida Nabagereka presented **Grassroots initiatives promoting literacy and literature in Luganda: A case study from Uganda.** Nabagereka highlighted the work of Ugandan author and activist Waalebyeki Magoba, a Luganda author, in establishing literature and literacy festivals and the impact that this is having on the educational development and impact of Luganda in primary education.

Our other afternoon session began with Seraphin Kamdem presenting **The challenges from dialectal variation to standardisation and pedagogical implications: Revisiting the case of Ghɔmálá, a Grassfields-Bantu language from Cameroon.** Using Ghɔmálá as an example, Kamdem discussed the process of selection of a dialectal variety to become the standard variety and the difficulties inherent within this. Simon Voget and Susan Stewart focussed on **Language Policy in Education in Post-apartheid South Africa**. They discussed the discrepancy between policy and practice in South African education and suggested that well-resourced schools and higher education institutions have a great deal of agency in the recognition and use of more South African languages as legitimate languages of learning and teaching. This session concluded with a Skype presentation from Marianne Aaron who discussed **The Ethnolinguistic Vitality of Obolo**. Using the concept of ethnolinguistic vitality Aaron questioned whether the Obolo language in the Niger-Delta area of Nigeria is a suitable candidate for inclusion in a bilingual education project, ultimately concluding that the vitality of Obolo was sufficient for its inclusion in bilingual education.

Our final session started with Gladys Tyen and Elisabeth Kerr who presented their paper **African languages in digital spaces: automatic text analysis of a low resource mixed Language.** In their paper they discussed a process of adapting Natural Language Processing (NLP) techniques to Sheng, a mixed language spoken in Kenya. They illustrated how these NLP techniques can support low-resourced languages, supporting a movement for content creation in local languages. Finally, in the conference's last paper Richard Shapiro discussed **Oxford Global Languages three years on: insights from African languages.** In this paper Shapiro discussed the progress that the Oxford Global Languages initiative has made in the last three years, highlighting that websites in 14 languages have been created including five African languages.

Colin Reilly
Secretary

Corpus Linguistics SIG:

New Directions in Data Driven Learning (DDL)

(Coventry University, 8 June 2018)

This year's BAAL Corpus Linguistics SIG event, hosted by Benet Vincent and Hilary Nesi (Coventry University), aimed to explore the latest work being carried out in the area of Data Driven Learning (DDL), the use of corpora in language teaching and learning. The event included one invited talk, by Maggie Charles (Oxford University) and six other presentations on ongoing work. It finished with a workshop in which participants were encouraged to explore the BAWE quicklinks website (http://bawequicklinks.coventry.domains/) currently being developed at Coventry University. We were also fortunate to have John Higgins, one of the pioneers of DDL, with us to reminisce about his work with Tim Johns in the 1970s and 1980s as well as Martin Wynne, who introduced the work being carried out by CLARIN.

The projects introduced through these interesting talks covered the full scope of DDL, from creating online courses, to developing new tools, to research investigating student responses to DDL initiatives.

After the short talks by Martin Wynne and John Higgins, Peter Crosthwaite continued in suitably high tech fashion with a recorded talk followed by video Q and A from Queensland. This talk focused on Peter's project aiming to demonstrate the benefits of corpus consultation to large numbers of university writers through an online 'SPOC' (Short Private Online Course) at the University of Queensland. This course takes students through the steps of consulting the British Academic Written English (BAWE) corpus to find collocations etc.; it is now open to other interested parties at this link https://edge.edx.org/courses/course-v1:UQx+SLATx+2018_S2/about (use by student cohorts can be arranged upon request).

The next talk was given by Ana Frankenburg-Garcia and described developments in the ColloCaid project (http://www.collocaid.uk/), involving researchers from the University of Surrey, Adam Mickiewicz University, and Bangor University, which is developing a tool that student writers of academic English will be able to use to check their phraseology as they write. The aim of this tool is to encourage learners to engage with corpus data in a dynamic way by proposing corpus-based suggestions indicating typical usage of common academic words, for example indicating to the writer who wants to use the word *research* that it is usually *conducted, carried out* or *undertaken*.

The academic English theme continued with Megan Bruce's presentation on the 'Write on the Edge' project she leads at Durham University. The talk described how the project uses a corpus of proficient student writing collected at Durham and bespoke concordancing software (external access at https://community.dur.ac.uk/foundation.focus/login.php) to support students who are writing genres which are unfamiliar to them, indicating how students appreciate this support and learn from it.

Antonio Verolino from the University of Pavia then gave a talk on the ways that corpus linguistics tools can support self-directed learners. The interest in this talk was that it was not about the learning of English but focused instead on learners of Italian and German and how the free interfaces itSkELL and deSkELL can help these learners.

Xin Xu continued the theme of how learners may benefit from DDL with her interesting presentation about an

initiative to introduce DDL materials in a high school in an underprivileged area in southern China. This took a critical realism approach to the results of the intervention, discussing why the results may not have been as positive as initially thought and considering cultural factors relating to education in China that may hinder the uptake of DDL.

The talk by our invited speaker Maggie Charles took us through the benefits postgraduate students can gain from creating their own DIY corpora. These corpora are made by PhD students who through a specially designed course are shown how to compile research articles related to their topic and then to use Laurence Anthony's AntConc to help them with phraseological questions and check their own writing. The aims of the course also include providing these students with a resource which they can use independently in the future. Clearly, the success of this aim will depend on how effectively students can use the software to find answers to their questions (and thus how appropriate the questions are). The study indicates that with the help of the course, these students are able to see the benefits of using their own corpora both for checking correct usage (verification) and discovering usages they were previously unaware of (elicitation).

The day concluded with an outline of the BAWE Quicklinks project, a recent development at Coventry University which is currently under construction at http://bawequicklinks.coventry.domains. This project aims to create an online database of links that lecturers and EAP teachers can use to help less proficient writers of academic English to find more appropriate words and phrases. This approach gets around the barrier to corpus use created by the complexity of many corpus interfaces by providing links to ready-made corpus outputs. The success of the initiative will thus depend not just on identifying problem areas in the students' writing, but also on making the links which address them easy to find on the site. A follow-up workshop then encouraged event attendees to check how easily they could navigate the site and provide feedback.

In summary, the research and projects presented at this one-day event indicate that DDL is still developing and looking to expand into new areas, in line with Tim Johns' initial philosophy.

Vocabulary Studies SIG:

Annual Conference 2018

(UCL Institute of Education, 9 and 10 July 2018)

This year's conference was hosted by the Centre for Applied Linguistics at the UCL Institute of Education, organised by Ana Pellicer-Sánchez and co-organised by the other committee members (Michael Daller, Yixin Wang, and Veronica Garcia Castro). The theme of this year's conference was "*Vocabulary development and use across diverse contexts*" and the aim was to bring together researchers and practitioners from different fields and disciplines and to provide a forum for discussion of vocabulary research across diverse contexts and with learners of different characteristics.

Over 50 abstracts were submitted this year, resulting in two days of stimulating talks and poster presentations. The final programme included 16 paper presentations and 16 poster presentations. The close to 70 attendees included researchers, postgraduate students, language teachers, and educational software developers. This was a truly international event with delegates from all over the world, including Belgium, China, Cyprus, Italy, Japan, Malaysia, New Zealand, Spain, Vietnam, and the UK. The presentations reported results of studies exploring the development and assessment of vocabulary knowledge in a wide variety of contexts where English is learned, including: English as a Second Language, English as an Additional Language, English as a Foreign Language, and English as a first language. The presentations covered these contexts with both young and adult learners and learners with dyslexia, providing a comprehensive overview of the vocabulary research that is being conducted in these areas. One of the main themes discussed at the conference was the development of vocabulary from different modes of exposure (i.e. reading, listening, reading while listening, viewing, pushed-output activities, input-based and output-based tasks) and approaches, as well as the effect of various factors on the process of lexical development, such as language contact, intralexical and interlexical factors. Another recurring theme of the conference was the development of formulaic language and phraseological knowledge, reflecting current interests and developments in the field. The testing and assessment of vocabulary also featured in the conference with several paper and poster presentations on the development and validation of tests and the use of vocabulary tests to measure linguistic proficiency across different contexts. This variety of topics allowed for stimulating discussions about the teaching, learning and assessment of vocabulary across different contexts.

The conference programme included two plenary talks. The first plenary talk by Professor Victoria Murphy (University of Oxford) examined vocabulary knowledge and learning in learners with English as an Additional Language (EAL). Professor Murphy's talk stressed the importance of looking at the development of vocabulary in young learners with EAL, in response to the current demands of the educational context in the UK and in other countries (Title: "Vocabulary knowledge in linguistically diverse pupils: Beyond the single word"). The second plenary talk by Professor Pauline Foster (St Mary's University, London) explored the issue of formulaicity and children's and learners' picking up (or lack of) the collocational bonds between words. Professor Foster reviewed research showing that language learners do not pick up the bonds between words to the extent that children do

when learning their first language, and explored the reasons why this is the case (Title: "The role of collocational bonds in the evolution, acquisition and teaching of vocabulary"). These two plenary talks were an excellent reflection of the theme of the conference and highlighted the need to look at vocabulary development across different contexts and the similarities and differences that we face when conducting research in different contexts or with learners of different characteristics.

As it is now tradition of the BAAL Vocabulary Studies SIG Annual Conference, the event closed with the announcement of two prizes, one to the best student presentation and one to the best poster. This year we had a draw in the votes for the best student presentation and we decided to give two prizes. The two best student presentations prizes went to Sam Barclay (UCL Institute of Education/Nottingham Trent University) and Rachel Hulme (UCL), and the best poster prize went to Maria Lorena Colombo (UNED).

This year's conference was also an opportunity to thank three of the committee members stepping down from their current positions. After four years of service, Michael Daller (convenor), Yixin Wang (secretary) and Ana Pellicer-Sanchez (treasurer) stepped down and new members were elected at the conference. The newly elected committee members are: Ana Pellicer-Sanchez (UCL Institute of Education) as convenor, Roopa Leonard (University of Reading) as secretary, Pawel Szudarski (University of Nottingham) as treasurer. Veronica Garcia Castro from the University of York continues her service as media and communications officer.

Overall, it was a successful event that clearly contributed to the development of vocabulary research and vocabulary researchers. As announced at the end of the event, the next vocabulary SIG conference will be organised by Marijana Macis from Manchester Metropolitan University. Details about the event will be circulated soon! We are all looking forward to next year's event!

Delegates Attending the BAAL Vocabulary SIG Conference 2018

Language and New Media SIG

Reading Group 2018: Selfies in 'mommyblogging'

On Friday, 23rd March, the BAAL Language and New Media SIG held a cross-institutional reading group, discussing Michele Zappavigna and Sumin Zhao's article 'Selfies in 'mommyblogging': An emerging visual genre', recently published in *Discourse, Context & Media*. The three groups were based at the University of Birmingham (led by Jai Mackenzie), Queen Mary University of London (led by Agnieszka Lyons) and Cardiff University (led by Tereza Spilioti). We also invited Twitter users to join in, using the hashtag #LNMreading. At the end of the session, the three groups joined one of the authors of the paper, Sumin Zhao, for a Q&A session via Skype live link. The paper itself analyses selfies posted to Instagram using the tags #motherhood and #momlife. Zappavigna and Zhao identify four types of selfie within these posts: *presented, mirrored, inferred* and *implied* selfies, and show how different relations and perspectives can be represented in each type.

A post to the #LNMreading hashtag, showing that the term 'mommyblogging' itself is a controversial one. On the day we discussed how the authors might further develop their theorisation of identity and motherhood.
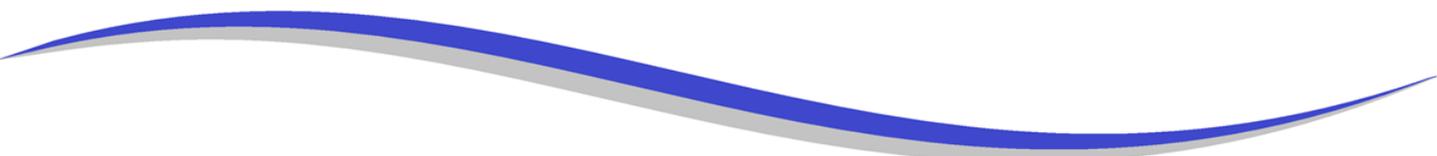
Our discussions centred on a number of areas. For example, we reflected on what this research, and further studies of 'mommyblogging', might reveal about gender and motherhood. We also scrutinised the framework developed by Zappavigna and Zhao for categorising selfies, and considered how the criteria for each selfie type might be further refined and clarified (especially the last category in which the presence of the photographer is only implied). We were particularly interested in exploring the selfie through the concept of perspective, especially how perspectives might be negotiated through selfies and comments posted to Instagram. More generally, we considered the different criteria that have been used to classify photographs as selfies. Beyond the focus of the specific paper, we reflected on how motherhood may be done differently in selfies by celebrities, influencers, and ordinary users on Instagram. Finally, we also discussed the always-present question of ethics when dealing with visual data and searchable technology and considered the possibility of treating mirrored selfies as including a documentary element.

Our live link between the three UK-based groups and with Sumin in China worked very well and it was great for us to hear more about how Michele and Sumin became interested in this topic, how they developed their framework for categorising different types of selfies in 'mommyblogging', and what future directions they would like their research to take. Sumin enjoyed the engaging discussion and diverse questions.

We'd love to hear your suggestions for other innovative formats through which we can engage and connect SIG members for future reading groups.

Jai Mackenzie, with Agnieszka Lyons and Tereza Spilioti

Book Reviews

Byram, M., Golubeva, I., Hui, H. and Wagner, M. (Eds). (2016). *From principles to practice in education for intercultural citizenship*. **Bristol: Multilingual Matters. ISBN 978-1-78309-654-1. 270 pages.**

This edited book is a part of a series, *Language for Intercultural Communication and Education*, edited by Michael Byram and Anthony J. Liddicoat. In the Foreword, Professor Martyn Barrett puts forward the topic of the book, intercultural citizenship, and the ways in which intercultural citizenship can be encouraged through foreign language education.

In the Introduction, the editors sketch a clear background to the book, through discussing the purpose of the research project the book was based on, the project's theoretical foundations and the implementation of the project. The editors follow these with an overview of each chapter. Bearing in mind that the book is an 'outcome' of a research project, as described by the editors, it is necessary to start reading the book from the Introduction rather than starting anywhere else. This makes it easier for the reader to follow through the ideas presented.

The book is divided into three sections that are written by several authors, including the editors themselves. Each section has its own introduction. Section 1 includes three chapters that discuss learners' and teachers' perceptions of intercultural citizenship. Section 2 is about teachers cooperating. It includes two chapters. Section 3 is about learners' cooperating. This section includes five chapters. The three sections are followed by the editors' reflections on the research project's challenges and future directions. The book chapters collectively report on the research project *Citizenship Education in the Language Classroom*, that was conducted by members of the Cultnet Research Network, an informal group of researchers and teachers who share an interest in the cultural aspect of language teaching and learning. The project had two aims. The first aim was to establish whether citizenship education could become the content of foreign language teaching and learning and the ways in which this could be done through action research projects. The second aim was to establish how this could lead to developing criticality in learners. As the book contains many chapters, and because of the limited-word count of this review, I will be selecting some chapters to review in more detail than others, so the reader can have a general idea about the book.

The first two chapters, in Section 1, report on research projects that aimed to elicit undergraduate students' perceptions of global citizenship and intercultural citizenship respectively in different contexts. Chapter 1 (by Irina Golubeva, Manuela Wagner and Mary E. Yakimowski) reports on research carried out in the United States and in Hungary that sought to explore differences in the ways in which undergraduate students defined global citizenship and understood the role of language in global citizenship. The findings revealed that the students connected 'global citizenship' to travel rather than understanding it as a complex term. The authors compared their findings to the components of the framework discussed in the Introduction and found that "Most of the components considered important in the framework outlined in this book are not featured prominently in the students' perception of global/intercultural citizenship" (p. 15). Chapter 2 (by Han Hui, Song Li, Jing Hongtao and Zhao Yuqin), on the other hand, reports on a study which explored the perception of "intercultural citizenship" among students of English in Chinese universities. The study was conducted through administering an open- and closed-ended questionnaire, which consisted of five questions, to undergraduate students from two universities in China. The researchers concluded that the questionnaire offered "data about the students' perceptions of the making of a good citizen and a good

intercultural citizen" (p. 39). In addition, the data suggested that "there is a need for more systematic citizenship education and intercultural citizenship education among university students in China" (p. 39). Chapter 3 (by Ulla Lundgren and teacher students) presents a study on a five-week teacher educator module at a Swedish university with student teachers of different nationalities. The purpose of the module was to equip teachers to teach in multicultural and internationalised societies. The student teachers co-authored the first part of the chapter, which reported on their experiences of novel approaches to intercultural citizenship and world citizenship. The second part of the chapter presents an analysis of the effects and degree of success of the module. The author concluded that the module had a positive impact on the student teachers' intercultural and international thinking and acting.

Section 2 consists of two chapters that focus on finding an appropriate approach to introducing intercultural citizenship education into the language classroom. Chapter 4 (by Etsuko Yamada and Jessie Hsieh) focuses on introducing effective citizenship education, especially 'social inclusion', to beginner level language students in Taiwan and Japan. The chapter reports on two case studies. In the first study, which was carried out in Japan, data was collected from students' reflections and follow-up interviews. In the second study, data was collected throughout the semester and included students' learning journals and in-class assignments. The two studies concluded that the appropriate approach to introducing intercultural citizenship to beginner level language students is through gradual stages (from basic cultural awareness to a more advanced cultural awareness). Chapter 5 (by Stephanie Ann Houghton and Mei Lan Huang) reports on a 14-week action research study in which students in Japan and Taiwan followed part of a course based on the Intercultural Dialogue Model (Houghton, 2012). This model helps teachers "to develop students' intercultural communicative competence by building sequenced and staged learning objectives into materials design" (p. 104). The project focused on environmental action as one type of social action. The two questions investigated were "how achieved learning objectives manifest themselves in written work in potentially assessable ways and whether social and personal transformations can be considered potentially assessable learning objectives in their own right" (p. 123). Data was collected from students' EAP reports and EAP Feedback Reports, which were used to analyse the success of the project.

Section 3 consists of five chapters that discuss students' cooperating. The five chapters in this section show how students from different countries can interact over the Internet to develop their intercultural citizenship. The topics of learners' collaborations were related to the environment, preparing lessons, mural art and graffiti, war and human rights education. The last topic was considered by the authors as a sensitive one.

The Reflections section summarised the different findings of the research projects discussed in the previous chapters and the challenges the researchers faced while conducting their projects, including time restrictions, target language proficiency, mismatch between what learners expected to learn and dealing with highly sensitive political topics. The last section of the Reflections, "Ways Forward", offers an explanation of the ways in which the editors hope their book could inspire other teachers to implement similar action research projects in their own contexts.

Overall the book represents a bold attempt to combine "citizenship education" and "foreign language education" in one framework. Although I see the Introduction as helpful in aiding readers in understanding the theoretical framework on which all the studies presented in the book were based, I found some of the elements of the theoretical framework sitting rather uneasily between 'citizenship education' and 'foreign language education'. The

editors themselves acknowledge in the book that combining these two carries the risk of "simplification". 'Citizenship education' and 'foreign language education' were combined in the framework to "[set] objectives for teaching, which develop the competences of an 'intercultural citizen'" (p. xxii). The framework stresses the role of teachers in creating "'transnational communities' in foreign language teaching, so these become the basis of political action in the world" (p. xxii). The five levels of engagement assume a willingness on the learners' part to engage with others. It is not clear, however, how teachers can assess this willingness. In addition, the levels assume a linear process of learning without learners' setbacks or resistance. Upon reading the framework, I was wondering, "How can teachers anticipate/deal with such issues in the classroom?" Certainly, more research needs to be carried out to address these issues. Overall, I think the book was successful in achieving its objectives.

Reference

Houghton, S.A. (2012). *Intercultural dialogue in practice: Managing value judgement in foreign language education.* Bristol: Multilingual Matters.

Manal Sabbah, University of Exeter

Baratta, A. (2018). *Accent and teacher identity in Britain. Linguistic favouritism and imposed identities***. London: Bloomsbury. ISBN 978-1-350-05492-9. 210 pages.**

At a time of equality and diversity promotion and increased awareness, this book explores issues surrounding the use of regional accents within education, with a specific focus on the feedback provided by mentors for trainee teachers. Whilst dialect in education has been the focus of research for some time (see, for example, Papapavou and Pavlos, 2007), minimal attention has been given to the use of accent in educational settings, a gap this book seeks to address. Through tackling this under-researched area, Baratta raises further awareness of issues around accent and equality by carefully negotiating the interaction of identity, power and linguistic prejudice within the institutional setting of education.

The introduction focuses around the conflict faced by teachers in terms of their identity as an individual and a professional. Baratta argues that teachers are often told to modify their accent by mentors but there is little guidance as to which features of an individual's accent are considered problematic for the profession. Furthermore, Baratta points out that, although there is a recognised standard written form of English, this is not the case for spoken language.

In the first chapter, Baratta offers an accessible discussion of the complex topic of identity, applying the theoretical literature to personal examples, before considering identity in the context of the teaching profession. Both personal and professional identities are included in the discussion, highlighting that within each of these broader identities, an individual possesses further, multiple identities. The theme of authenticity is then raised and considered in relation to which of the multiple identities are viewed as authentic and which factors influence this perception, from both the individual's and onlooker's viewpoint.

Chapter 2 expands upon an earlier introduction of linguistic prejudice, also referred to as linguicism (Skutnabb-Kangas, 1986), whereby individuals are evaluated negatively for their language use. Here, Baratta questions whether mentors are offering feedback according to their own accent preferences, rather than based upon any linguistic reason. The question of whether a standard accent still exists is also carefully considered with the outcome that, although historically RP was considered the standard British English accent, this accent, like all others, has changed over time. There is the important acknowledgement that the use of a standardised English accent in the classroom is not reflective of the rich diversity of accents a student will encounter in life beyond the classroom. Baratta suggests accepting a number of standard accents deemed suitable for the classroom, rather than asking teachers to conform to a single standardised accent. According to Baratta's proposal, these standard accents would avoid reductive and regionally marked phonological forms such as the glottal stop; however, in this discussion, the effect of environment needs to be recognised due to glottal stops, amongst other marked features, being evaluated differently in different environments (Fabricius, 2002).
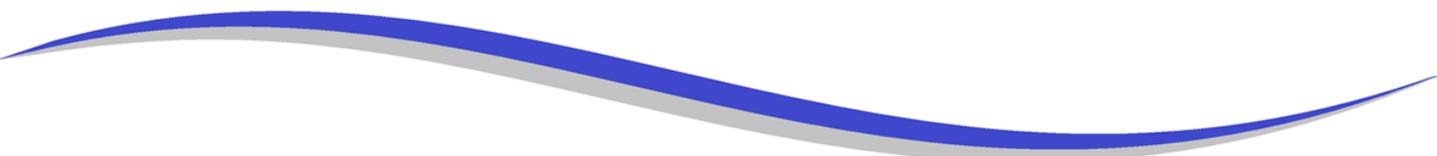
Having set the scene, Chapter 3 focuses on the methodological considerations in the research. The data examined are from questionnaires and interviews collected in three studies. Baratta dedicates discussion here to self-reporting, highlighting that the data are solely comments provided by trainee teachers, rather than linguistic evidence of their language production and modifications: this would be a welcome addition in future research, as well as data from mentors about the motivations behind their feedback.

The discussion in Chapter 4 focuses on those teachers who did not find themselves conflicted between their personal and teacher identities. Baratta reports a clear divide between the teachers in terms of those who were asked to moderate their accent and those who were not provided with accent-related feedback from mentors. Teachers who accepted requests to change their accent considered accent modification as a requirement for: professional control of the classroom, clarity of communication, and setting an example as a professional. For those teachers who were not asked to make any changes to their accent, Baratta considers three themes: accent mimicry of the mentor, use of a prestige accent by the teacher, and both the teacher and mentor sharing the same accent.

Data collected from those teachers who resisted requests to change their accent are presented in Chapter 5. Teachers commented on the need to represent linguistic diversity, linguistic pride, and a desire to 'keep it real' in the classroom. An interesting addition to this chapter is the inclusion of comments from a teacher who was not asked to modify her near-RP accent; however, despite this, the teacher made changes because she perceived the difference between her accent and the accent of her pupils to have a negative effect on the relationship she wished to develop.

Chapter 6 draws together the issues raised throughout the earlier chapters. Baratta calls for further research following what he describes as his small scale research; however the fundamental questions that emerge from his research highlight the need for additional research and further debate.

Throughout the book, the qualitative nature of the research places focus on the individual and it is clear that negative feedback related to accent is treated individually by individuals – some welcome the comments and others see this as a personal attack on their identity. Others are conflicted as they wish to succeed in their careers as teachers but feel that they are required to adapt to achieve this. Despite the majority of the teachers teaching in their home region, they were still asked to make changes to their accent. This alone raises yet another important

consideration: the impact of modification on the students and the potential devaluing of their regional accent. Regional dialects have been used successfully within the classroom to celebrate diversity and also to teach standard forms (Charity Hudley and Mallinson, 2010); perhaps this approach could also be successful with accents.
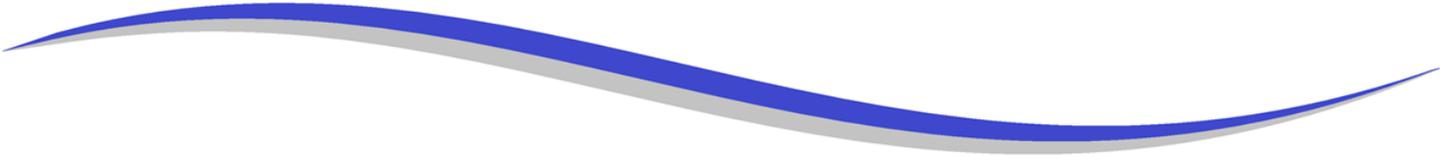
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Skutnabb-Kangas, T. (1986). *Minority*, *language and racism*. Malmö: Liber.

Kate Whisker-Taylor, York St John University

PUBLICATIONS RECEIVED

The following books are available for review. If you would like to review one of them, please contact the **Reviews Editor**, Professor Christopher J Hall, School of Languages and Linguistics, York St John University (c.hall@yorksj.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.

Chua Siew Kheng, C. (2018). *Un(intended) language planning in a globalising world: Multiple levels of players at work*. Berlin: De Gruyter. (Open access volume available at https://www.degruyter.com/viewbooktoc/product/480552)

Cohen, A. D. (2018). *Learning pragmatics from native and nonnative language teachers*. Bristol: Multilingual Matters.

Evers-Vermeul, J. and Tribushinina, E. (2017). *Usage-based approaches to language acquisition and language teaching*. Berlin: De Gruyter.

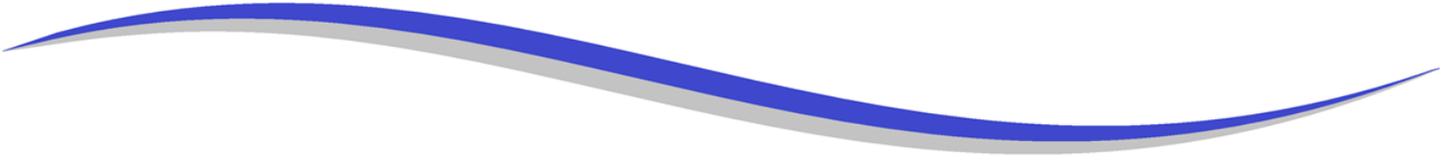Evans, D. (Ed.). (2018). *Language, identity and symbolic culture*. London: Bloomsbury.

Farina, M. (2018). *Facebook and Conversation Analysis: The structure and organization of comment threads*. London: Bloomsbury.

Ji, M. (Ed.) (2016). *Empirical translation studies. Interdisciplinary methodologies explored.* Sheffield: Equinox.

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

Zappavigna, M. (2018). *Searchable talk: Hashtags and social media metadiscourse*. London: Bloomsbury.

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BAAL News Submission Deadlines

As always, the BAAL newsletter is looking forward to receiving submissions from members, be they reports from event, research developments, or discussion points. BAAL News is normally published twice a year: a winter issue, and a summer issue.
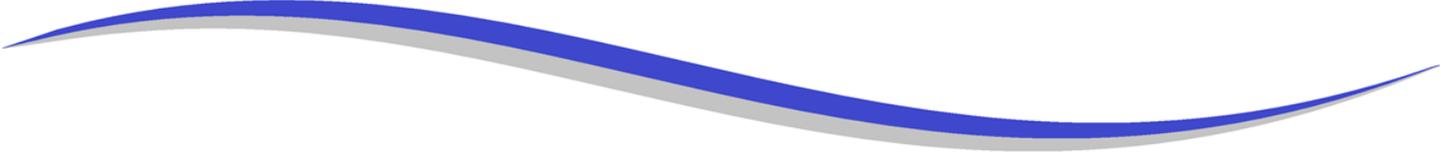
Please note that the submission deadline for the forthcoming issue is:

07 January 2019 for the Winter Issue 2019 (appears in late January 2019)

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

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Unless there is a very special reason, please submit material in Times New Roman, 12pt, left aligned (not justified). Please do not use text boxes, or try to format your contribution in any other way, as this complicates the reformatting. Contributions are limited to a maximum of 1000 words. Thank you.

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The aims of the Association are to promote the study of language in use, to foster interdisciplinary collaboration, and to provide a common forum for those engaged in the theoretical study of language and for those whose interest is the practical application of such work. The Association has around 1000 members, offers awards and an annual Book Prize. Individual Membership is open to anyone qualified or active in applied linguistics.

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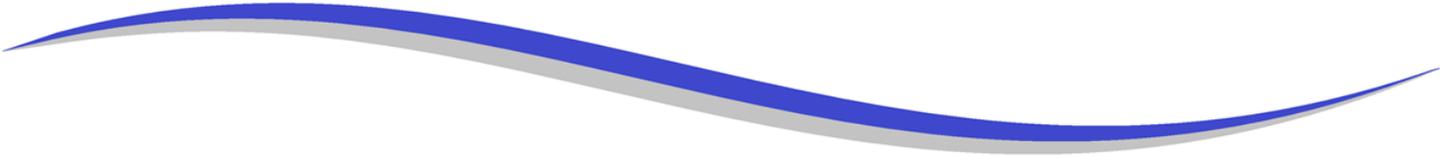
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