BAAL News

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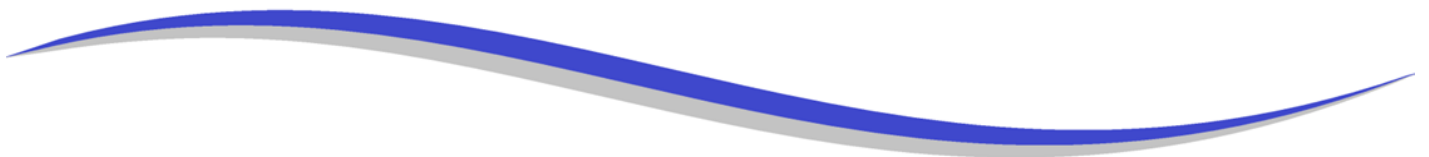
Editorial

Dear All,

This edition of BAAL News comprises several research contributions from BAAL members based in the UK and abroad.

At the beginning, you will find a report on the Annual Conference which was successfully hosted by the University of York. Furthermore, you will find a report from the membership secretary, Prof Rachel Wicaksono, who outlines the process of creating the new 'solidarity' BAAL membership category. This is followed by an obituary to celebrate the successful and remarkable life of Prof Tim McNamara—this was kindly written by Prof Alastair Pennycook.

In the next piece, Prof Chris Hall, Dr Alice Gruber, and Dr Yuan Qian report on the results of their study supported by the Applying linguistics fund. This study challenged the monolithic, native-normed version of English which is no longer necessarily useful or appropriate to learners. This reiterates the need for teachers to consider an alternative 'plurilithic' orientation which conceptualises English 'as a distributed, dynamic, and fluid set of resources and practices'. Next, Prof Natalie Braber and Dr John Bellamy present their work also supported by the Applying Linguistics Fund. In particular, this project examined lexical variation in the language of mining communities throughout the UK. To do so, the study benefitted from a collaboration with coal mining museums, miners' heritage groups and former miners. This is followed by a research report about a study conducted by Dr Suha Alansari and Dr Sal Consoli which focussed on the notion of global competence in a TESOL Master's programme at a Saudi University. This study showcases strategies and pedagogical suggestions to capitalise on virtual exchange platforms and interactions for the purposes of internationalisation of education.

Next, Dr Inge Alferink presents the OASIS project - a database of over 1350 one-page summaries written in non-technical language freely available to make research in language studies more accessible to practitioners, such as teachers and curriculum developers. This is followed by a compelling piece by Dr Grégory Miras (President of Association Française de Linguistique Appliquée) who reflects on the AILA Congress 2023 and the future of such large scale international events. Next, Dr Tomasz John introduces the new *Language and Education for Social Justice SIG* and offers guidance on how BAAL members may become involved in the core activities of the SIG. In the following part, I share a report on the BAAL-CUP seminar which I organised at the University of Edinburgh—this event titled, *Developing Researcher Reflexivity for Applied Linguistics*, brought together both early career researchers and established academics to engage in questions and debates about the importance of the researcher Self (Selves) and relevant methodological implications.

Next, the section, *Multilingualism In Focus*, comprises two captivating reports that draw directly on languages other than English and which point to the power of multilingualism in our academic community. In a report that alternates English and Welsh, Prof Dawn Knight, Dr Steve Morris, Prof Paul Rayson, Dr Mo El-Haj, Dr Nouran Khallaf, and Dr Ignatius Ezeani discuss the value of *FreeTxt* - a tool that supports the analysis and visualisation of multiple forms of open-ended, free-text data in both English and Welsh. This innovation was possible thanks to the collaborations of the research team and project partners, Museum Wales, Cadw, National Trust Wales, WJEC and National Centre for Learning Welsh. In the following text, Dr Yao Wang and Dr Sara Ganassin offer insights into the realities of low-cost private schools that cater for the needs of internal migrant children in China. This report, which enmeshes elements of Chinese and English, puts the spotlight on a range of minority voices which rarely get much attention in the research arena.

The final section of this edition contains two PhD reports by Ms Maira Klyshbekova and Mr Yussuf Hamad as well as a few book reviews which delve into critical debates about recent innovations in applied linguistics.

I would like to take this opportunity to wish everyone a healthy and safe new year. As usual, I trust that you will find much inspiration from the reports in this edition of BAAL News and you are encouraged to contribute in future.

With warm wishes,

Sal Consoli

Opening up Applied Linguistics

From 23rd August to 25th August 2023 colleagues from the Centre for Advanced Studies in Language and Education (CASLE) hosted the 56th Annual Conference of the British Association of Applied Linguistics (BAAL). Attracting over 350 in-person delegates representing over 30 countries and 100 universities, the event made a significant contribution to opening up the field of applied linguistics with a programme of plenary talks representing a broad range of topics in applied linguistics as well as CASLE's work opening up scholarship in applied linguistics:

What's so good about transparency? Decolonising Applied Linguistics for whom
Prof. Alison Phipps, University of Glasgow

Open scholarship in Applied Linguistics: Past, present, and future
Prof. Emma Marsden and Dr. Cylcia Bolibaugh, University of York, and Dr Meng Liu, Beijing Foreign Studies University

Postdigital possibilities in Applied Linguistics
Dr. Ibrar Bhatt, Queen's University Belfast

Opening up language education in the aftermath of the pandemic
Prof. Glenn Stockwell, Waseda University

With a view to opening up the conference to the wider BAAL community, these talks as well as the following sessions were live streamed - recordings will be made publicly available via the BAAL YouTube Channel shortly: *Applying Linguistics Fund (individual papers)*, *Open research in applied linguistics: What and how (LOC invited colloquium)*, *PGR symposium (individual lightning talks)*, *Exploring the TESOL teaching research matrix (symposium)*

In the spirit of the theme of the conference, delegates were also encouraged to make their research open and share materials from their contributions to BAAL via the conference's OSF site. It is still possible to contribute to this site which will remain available as a permanent archive of the conference. The conference also featured a packed social programme including speed networking, a boat trip and gala dinner. A taste of delegate's experiences of these activities and the conference programme can be access via the conference's Twitter handle @BAAL2023York and #BAA2023York.

Thank you to everyone who supported the conference and in particular everyone who kindly agreed to contribute to the review process (see below for a list of reviewers).

BAAL Local Organising Committee
(Volha Arkhipenka, Cylcia Bolibaugh, Giulia Bovolenta, Natalie Finlayson, Zoe Handley, Michelle Hunter, Ursula Lanvers, Tetyana Lunyova, Emma Marsden, Nadia Mifka-Profozic, David O'Reilly)

A New category of membership for BAAL

(By Rachel Wicaksono, York St John University)

First of all, a very warm welcome to all the new members who joined BAAL this year and to all existing colleagues who have renewed their membership! You are part of a 1,355-strong association, the highest number of members ever! Traditionally, BAAL has had four categories of membership: 'individual', 'reduced rate' (members who are students or are unwaged), 'associate' (for publishers) and 'institutional' (often universities, who want to cover the cost of membership for some of their staff). All members of BAAL get full access to: *Special Interest Groups, Seminars in association with Cambridge University Press*, discounted registration *BAALmail*, our membership mailing list, *Special publisher discounts on a range of books and journals, sent via BAALmail, Our bi-annual BAAL newsletter (which you are reading now!), Membership of AILA, the International, Association of Applied Linguistics, including a discount for the triennial AILA World Congress, Opportunities to apply for funding for projects and to host events, such as the BAAL Applied Linguistics Fund and the BAAL/CUP Applied Linguistics Seminar Fund, A discounted fee for our annual conference (usually held in August/September).*

Earlier this year, in response to feedback from members at the 2022 BAAL Annual General Meeting, we established a new category of membership: 'solidarity'. The solidarity membership category responds to BAAL's commitment to equality, diversity and inclusion in applied linguistics, and addresses the Executive Committee's (EC) current set of strategic priorities: *multilingual representation*, *EDI support*, *recovery from the pandemic*, *engaging with and influencing UK government*, *developing an international outlook*. The EC agreed the following criteria for solidarity membership:

- residency in a low- or lower-middle income country, as defined by the World Bank
- Refugee or Asylum Seeker status
- currently without an institutional affiliation
- registered as a full-time postgraduate student on an applied linguistics programme
- employed on a fixed-term contract of 12 months or less

A pilot scheme, to recruit 10 members to the new category, was also agreed and was launched via BAALmail and social media. 21 applications were received and the 10 selected for award are from eight different countries, four are on fixed-term contracts, three are students, one has no institutional affiliation, and one is a refugee. Feedback on the pilot scheme from our new solidarity members has been positive (thank you so much solidarity members for sending me your comments!!), including:

> "*Being a BAAL member for the past few months has provided me access to information about the latest research in applied linguistics and MA/PhD funding (which have benefitted me and my colleagues immensely). I have also benefitted from the seminars and calls for conferences and book chapters.*"

> "*The BAAL solidarity membership allowed me to attend the 2023 BAAL conference in York, which would not otherwise have been possible.*"

> "*I found it extremely useful to learn how my British and international colleagues deal with the challenges of managing the work of academia through the recorded BAAL/Routledge workshop series. I received some insights which could be potentially of great benefit to my research and career in the first year of my British Academy Fellowship.*"

> "*The Solidarity Membership has truly been a comprehensive package for professional growth. It has not only enhanced my research and presentation skills but has also had a positive ripple effect on my teaching and supervision abilities.*"

BAAL is always looking at new ways to support its members, so please feel free to get in touch with me (r.wicaksono@yorksj.ac.uk) if I can be of assistance. Thank you for supporting BAAL and I hope you enjoy your membership!
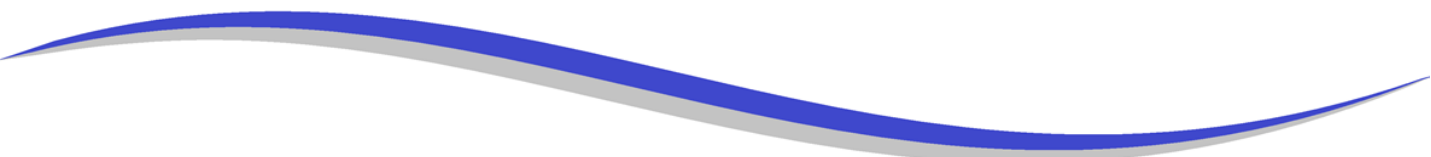
Memories of Tim McNamara

By Alastair Pennycook (University of Technology Sydney)

In August 2023, my partner and I flew down to Melbourne to have lunch with Tim. He'd told me he wasn't doing well in his long struggle with cancer, and when I asked whether it would help if we came down to see him, he said yes, and come as soon as possible. We'd known Tim a long time – close to 30 years – and he'd not only been a good friend but had also supported us in our work in many ways (he got me my job at the University of Melbourne). In spite of his fast-fading health, we had a very pleasant lunch, sitting in the light-dappled kitchen at the back of his house in St Kilda, eating, drinking talking. We were celebrating the recent news that his latest book was to be published (McNamara, in press). This was not an applied linguistic book but a book about his old friend Paul Kurz and his wife Paula, whom Tim had met when he was an undergraduate student at the University of Melbourne. Paul had escaped to Australia from Vienna, where his wife Paula was still trapped, during WWII. The book is based around their letters and brings together their painful yet redemptive stories, and the terrible fate of the Jews of Vienna. Tim was immensely pleased that this work was to be published and despite his physical weakness, we drank some toasts and talked some more.

I start this account here because it says a lot about Tim. Many in applied linguistics will know him as an eminent language tester, which indeed he was. He liked to tell how he had fallen rather accidentally into language testing, as a result of developing a test which would assess the ability of health professionals to cope with the communicative demands of the workplace, a project he later extended into his PhD (at the University of Melbourne). He co-founded the language testing research centre (LTRC) in Melbourne in 1990. Celebrating its 30 years in 2020 (no mean achievement for a centre that relied largely on external funds), he suggested that the LTRC had been for him an intellectual home, a place where he could do his work on testing in collaboration with like-minded colleagues. He was recognized with a Distinguished Achievement Award by the International Language Testing Association in 2015. He was a good language tester for several reasons: He had a very sharp mind, and understood both the statistics involved and their limitations. He was proud of the development of Rasch measurement at the LTRC and its implications for more complex understandings of testing. He was also able to explain testing to a wider audience in what is generally acknowledged as one of the best introductions to the field (McNamara, 2000). At the same time, he emphasized that there were severe limits to the authenticity of all language tests, even those which claim to simulate the demands of real-world contexts. He was interested in this question of performance testing (McNamara, 1996) and also in the social implications of tests, their roles as gatekeepers and modes of exclusion (McNamara and Roever, 2006; McNamara, et al, 2019; McNamara and Shohamy, 2008).

He also had much wider interests in applied linguistics as a field, founding the Applied Linguistics program at the University of Melbourne in 1987. He co-chaired international conferences, both the International and American Associations of Applied Linguistics (AILA and AAAL) and was President of AAAL in 2017-18. He was elected as an Honorary Member of AILA in 2019 for his outstanding contributions to applied linguistics internationally. It was for his work in developing applied linguistics in Australia and his services to tertiary education more broadly, that he was, with immense pride, made a Member of the Order of Australia (AM) in 2021. Recognition of his work also led to his becoming a Fellow of the Australian Academy of the Humanities in 2010, and a Fellow of the British Academy of Social Sciences in 2017. Tim was also an excellent teacher, whether working with his many doctoral students, giving lectures internationally, or teaching graduates and undergraduates at the University of Melbourne. We taught an introduction to applied linguistics together in 1995. Tim felt that the field spent too much time introducing linguistics when what we really needed to do was engage with applied linguistics itself. We designed a course

Yet Tim's concerns were far wider than this. Remarkably, he brought his great interest in Derrida – "Never read Derrida alone" he advised (2019, p.64) – to testing, and this emerged in his thinking on the *shibboleth (*2012) and its "terrifyingly ambiguous potential" (2019, p. 207): Language testing theory tries to remove the indeterminacy and ambiguity of the test score, he argued, to yield a true reading of what a score means, but if we see test constructs as shibboleths, it becomes clear that they are in fact *undecidables* (Derrida again), "open to interpretation, inherently unstable" and potentially "socially beneficial or socially harmful" (2019, p.209). Drawing on his crucial studies of the many problems with the language analyses used to determine the origins of asylum seekers, he concluded (following Foucault), that such tests and analyses "play a fundamental role in modernity, as a mechanism for the surveillance of the subject" (p.210): they are modes of inclusion and exclusion. As the focus on asylum seekers indicates – the issue is the denial of the right to asylum by means of inappropriate and inaccurate language analysis – Tim was deeply concerned by racism (and especially anti-Semitism) and misogyny and homophobia.

His work on *subjectivity* enabled Tim to give an account of both his own personal engagement with these domains and their importance in the contemporary world. Everyday racism, he argued, is a potential "reservoir of violence" (2019, p.95) and the horrors of the Holocaust would not have been possible without the fertile ground of daily anti-Semitism across Europe. He was also engaged with language, gender and sexuality: he was very amused when he was away from Melbourne at a Lavender Linguistics (LL) conference and I told him I was planning to change the name of the LTRC to the LTLLRC. When two gay men, he asked (2019), who have known each other for a long time chat in a local pharmacy – one as pharmacist, the other as customer – what weight do broad social roles (sexuality, masculinity, service encounter) play in relation to professional and other roles (chemist, advice, familiarity)? Here he brought together his long interest in conversation analysis (CA) with Judith Butler's idea of performativity: If we want to see how subjectivities are called into being, we have to look at the micro-politics of language use. This is all about the "recognition of Self and Other – the terms in which we are socially visible to each other – visible as particular types of subject" (2019, p.9). This is the "pain of the experience of subjectivity" (2019, p.218).

That phrase points to a central way of thinking in Tim's life: the pain of the experience of subjectivity. The interest in Derrida was also an interest in Jewish histories, in philosophy, in poetry and art. He was fascinated and moved by Rothko, who, he (2021, p.7) explained, "wanted painting to approximate to the condition of music: that is, to act as an abstract medium, like musical notes, capable of expressing, enacting and resolving dramas of feeling." Tim McNamara was one of applied linguistics' deeper thinkers, one of the field's much-needed intellectuals, one of the people for whom the *vulgar pragmatism* of the field was not enough, urging us to think politically, to engage with the local operations of language, and to *act* as applied linguists. Perhaps above all Tim loved to talk. Of primary importance if you were having lunch or dinner with him was not so much the food and drink (though these mattered too – he was a good cook and very fond of good Victorian Pinot Noir) but the acoustics. Was this place conducive to a decent discussion? And this brings me back to our last lunch, a long conversation about things beyond but somehow always connected to applied linguistics: language, art, history, music, philosophy. He was a lovely, thoughtful, learned and considerate man, who, as one mutual close friend wrote to me recently, "made us better people".

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Applying Linguistic Fund: Modelling plurilithic orientations to English with pre-service teachers: A comparative international study

By Christopher J Hall (York St John University), Alice Gruber (Augsburg University of Applied Sciences), Yuan Qian (Suzhou University of Science and Technology)

Overview

A major challenge for TESOL professionals is how to address the learning needs of diverse learners for whom a monolithic, native-normed version of English is no longer always useful or appropriate. Adding to the problem, studies regularly highlight the entrenched nature of many teachers' monolithic beliefs about English and the difficulties associated with changing those beliefs (e.g. Young et al., 2016). There has been a growing recognition that teacher education is a critical site for challenging monolithic ideologies and ontologies of English (cf. Chen et al., 2021; Hall, 2021). The objective of this project was to test one way of exposing teachers to an alternative 'plurilithic' orientation to English (Pennycook, 2009; Hall, 2013), in which the language is conceptualized as a distributed, dynamic, and fluid set of resources and practices. The inspiration for the project was work conducted around twenty years ago by Murphey and colleagues in Japan (Murphey and Arao, 2001) on near peer role models: individuals with similar profiles (e.g. L1 and age) who are studying/working in the same regional and professional contexts as those expected to emulate them. Role models have been extensively used and studied in language learning, especially to model behaviours and tasks (Muir et al., 2021); but to our knowledge, Murphey and colleagues are the only researchers to have highlighted the importance of degree of identification between learners and models, and to use them to model beliefs/attitudes. Bernat (2008) is the only example we know of where the technique is used in ELT teacher education. Adapting the original methodology of Murphey and colleagues, our project explored the impact of video clips of teacher role models on: (a) pre-service teachers who shared their L1s and educational contexts and were closer in age ('near peer' groups); and (b) a smaller sample of pre-service teachers who had other L1s and were from a variety of educational contexts (the 'more distant peer' group).

Methodology

Seven young English teachers from Germany and China were recorded in conversation with the German- and Mandarin-speaking members of the research team and were given the opportunity to express their plurilithic perspectives on English and how they teach it. Due to Covid restrictions, all conversations were held and recorded online. Video clips assembled from the recorded material were then played to 173 pre-service teachers in Germany, Austria, China, the UK and Spain as part of postgraduate course activities. German L1 near peers saw the German teacher video clips; Mandarin L1 near peers and more distant Other L1 peers saw the Chinese teacher video clips. Before exposure to the videos, participants' degree of plurilithic orientation was measured using a questionnaire (shown to have a high degree of internal validity). Following exposure to the video we collected data in three phases. First, participants provided open-ended responses to survey questions about the immediate impact of the videos. Then, after approximately one month, participants answered the questionnaire again to provide quantitative data on any changes in belief. Finally, after approximately five months, online interviews were conducted with nine participants to provide deeper insights and to assess any longer-lasting effects on belief.

Results

Overall, the pre-service teachers responded positively to the teacher role models and their views. Immediate reactions from the 173 initial participants indicated a greater positive impact on near peers, with markedly more expressions of agreement from near peers than from more distant peers. Comments suggested that this was because members of near peer groups identified more closely with the role models. Due to the pandemic, the number of participants completing the second phase of the project was reduced to 81, resulting in smaller samples than planned for comparison of pre- and post-video questionnaire scores. Nevertheless, analysis showed that exposure to the videos was associated with a moderation in monolithic beliefs for most participants. Notably, only the near peer groups showed statistically significant increases in plurilithic orientation. The scores for the more distant peer group indicate that only half of them moderated their monolithic beliefs, compared with majorities of the near peers. Interview data confirmed that viewing the videos resulted in heightened sensitivity to a plurilithic orientation to English, and that for some participants, at least, the impact endured significantly beyond the time of

Discussion and conclusions

Our purpose in this project was to make a contribution to the development and validation of resources intended to generate and enhance teacher awareness of the plurilithic reality of English as it is globally learned and used. Findings suggested that, following Murphey and Arao (2001), the use of role modelling through video clips can be an effective strategy for triggering belief change in teacher education. Just as prior work on the technique with language learners has stressed the need for adaptation to specific local contexts (Muir et al., 2021), our data show that the more the learners can identify with role models presented to them, the greater the impact will be.

Dissemination

In addition to publishing the findings in an open access article in *TESOL Quarterly* (see reference below), we will publish our video materials on the *Changing Englishes* online course website (www.changingenglishes.online) under a Creative Commons licence for free use and adaptation. The questionnaire has been deposited in the Iris digital repository (www.iris-database.org), so that teacher educators can use or adapt it for their own localized projects. An accessible summary of the research for a wider readership is also available in the OASIS database (https://oasis-database.org).

Acknowledgements

Open Access Publication

Hall, C. J., Gruber, A. and Qian, Y. (2022). Modelling plurilithic orientations to English with pre-service teachers: An exploratory international study. *TESOL Quarterly*. http://doi.org/10.1002/tesq.3181.

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Applying Linguistic Fund: Ground-breaking language: The linguistic practices of mining communities as cultural heritage

By Natalie Braber (Nottingham Trent University) and John Bellamy (Manchester Metropolitan University)

With the decline of the coal industry, strategies in former mining regions to find a new sense of identity, community and belonging have varied considerably. Regeneration through acknowledging local mining heritage has been profoundly beneficial in post-industrial areas but less tangible forms of cultural heritage, notably language, have been largely overlooked. This project has systematically researched lexical variation in the language of mining communities throughout the UK. Inspiration for the project has come particularly from Braber's (2022) research on 'pit talk' in the East Midlands (UK). The BAAL-funded project collaborated with coal mining museums, miners' heritage groups and former miners to expand our knowledge of mining language by addressing the following core research questions:

1) How regionally distinct are linguistic practices of mining communities?

2) How can pit talk be optimally documented and represented?

3) How can museums, miners, local communities and university researchers effectively collaborate to analyse and conserve this form of intangible heritage?

Taking place over the course of one year, the project researchers carried out the survey of pit talk in each of the following five regions of UK by collaborating with local museums and building a network for the promotion of mining language as heritage:

National Coal Mining Museum of England (near Wakefield, Yorkshire)

Lancashire Mining Museum (near Astley Green, Lancashire)

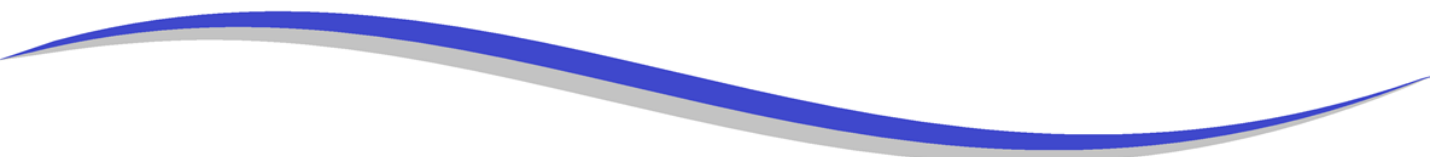Big Pit National Coal Museum (Blaenavon, Monmouthshire)

National Mining Museum Scotland (Newtongrange, Midlothian)

Durham Mining Museum and Durham Miners Association (Durham)

The project culminated in a workshop in summer 2023 that brought together representatives from the museum to discuss effective strategies for the aforementioned research questions 2 and 3.

In terms of data collection, we adopted a mixed methods approach inspired by a range of research areas, encompassing language variation, historical sociolinguistics and oral history. Initially, we sent out a questionnaire to the museum and miners in the region before we visited. The questionnaire was grouped into relevant thematic areas to gather the appropriate specialist terminology. Once we were on location at the museum, we conducted interviews with former miners who usually are also the guides giving tours in the respective museum. Building on Braber's earlier work in the East Midlands, we usually carried out joint interviews where we have two miners in the same interview situation, using the completed questionnaire as a useful stimulus for discussing all together the words and expressions that the interviewees can recall from mining. Whilst on site, we visit the museum and liaise with representatives to contextualize to gain valuable insights into how language might be integrated optimally into the museum provisions and displays as a key part of intangible cultural heritage.

To provide some examples from the project data, we will discuss below some terms for 'break time', 'mate' and 'hammer'. We are also including for comparison, some terms from Braber's research in the East Midlands. So for 'break time' (or 'a snack'), we found *piece* in Scotland, *bait* in the North-East, *jack* in Wales and then *snap* in Yorkshire, Lancashire and the East Midlands. Similarly, we have found quite a range of words across the regions for a 'friend' or 'colleague'. We have *nieghbour* in Scotland, *marra* in the Northeast, *mate/mucker* in Yorkshire, *cocker/mate* in Lancashire and *mi owd/siree* in East Midlands.

There is a strong possibility that some of the mining-related terms, perhaps *marra* or *snap* are used beyond the mines and perhaps even continue to form part of regional dialect usage amongst subsequent generations in former mining communities. Hammers were of course a common tool down the mines, and we have found word such as *mash/mell* (Scotland)*, mell* (North-East), *hammer* (Yorkshire)*, thommer* (Lancashire)*, sledge/big hit* (Wales) and *mell/mortek* (East Midlands). The interviews were constructive for helping us understand some of the broader context around these terms which emerged in the questionnaire. For example, in the following interview last April in Durham, we were talking to a former miner and we begin the segment in the extract below by mentioning the word *bait* from the questionnaire for 'snack'.

Durham: 'bait' (00:04:09 - 00:04:26)

JB: For break-time, you've got, you've got, bait.

P1:   Bait.

JB: Bait. And erm would, would you ever come across the word, like, snap for that?

P1:   Nah, that's more for Yorkshire term, isn't it? Aye.

NB: [Yeah, Yorkshire, East Midlands]

P1:   [Snap. Nah.   ]

        Nah, sounded a bit weird. Bait.

JB: Yeah, okay.

P1:   Everybody said bait.

It is interesting to observe how the miner demonstrates an awareness of the regional variation of mining terms, pointing out that *snap* is a Yorkshire word. Indeed, in Yorkshire, a museum guide and former miner confirms this usage.

Wakefield: 'snap' (00:43:27 - 00:43:55)

P2:   But it's, but it's a fallacy with snap tins. I mean, I bought one. Have you ever, have you ever used one? Truthfully?

P3:   No.

P2:   Well, I'll tell you what happens if you buy a snap tin. You buy it on Monday, right? You take it home, you make your snap and you bring it Tuesday. And you eat your snap and it just tastes of tin.

The extracts show how these words arise as part of these conversations during the interviews and how the format of joint interviews also links up with research approaches for oral history and historical narratives. One more example of the same concept is shown in the following example from the *National Coal Mining Museum for Scotland*, just outside Edinburgh. Whilst eliciting in the interview a word here about food or having a break, the former miner says it's called *piece time*. Similar to the interview example from Yorkshire, where we had *snap tin*, the miner here in Scotland is talking about a *piece tin*.
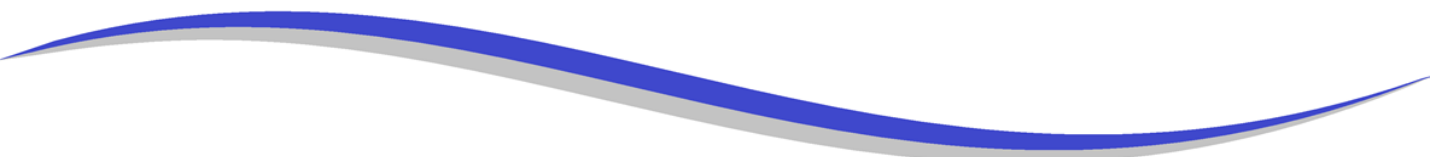
Newtongrange, near Edinburgh: 'piece' (00:02:33 - 00:03:09)

JB: Like, like when you, when you might have a break, you know, you know, you said, you showed us where you'd sit down.

P4:   Oh, aye, I know, up here, it's piece time.

JB: Piece time. Yeah, yeah.

P4:   And actually, I don't know if you'd time to go through there, but there's some pictures of a piece tin, and then in Scotland a plain bread. It's quite long and narrow and the tin for your piece was made in that shape.

After the questionnaires, interviews and museum visits were completed, we organised a workshop at the *National Coal Mining Museum of England*, so that all the museums could send representatives to discuss practical, constructive and appropriate ways forward for representing mining language. We covered a lot of ground in the workshop for key strategies that we could take forward, such as ensuring the engagement with children in museum displays on mining language and extending our research to evaluate the vitality of mining language in the wider community in each region and amongst younger speakers in post-industrial contexts. We think that this might the case with words like *marra* for mate in the North-East and *snap* for a snack or break in Yorkshire.

It has become a fruitful collaboration and we can see already that there are many factors worth examining closely through an international comparative analysis. Whilst we are undertaking this research in the UK, we're also making a bridge with the Ruhr region in Germany which historically has been one of the largest industrial hubs of Europe with a long tradition of coal and steel. We are harmonizing approaches for data collection with colleagues at the University of Duisburg-Essen, who are also carrying out similar fieldwork simultaneously in the Ruhr area and it's already been a very fruitful exchange. In summer 2023, we presented the findings at the *International Conference on English Historical Linguistics* (ICEHL) in Sheffield and at the *BAAL* conference in York. We are also preparing a substantially larger bid based on this initial project for a more in-depth UK survey that builds on the momentum on this research, whilst documenting mining language in a meaningful way for the communities, whilst we still can. We have two academic journal articles in preparation from this project, one of which has already been included in a proposal for a special issue.

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Promoting Global Competence on a TESOL Master's Programme through Teacher Research: A case study from Saudi Arabia.

(By Suha Alansari, King Abdulaziz University; Sal Consoli, University of Edinburgh)

Introduction

Global competence is one of the 21st-century skills that countries strive to develop in their students through 'globalised' degree programmes. The case of language teacher education is rather unique in that language teaching inherently entails a global and intercultural component. However, universities that prepare teacher candidates often struggle to promote "global competence" when their students and staff may have completed most or all of their education locally, thereby lacking experiences to fully embrace and enact global competence (Kerkhoff et al, 2019). This becomes especially critical when we note that due to the world's growing interconnectedness and global migration there is far more diversity in educational settings worldwide (Wu & Li, 2023). Indeed, the issue remains that teachers must develop some pedagogical sensitivity towards global competence in order to navigate and manage the dynamics of global and diverse educational fields (Myers & Rivero, 2020; Sinagatullin, 2019). This paper addresses this issue by reporting on a study that generated a digital collaboration between the second author, international adviser based overseas, and the first author, Saudi instructor at a Saudi university. Specifically, the focus was on a cohort of student-teachers on a Master's programme of Teaching English as a Second Language (TESOL henceforth) who engaged in educational research practice for the first time. We chose this specific university context because despite the university's drive for global engagement, this very postgraduate TESOL programme consisted in a demographic of exclusively Saudi students and staff. As such, with this project we aimed to offer the students on this programme opportunities to develop debates about language teacher research as experienced and sustained by peers and staff outside of their institution and region. This falls within the category of transactional experiences whereby international partnerships are created with a view to helping students engage in intercultural dialogues to co-construct knowledge and novel understandings (Kerkhoff, 2018). Several discourses have promoted teacher research as an empowering dimension of language teacher preparation and professional development. Numerous studies also highlight the value of teachers engaging with research, be this at pre-service or in-service level (e.g., Banegas & Consoli, 2021). Importantly, while the investigation of English language teachers on a TESOL master's programme is not new, in this study we examined the phenomenon of English language teachers engaging in postgraduate research practices through a strategy of 'internationalisation at Home' (IoH). This way the local Saudi students' experiences on this master's programme would gain an international edge. This project thus provides a perspective on the internationalization of the educational process in postgraduate programs in the Kingdom of Saudi Arabia. In particular, this study responds to the calls for novel ways to develop "global competence" among English language teachers (Goodwin, 2010).
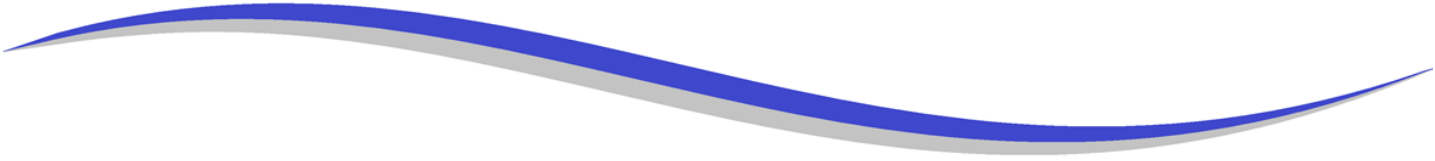
Methodology

The two researchers, one Saudi academic working at a Saudi university and one British academic working at a university in Hong Kong, collaborated to create a purposeful experiential programme to internationalise students' engagement with postgraduate research at this specific Saudi university. The entire exchange programme was conducted using online video conferencing technology. Specifically, this study aimed to answer the questions:

How can global competence be developed in English language teachers completing their postgraduate TESOL programme in Saudi Arabia?

What is the impact of *internationalisation at home* activities on the development of global competence of Saudi English language teachers studying for a master's degree in Saudi Arabia?

To answer these questions, the researchers designed a programme of activities which included the following components:

1. General academic meetings scheduled throughout the academic year with the aim of connecting the Saudi students with the second author, who offered focussed workshops on topics chosen by the students (e.g., the purpose of research, how to formulate research questions). These meetings provided opportunities for dialogue and discussion between students and the international academic.

2. Individual tutorial sessions for students to meet on a one-to-one basis with the international academic. These tutorials facilitated the discussion of the students' progress with their research projects and other research-related assignments. All sessions were attended by the Saudi academic, who observed these tutorials and took notes with the aim of supporting the students and generating reflective data for the study.

3. Workshops conducted by international students who had completed similar TESOL master's programmes at universities outside Saudi Arabia. These invited students were encouraged to talk about their postgraduate research experience as well as some of their post-master's experiences.

The 17 participating master's students were recruited through a call open to all TESOL postgraduate students at the Saudi university. After the internationalisation programme ended, the Saudi academic conducted a series of interviews with the participating students to gather their opinions on the experience and evaluate its impact on their educational journey. These interviews formed the primary source of data for the study alongside the reflective journals kept by the researchers during and after each meeting or activity with the students.

Findings

We are all One

One of the most important results from this study concerns the participants' realisation that the specifics of their research experiences as postgraduate student teachers, including the challenges, are universal, transcending country boundaries, local systems, and identities. Some participants went as far as emphasising that this realisation questioned their initial notions about the uniqueness of postgraduate research experience as teachers as well as their association with the specific geographical location. As such, students in this intervention programme were able to identify commonalities that intersected between their own experiences and those of master's students from other countries. These commonalities encompassed both academic and personal aspects.
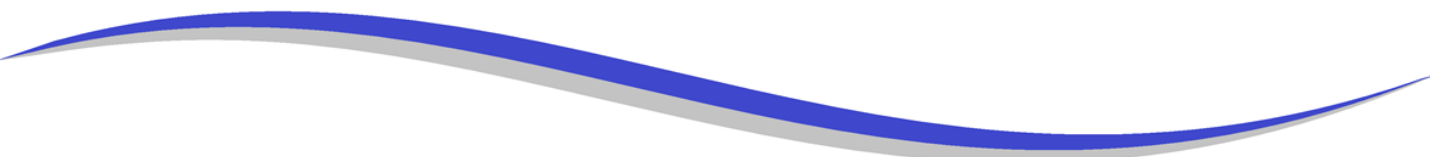
As Samira puts it:

> *I have been through very difficult circumstances that had a significant impact on my well-being. These circumstances were personal, related to family issues, job loss due to the repercussions of COVID-19, and other academic challenges I faced during my master's program. When I attended the seminar hosted by one of the master's students from [name of a UK University], I didn't know what to expect, but I felt a lot of comfort as I listened to the speaker talking about the struggles they encountered during their master's studies and research thesis writing. They especially discussed feelings of loneliness, helplessness, and moments of crying, which I also experienced. This guest talk … this conversation with these students reassured me that I am not alone in my struggles and gave me a lot of hope in my ability to overcome the challenges. It kind of inspired me to look within my surroundings for ways to alleviate my difficulties and feel that hope that I will be okay like these students were in the end. (Samira, Extract-1)*

Students' ability to identify commonalities with other international peers on the intervention programmes despite the particularities of personal, academic, and research experiences may point to their developing sense of belonging to a global community of researchers or graduate students.

Resisting change

The intervention programme provided the student researchers with experiences that encouraged them to engage with different perspectives on academic research that sometimes challenge opinions formed throughout their previous educational journey or the master's programme classes. Rather than exploring and embracing alternative perspectives, a group of participants chose to be cautious and stick with what they thought their local (Saudi) professors and local institutions would recommend.

> *I have learned from my participation in this program that there are more than one opinion on some topics and that there are more than one acceptable way to approach certain matters in research studies. This information has relieved me greatly and reduced a lot of my anxiety. Nevertheless, I still believe it is safer to follow the institution's guidelines where I study. (Sara, Extract-3)*

I believe that these international students have gathered their opinions from their professors' ideas and guidance, which I think are different from the guidance of our professors. I understand that there are different perspectives on how things should be done…' I expect that some aspects of scientific research may be approached differently depending on the location and university environment. Therefore, I believe it is safer to follow the advice of the course instructor and the university's instructions to which I belong. (Muneera, Extract-2)

Grappling with diverse academic opinions and forming one's own after examining others is generally considered a landmark of a developed research student identity (Timmerman et al., 2013). However, this group of participants resisted making this independent leap and resorted to the practices of their older pre-research student identity, namely, valuing their instructor's opinions above others.

Interaction and Engagement in a Digital Environment
In order to carry out this internationalisation intervention, we relied on digital technology. Remote meetings were organised through Zoom to cater for the variety of events, workshops, one-to-one tutorials, and guest talks. Apart from being very economical, remote meeting tools are also recognised as good means to encourage cultural exchange, thereby facilitating both direct and indirect education through dialogue among individuals from different contexts (Blight, Davis & Olsen, 2002). The number of student teachers who used the camera feature during events was very low. This was usually the case even though both the local and international professors as well as the other international guests had their cameras switched on in all meetings. Critically, the overall level of interaction between the student teachers and the international professor and the other guests was moderate despite the numerous opportunities provided for open questions or whole group discussion. Students usually preferred to write in the Zoom chat. Data point to three reasons behind this hesitation on the students' part. The first is disparity in communication styles and expectations. For instance, the British professor adopted a dialogic style in group meetings, one that encouraged critical thinking, storytelling, discussion, analysis, and raising questions. However, this dialogic style did not align well with some of the students who were expecting a more teacher-centred style which they had experienced in their previous educational journey.

"I enjoyed the lectures with Dr. Sal; he always introduced new ideas and answered our questions creatively. But I felt like he talked too much and jumped from one point to another. His style seemed improvisational to me, as if he spoke whatever came to his mind and the conversation sometimes got off track. I expected him to be better prepared for these lectures." (Fatma, Extract x)

We also know from students' feedback that this hesitation to take part in the discussions is triggered by the digital dimension of communication on this programme. Some students do not think they are obliged to take part in online classes, especially if their cameras are switched off. They are motivated enough to connect to the class, but they feel the digital aspect of the meeting gives them the ability to attend to other chores while connecting to the online meeting.

"Sometimes I would listen to lectures while cooking or doing other tasks. I work and take care of my family while pursuing my master's degree, so finding enough time to attend can be challenging at times. Therefore, I prefer attending remotely, as it allows me to attend and multitask." (Nora, Extract x)

A third reason behind some participants' low engagement in the group sessions can be attributed to their lack of experience in academic discussions in general. On one occasion, students requested a group meeting with the British professor to discuss the difficulties they were facing in academic writing during their master's coursework. However, on the day of the meeting, the students were mostly quiet. Baffled by their silence, the Saudi professor had to take on the role of a student and improvised questions based on what she thought the students might find useful. Consequently, the session turned into a discussion between the two professors, with the students adopting the role that may be described as passive listeners.

"We needed help. Many ideas were swirling in my head, and I didn't know how to organize my thoughts and formulate questions. You (the local professor) asked all the questions we needed answers to. Thank you for that." (Sameera, Extract)

Discussion and Recommendations

This paper reports on one of the early attempts to internationalise the educational process for students on the TESOL Master's programme at a university in Saudi Arabia. This effort aligns with the broader direction of Saudi Arabia towards increased openness to the world and greater international presence. The study points to the participants' positive experiences on the internationalisation programme and their acknowledgment of its benefits. However, the findings also revealed that the participating students adopted new orientations that can be classified as competency skills, such as openness to diverse academic ideas and opinions, acceptance of them, alignment with others, and identifying commonalities with them. On the other hand, the study highlighted challenges hindering the optimal utilization of internationalisation programmes in postgraduate teacher preparation degrees in Saudi Arabia. The most significant challenges included students' limited ability for academic dialogue and its impact on building confidence and communication in environments beyond the local classroom.

Therefore, the study recommends promoting similar internationalisation activities in postgraduate teacher preparation programmes. The study also recommends establishing a training programme for students accepted onto postgraduate studies to be completed before starting their academic studies—a pre-master programme – often called 'pre-sessional' in some international contexts. The aim of this preparatory programme is to enhance general communication and dialogue skills as well as more academic discourse practices specific to Saudi students. It is expected that this training will help students transition smoothly from the identity of the 'novice research student' to that of the Master's student identity, ultimately progressing to the graduate/teacher identity.

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Announcement: OASIS Database

By Inge Alferink (University of York).

I'm writing on behalf of OASIS. We have just launched an automated email service, replacing our monthly digest. Users will be able to sign up to receive links to all new summaries each week or they can subscribe to summaries tagged with their selected keywords.

The OASIS database (https://oasis-database.org) aims to make research in language studies more accessible to practitioners, such as teachers and curriculum developers. We currently have over 1350 one-page summaries written in non-technical language freely available on the website. We add new summaries every week, including summaries of **all** new research articles appearing in *Language Learning, TESOL Quarterly, The Modern Language Journal, and Studies in Second Language Acquisition.*

To make it even easier to keep up with the latest research, we are replacing our monthly newsletter with an automated weekly email containing links to new summaries. We provide two options:

1) Sign up to **all summaries**. Every week you will receive an email with links to all new summaries. We recommend this option if you have wide-ranging interests or are interested in all new language-related research

OR

2) Subscribe to **keywords that match your interests**. Every week you will receive an email with links to all new summaries that match your selected keywords.

Sign up here:
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IMPORTANT: The automated email service **will replace the monthly digest**, so please make sure to sign up and stay up to date with all the wonderful research that is out there

AILA 2023 World Congress: a 20th Anniversary to rethink the future

By Dr. Grégory Miras (Co-chair of AILA2023 congress and President of Association Française de Linguistique Appliquée)

The Association Française de Linguistique Appliquée hosted the 20th world congress of the Association Internationale de Linguistique Appliquée (AILA), marking the start of their joint anniversary, both founded in 1964 in Nancy (France). With the aim of responding to real contemporary problems, this congress emphasised human dimensions, inclusion, and sustainable development. The world is changing and so must the way we do research. This was the claim of the AILA 2023 Congress, in relation to both research topics and the forms in which we present and disseminate our work. The world is changing and, as such, we must think of novel practices to protect the future. Could we re-configure the way we hold and celebrate international meetings such as the AILA world congress?

For five days, more than 1,000 researchers came together in a hybrid format to present their research, share answers to real-world problems, and anticipate emerging issues. As we all know, every answer to a problem raises new questions. But today's challenges are unprecedented. They require research to rethink the way we construct, analyse, interpret, and share data with the scientific community and the general public. In this regard, AILA2023 has outlined the following commitments:

• **Accessibility**

It is important to keep registration fees as low as possible, especially for online participants. This is critical as researchers from the Global South find it very difficult to finance face-to-face participation due to lack of funding and currency differences. In addition, post-industrialised countries from the Global North continue to cut funding for research in the humanities and social sciences, thereby reducing the opportunities for onsite participation. The plenary sessions have been recorded and will be accessible to participants on the congress platform for 6 months, as will the 700 pre-recorded videos of the papers. In the spirit of Open Science, the plenary talks are now accessible to *all* on the AFLA YouTube channel: https://www.youtube.com/playlist?list=PLqtHxAR-m7BGouSbmOOYuJ9QtRsLt-2XJ

Furthermore, thirteen interviews with leading researchers in applied linguistics have been published on the AFLA YouTube channel as part of the celebrations of the 20th Anniversary Congress and the 60th Anniversary of AILA-AILA: https://www.youtube.com/playlist?list=PLqtHxAR-m7BHPHox4bsY-ft6-v0j0s68d

• **Sustainable development**

Given the impact of climate change, reducing the carbon footprint of an event of this scale is no longer wishful thinking but a vital necessity. To this end, a hybrid format was set up to allow participants to attend both face-to-face and online sessions. It should be noted that the online part was not a mirror image of the face-to-face events, and we encouraged asynchronous participation with pre-recorded videos of all presentations. Each participant's registration included unlimited public transport for 6 days. In addition, the Steering Committee worked with all our partners and sponsors to reduce the carbon footprint and general waste: to this end, we prioritised use of local service providers, reduction of animal protein meals, only functional goodies (reusable gourdes and cutlery, hand fans, plastic-free recycled paper badges) and limited printing (no individual paper programmes, no paper flyers in welcome packs, tourist documentation on request).

More human level events

COVID reiterated the need to design facilities on a human scale to encourage interaction between people. We wanted to introduce a caring approach by promoting the agency of participants (e.g., choice of symposium format and language by coordinators), which would help reduce delegates and speakers' anxiety. Far from large congress centres, which can depersonalise exchanges and meetings, organising the congress in buildings designed for academic activities, with a large garden in the centre, meant that everyone could meet in a third place to do academic work differently. Finally, we focused on peripheral activities to add an additional touch of academic wellbeing: yoga, language game (Kosmopolit) and a gala evening in a third location in Lyon with a magnificent view of the Saone River.

The changing context that the AILA 2023 Committee has had to face relates to a more permanent reconfiguration. These imperatives will be promoted across all future research activities, and applied linguistics can be a driving force in responding to some of these real-world problems. It seems very likely that we, as researchers, need novel strategies to re-think the narratives of what an international congress may signify. What if it could be more local, more economically accessible, more inclusive and at a more human level?

Meet the Language and Education for Social Justice SIG

By Tomasz John (University of Strathclyde)

We are delighted to introduce a new Special Interest Group (SIG): The Language and Education for Social Justice SIG. This SIG, led by Convening Chair, Dr Deniz Ortactepe Hart, along with her esteemed team: Dr Adnan Yilmaz (Events), Dr Sultan Turkan (Secretary, Operations), Dr Yecid Ortega (Finance), Dr Tomasz John (Comms) and Ran Yi 裔 然 (Events and Comms Support) as well as 5 members at large: Dr Melike Bulut Albaba, Dr Sarah Cox, Dr Celia Antoniou, Dr Declan Flanagan and Nourddine Binij, brings together a group of committed linguists and educators eager to amplify the relevance of social justice within applied linguistics and language education. Together, we aim to promote research, teaching, and community engagement and work towards building a more equitable society. Our vision is to facilitate linguists and language educators to develop their abilities as researcher/activists and teacher/ activists, aiming for significant transformation within classrooms, schools, communities, and societies. This transformative process is anchored in critical, anti-oppressive, and transformative pedagogies, extending to a wide range of areas, including epistemic justice, decolonization, sustainability, migration, human rights, peacebuilding, digital equity, and a multitude of other intersectional areas relating to oppression.

Recent societal and economic tensions arising from the pandemic have magnified issues around equity, diversity, inclusion, and belonging. This SIG is a crucial response to these developments, providing a safe but brave space for scholars, researchers, and practitioners to express their identities, share experiences, and learn from each other. This new platform is anticipated to foster meaningful conversations, which will then inform and strengthen the statement and position BAAL conveys in the public sphere.

The Language and Education for Social Justice SIG, while maintaining its comprehensive approach, values the focused work of other SIGs and seeks collaboration for mutual strength and synergistic impact. The group is committed to overcoming barriers to academic success, such as discrimination and inadequate resources, advocating for equal access to educational opportunities for all. It promotes collaboration among critical, anti-oppressive educators and researchers, disrupting stereotypes and promoting an intersectional approach to language education. The SIG fosters an environment that encourages critical thinking and aims to facilitate socio-cultural, political, and economic transformation. Committed to digital equity, the group also challenges traditional approaches to technology use in language education, providing resources to enable learners from diverse backgrounds to reach their full potential.

We'd like to take this opportunity to invite the BAAL community to contribute to our SIG Blog and Padlet with relevant Resources:

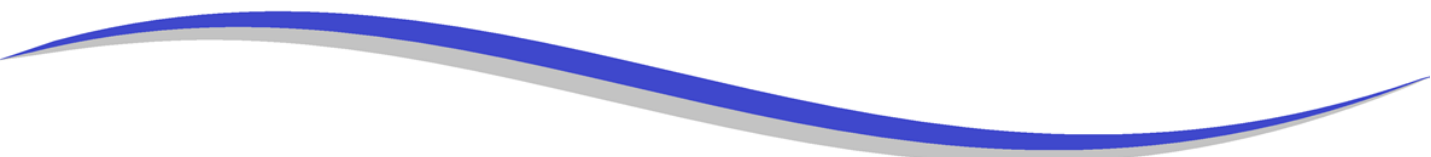**Call for blog contributions:** *Converging Ideas*
We invite you to contribute a blog post for our platform, where you can share your insights, reflections, personal stories, or research findings on topics that resonate with you. Whether you want to delve into issues of racial equity, 2S/LGBTQAI+ inclusivity, gender equality, accessibility, or any other aspect of social justice in education, this is an opportunity to amplify your voice and engage with a passionate audience.

Here are a few guidelines we have prepared for you to help you get started:
Topic: Choose a topic that aligns with our SIG's mission and focus on social justice in education. Feel free to explore any aspect, share experiences, propose strategies, or discuss emerging trends.

Length: Aim for a post length of around 1000 to 1500 words. This provides enough space to develop your ideas while ensuring readers can engage with your insights comfortably.

Authenticity: Share your unique perspective, drawing from your experiences, expertise, or research. Feel free to express your thoughts honestly but do remember to maintain a respectful and inclusive tone.

Structure: Organize your post with a clear introduction, body paragraphs that develop your main points, and a conclusion that leaves readers with a thoughtful takeaway. Feel free to include any languages from your linguistic repertoire. We also encourage any type of multimodality.

Other types of blog modes: *a vlog*: a 5 minute lightning talk supported by visual aids and aimed as shedding new perspectives and stimulating reflection on the suggested sub-themes*; a webinar presentation (*a 20 minute talk based on either personal/professional experience or a piece of academic research; a talk can be presented by a single or multiple speakers); *a short interview with a guest (*based on either personal/professional experience or a piece of academic research).

Engage with readers: Encourage comments, questions, and discussions by openly receiving ongoing feedback from readers. This will foster meaningful interactions and build a supportive community.

Submission: Once you have completed your blog entry, please send it to **baalsjsig@gmail.com**. Our editorial team will review your submission and work closely with you to refine and polish it if necessary.

Padlet: Language and Education Junction for Social Justice

Welcome to our collaborative Padlet, a melting pot of applied linguistics, language education, and social justice. We invite all practitioners, researchers, and advocates to join us in harnessing language's transformative potential for creating a more equal and inclusive world. This Padlet aims to curate a diverse repository of knowledge and resources, so your expertise, experiences, and innovative approaches are highly appreciated. Your insights can span from language and identity nuances to the effects of language policies on marginalised communities. Share your research, case studies, and practical tools to promote more inclusive language practices and challenge systemic injustices. This platform offers you the chance to connect with others, gain inspiration, and contribute to the advancement of applied linguistics and social justice. Let's together leverage language's power, champion linguistic diversity, and foster social equality. We value your engagement and commitment to this vital intersection, and we eagerly await your invaluable contributions. Thank you for joining us on this transformative journey.

We hope that the Language and Education for Social Justice SIG, with its critical, anti-oppressive approach and drive for intersectionality, will make a significant impact on applied linguistics and language education within the BAAL community and beyond.

Contact the Language and Education for Social Justice SIG:
Email: baalsjsig@gmail.com
Website: https://baalsocialjusticesig.weebly.com/
Twitter: @baalsjsig

BAAL-Cambridge University Press Workshop

Developing Researcher Reflexivity for Applied Linguistics
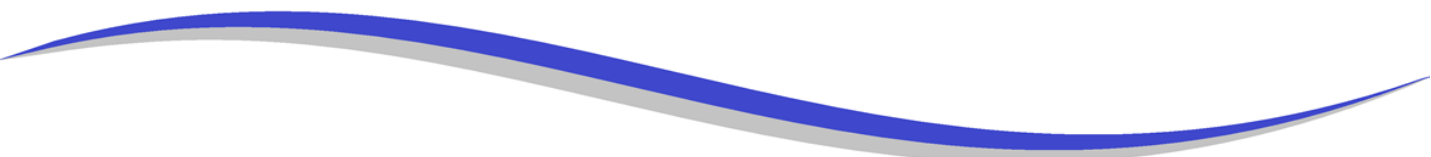
By Sal Consoli (University of Edinburgh)

In May 2023, I had the privilege of hosting the BAAL-CUP seminar '*Developing Researcher Reflexivity for Applied Linguistics*' at the Moray House School of Education and Sport – University of Edinburgh. The broad field of social sciences has experienced a 'reflexive turn', a turn which invokes a close examination of the researcher's 'origins, biography, locality and 'intellectual bias' (Blackman, 2007, p.700) whilst recognising the 'humanness' embedded in the processes and content of our research (Dean, 2017). Applied linguistics has been no exception (Mann, 2016), but *what does it exactly mean to be a reflexive applied linguistics researcher? And how can reflexivity be practised throughout a research project?* These questions were the impetus of this event. With an audience comprising 35 people including PhD students and full faculty members from across the UK, the event achieved the following objectives:

- To promote the practice of researcher reflexivity by helping researchers understand the best practices to represent their own researcher identity as well as other aspects of their positionalities in relation to their own research in applied linguistics.
- To bring together academics from different areas of applied linguistics (e.g., language education, health communication, sociolinguistics) to discuss the theoretical stances and methodological challenges of being reflexive researchers in a range of applied linguistics contexts.
- To create networking opportunities for ECRs and doctoral candidates and help them forge future collaborations with more established members of the academic community.
- To disseminate recent empirical insights on the notion of reflexivity as a social practice in Applied Linguistics research.
- To discuss how researchers in different areas of applied linguistics deal with questions of identity and positionalities in relation to their participants and co-researchers.
- To offer guidance on how to practise researcher reflexivity and gain in-depth understandings of the power dynamics underlying the relationships between researchers and the researched.
- To promote researcher reflexivity as a novel and essential hallmark of sound and quality research in Applied Linguistics.

To date, we know little about how researchers practise reflexivity at different junctures of the research process and how they deal with issues of identity, self-positioning, and relationship(s) to their data and participants. This seminar proposed a perspective on reflexivity which values our multiple identities as researchers, teachers, intercultural experts as well as other dimensions of our individual life capital (Consoli, 2021). These identities, personal histories, and idiosyncrasies are not to be seen as forms of 'data contamination' but enriching elements of our research. This seminar will thus portray the researcher as a resource connected to the methods we adopt, the participants we envision and select, the data we co-create, and the modalities of findings (re)presentation.

Numerous scholars have called for more ethically and socially responsive research with a view to placing the human beings of our investigations at the centre of the academic enterprise (Hua, 2020; Ortega, 2005; Ushioda, 2020). Significantly, the 'humanness' embedded within our inquiries could be celebrated more fully if we openly acknowledged the complexities that characterise our research journeys from start to finish. This seminar proposed the social practice of researcher reflexivity to embrace the human dimensions of all those involved in our studies, participants, and researcher(s) alike. As such, this seminar encouraged the attendees to see themselves both as knowledge-makers and the critical onto-epistemological life force of their research. Specifically, this seminar represented a safe space for participants to develop a reflexive approach for their own studies through case study and interactive reflective tasks.

We had the honour of being joined by two remarkable keynote speakers, Dr Sara Ganassin and Prof Steve Mann. They both have renowned expertise in methodological reflexivity in domains of language education, sociolinguistics, and intercultural communication. Their joint expertise and perspectives facilitated the discussion of critical issues and questions related to researcher reflexivity in a range of research settings and through various methodologies.

Prof Mann's talk, titled *Reflexivity: Dialogic dimensions for individuals and teams*, considered different dimensions of reflexivity, concentrating on dialogic processes in qualitative research and analysis. Drawing on the Routledge volume, 'Reflexivity in Applied Linguistics' (Consoli and Ganassin, 2023), this talk clarified key distinctions and argue for a balanced approach to the reflexive enterprise. The talk included data from qualitative interviewing to explore how aspects of identity are negotiated and constructed in talk and how this can become an important dimension of reflexive inquiry. In particular, Prof Mann highlighted how others' reflexivity can help you make sense of your own analytic and reflexive framework. This is one of the reasons why being transparent and being reflexive in your work helps other researchers with their projects. The talk also considered how reflexivity in research projects needs to consider 'team reflexivity' and move beyond the individual frame, especially in collaborative analytic processes. This may entail opening up both the discourses of reflexivity and its representation within research.

With her talk, *Doing reflexivity when researching multilingually: a perspective on migrant communities*, Dr Ganassin proposed how a systematic and theorised reflexive approach in research with displaced multilingual groups can enhance rigour and trustworthiness. This is because being reflexive involves bringing to the fore the humanity and 'life capital' (Consoli, 2022) of both researchers and participants. Dr Ganassin drew examples from a number of research projects with migrant and displaced groups, including highly-skilled refugee women, to illustrate how my own positioning and identity have shaped research spaces and relationships. The role of languages in the research process was explored through the lens of the *researching multilingually framework* proposed by Holmes et al. (2013, 2016) and on its development (Ganassin & Holmes, 2020). The adoption of a 'researching multilingually' approach allows to reflect on how, as researchers, we can draw on our resources in the linguistic spaces of the research context and in the relational and reflexive aspects of our positionality, power relations, and ethical choices. Overall, the talk encouraged researchers to be transparent about and be accountable for the reflexive, linguistic and ethical complexities of their work.

The attendees joined numerous opportunities to develop their own strategies for reflexivity in discussion with the keynote speakers and other delegates from a range of applied linguistics domains. Some of these strategies included pair and group tasks which stimulated inter- and intra-personal dialogue in relation to the concept of *Self* and *Others* in applied linguistics research. Specifically, this format included research speed dating, case study reading and reflective discussion. As such, the seminar was an interactive and highly reflective and reflexive experience for all attendees. They were constantly encouraged to engage in self reflection in relation to their own methodological and epistemological affiliations and preferences as well as in connection to Others' works and perspectives.
We are grateful to BAAL and Cambridge University Press for the opportunity to host this seminar.

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Multilingualism In Focus

TestunRhydd: dull ar sail corpysau i ddadansoddi data holiaduron ac arolygon sy'n cynnwys testun rhydd dwyieithog.

FreeTxt: a corpus-based approach to bilingual free-text survey and questionnaire data analysis

By Dawn Knight, Steve Morris (Cardiff University), Paul Rayson, Mo El-Haj, Nouran Khallaf, Ignatius Ezeani (Lancaster University)

Yn ein diwylliant modern a arweinir gan ddefnyddwyr, mae casglu ac ymateb i adborth yn rhan amlwg o arferion proffesiynol llawer o ffyrdd o fyw. Defnyddir arolygon, er enghraifft, ym maes datblygu staff a hyfforddiant proffesiynol, dylunio a phrofi cynnyrch, ac mewn gwahanol fathau o ddarparu gwasanaethau yn y sector cyhoeddus a phreifat.

In a modern consumer-led culture, obtaining and responding to feedback is embedded in the professional practice of many walks of life. Surveys, for example, are used in staff development and professional training, in product design and testing, and in various forms of service provision across the public and private sector.

Yn aml, bydd arolygon a holiaduron yn cynhyrchu cyfuniad o ddata meintiol ac ansoddol. Gellir meintioli ffurfiau meintiol, megis graddfeydd sgorio, cwestiynau amlddewis a chwestiynau trefn safleoedd yn rhwydd, a gellir eu dadansoddi mewn modd systematig sydd yn digwydd fel mater o drefn yn aml. Mae ffurfiau ansoddol o ymatebion testun rhydd yn fwy o her i'r cwmnïau/sefydliadau hynny sydd yn aml yn brin o'r arbenigedd sydd ei angen i ddadansoddi data o'r fath yn rhwydd. Er ei bod yn wir bod ystod o offer soffistigedig sydd ar gael i ddadansoddi testun yn bodoli i ddadansoddi data ansoddol, mae'r rhain yn aml yn ddrud, yn anodd eu defnyddio a/neu yn anhygyrch i ddefnyddwyr nad ydyn nhw'n arbenigwyr. Nid oes gan offer o'r fath lawer o gefnogaeth o ran dadansoddi testun dwyieithog, a bydd hyn yn her arbennig weithiau yng nghyd-destun Cymru, gan y dylai'r rheini sy'n ymateb i arolygon gael y cyfle bob amser i ymateb yn Saesneg a/neu yn Gymraeg. Ar Ddydd Gŵyl Dewi (1af Mawrth) yn 2022, cychwynnodd y gwaith ar brosiect a oedd â'r nod o fynd i'r afael a'r anghenion hyn, a hynny yn sgil datblygu pecyn cymorth newydd o'r enw 'TestunRhydd'.

Surveys and questionnaires often produce a combination of both quantitative and qualitative forms of data. Quantitative forms, such as rating scales, multiple-choice questions and rank-order questions can be quantified with ease, the analysis of which can be conducted in a systematic and often automated way. Qualitative forms of free-text responses pose more of a challenge to many companies/institutions who often lack the expertise to analyse such data with ease. While a range of sophisticated tools for the analysis of text do exist for the analysis of qualitative data, these are often expensive, difficult to use and/or inaccessible to non-expert users. Such tools also lack support for the analysis of bilingual text, which can be a particular challenge in the context of Wales, as survey respondents should always be given the opportunity to respond in English and/or Welsh. On St David's Day (1st March) in 2022, work began on a project which aimed to respond to these needs, through the development of the novel 'FreeTxt' toolkit.

Cafodd ei gynllunio ar y cyd ag ymchwilwyr ym Mhrifysgol Caerdydd a Phrifysgol Caerhirfryn a phartneriaid y prosiect, Ymddiriedolaeth Genedlaethol Cymru, Amgueddfa Cymru, Cadw, CBAC a'r Ganolfan Dysgu Cymraeg Genedlaethol. Dyluniwyd TestunRhydd i gefnogi'r gwaith o ddadansoddi a delweddu amrywiaeth o ddata testun rhydd a phenagored yn y Gymraeg a'r Saesneg. Cafodd ei ddylunio ar gyfer defnyddwyr nad ydyn nhw'n arbenigwyr, a'r nod yw gwneud y pecyn cymorth mor hygyrch a greddfol ag y bo modd.

Co-designed and co-built with researchers at Cardiff University and Lancaster University, and project partners Museum Wales, Cadw, National Trust Wales, WJEC and National Centre for Learning Welsh, FreeTxt has been designed to support the analysis and visualisation of multiple forms of open-ended, free-text data in both English and Welsh. It is designed for non-expert users, with a focus on making the toolkit as widely accessible and intuitive as possible.

Mae TestunRhydd yn defnyddio offer a methodolegau mynediad agored sydd eisoes yn bodoli mewn corpysau dwyieithog, gan eu hailbecynnu a mynd â nhw i gyfeiriad newydd, fel eu bod yn berthnasol i gynulleidfaoedd newydd/grwpiau newydd o ddefnyddwyr, yn enwedig y rheini nad ydyn nhw'n arbenigwyr. Mae hyn yn annog y defnyddiwr i fod yn ddarpar ddadansoddwr corpysau heb yr angen i wybod beth yw ystyr y gair corpws neu gydgordiad.

FreeTxt draws on existing open-source bilingual corpus-based utilities and methodologies, as well as range of Natural Language Processing (NLP) tools, repackaging these and taking them in a new direction so that they are relevant to new (and non-expert) audiences/user-groups. It encourages the user to becoming a budding corpus analyst without them needing to know what a corpus or concordance is.

Mae TestunRhydd yn cynnwys tagwyr a setiau tagio semantig a rhannau ymadrodd CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes), a swyddogaethau corpws at ddibenion holi iaith, yn ogystal ag offer dadansoddi teimladau a barn a chrynhoi testun. Cyfunwyd yr offer hyn yn rhan o ryngwyneb ar-lein hawdd ei ddefnyddio y gall defnyddwyr gludo a llwytho eu testunau iddo, a hynny er mwyn:

- chwilio am batrymau ystyr sy'n dod i'r amlwg mewn ymatebion ac adborth i arolygon,

- gweld pa eiriau a ddefnyddir amlaf mewn perthynas â thema, lle, neu bwnc penodol, ac i

- deall yr hyn yr oedd ymwelwyr yn ei fwynhau'n arbennig am wasanaeth neu atyniad, a'r hyn y gellid ei wella yn eu barn nhw.

Ymhlith yr enghreifftiau o ddelweddau sy'n cael eu creu yn TestunRhydd mae siartiau a graffiau sy'n ymwneud â theimladau a barn (1), cymylau o eiriau amlder a chymylau sy'n seiliedig ar berthnasedd yr iaith darged (allweddeirwydd) (2), gair allweddol yn ei gyd-destun (3) a siartiau cydleoli (4). Mae TestunRhydd bellach ar-lein ac ar gael yn rhad ac am ddim i bawb. I roi cynnig ar TestunRhydd ewch i: www.freetxt.app
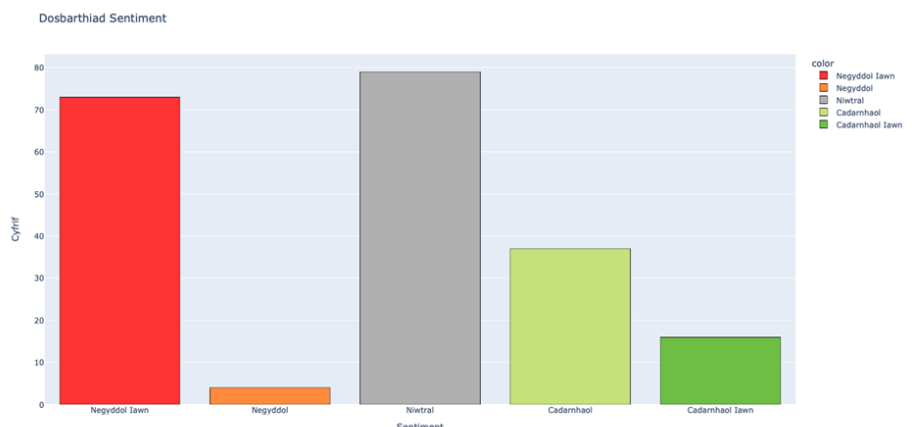
FreeTxt includes CorCenCC's (National Corpus of Contemporary Welsh) semantic and part-of-speech taggers and tagsets, and corpus functionalities for the querying of language, as well as sentiment analysis and text summarisation tools. These tools have been integrated into a user-friendly, online interface that users can paste/ upload their texts into, to:

- search for patterns of meaning that emerge in survey responses and feedback,
- see which words are most often used in relation to a given theme, place, topic, and to
- understand what visitors particularly enjoyed about a service or attraction, and what they think could be improved.

Example visualisations created in FreeTxt include sentiment charts and graphs (1), frequency and Keyness-based word clouds (2), key word in context (3) and collocation charts (4). FreeTxt is now online and is freely available to all. To try FreeTxt visit: www.freetxt.app

Dosbarthiad Sentiment

Cyd-destun chwith	Allweddair	cyd-destun de
fod cynrychiolaeth o boblogaeth amrywiol	cymru	yn bwysig rydw i eisiau
llywodraeth y du bod cyllideb	cymru	ar ei lefel uchaf erioed
yn dweud bod lefelau diweithdra	cymru	yn gymharol isel o ystyried
ddiolch i bawb ar draws	cymru	wrth ir terfyn cyflymder 20mya
erioed o gasglu gwin eleni	cymru	fyw fu'n holi rhai o
grawnwin newydd " tydi gwin	cymru	ddim yn quirky mae ganddo
sir benfro chadeirydd cymdeithas gwinllannau	cymru	gyda newid hinsawdd yn debygol
cyntaf fe gafodd gwinllan hynaf	cymru	glyndŵr ei sefydlu ger y
20mya yng nghymru mae llywodraeth	cymru	farn y bydd y terfyn
yn y brifddinas mae llywodraeth	cymru	hefyd yn buddsoddi £ 2

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Multilingualism In Focus

Migrant Children and Privately-run migrant schools (PMS) in China
By Yao Wang and Sara Ganassin (Newcastle University)

Over the past few decades, China has witnessed significant rural-to-urban migration (城乡人口流动), with over 250 million people relocating from the countryside to urban areas across the country to look for better living conditions and work opportunities (National Bureau of Statistics, 2021). Internal migrants, who tend to end up working in low-skilled jobs, often loose access to the urban household registration system (hukou, 户口) and to its benefits. 户口 is a residency status system that links to every Chinese citizen's social welfare provision, determining, for example, access to state-funded education for children. This is because funding for compulsory education institutions is allocated by the number of children with a local 户口 and cannot be transferred across geographical areas (Lai et al., 2014; Wang et al., 2017).

Although the central government has passed laws and designed policies to enable migrant children to attend state schools in their destination cities and to reform the hukou system (e.g, 国家新型城镇化规划（2014－2020年）), migrant children's access to education is still patchy. In 2021, more than two million migrant children were studying at privately-run migrant schools (PMSs, 民办随迁子女学校) (MOE, 2021). PMSs是以接收随迁子女为主的普惠性民办学校. These schools represent the only affordable alternatives for those migrant children who cannot secure a space in local state schools and who do not have the financial resources to access high-cost (or elite) private schools.

The first PMSs were set up in the early 1990s by migrant parents or migrant entrepreneurs with some teaching or administrative experience (Liang et al., 2020). These individuals made the most of their own resources and harnessed support from other sectors, such as NGOs and some government units (Kwong, 2004). The early schools were not well-equipped, with many housed in makeshift sheds, which earned them the label of "简易学校" (ibid). As rural-to-urban migration continued to surge through the mid-1990s and beyond, it became evident that rural-to-urban migration was not merely a transient phenomenon. Since the number of internal migrants continued to increase, more individuals were drawn to establishing and managing PMSs. Some of these proprietors were motivated by a desire to provide education for children, while others were primarily focused on generating income or pursuing a combination of various objectives (Kwong, 2004).

Policies toward PMSs differ from province to province. In some areas, PMSs are not recognised by the local education authority as legal education institutions. 由于缺少办学许可证, these PMSs are at threat of closure at any time (Hu, 2018) whilst in other areas they receive support from the local government. PMSs are also of varying quality but usually have lower education services (e.g., 基础设施不足与师资短缺) than local urban state schools. PMSs prospered in the first two decades of the 1990s. Since the 2010s, as the central government promoted hukou reform and initiated policies on admitting migrant children to urban state schools (e.g., "两为主"与"两纳入"政策), more places have been offered to migrant children in urban state schools. As the availability of spaces for migrant children in state schools increased, the number of students in PMSs started to decline, especially in some small and medium-sized cities where户口barriers have been eliminated gradually (State Council, 2014). PMSs的数量也相应减少. Roughly speaking, the number of PMSs negatively correlates with the state school capacity and the lenient policy toward the migrant population.

A small body of research has explored different aspects of the phenomenon of PMS in China. This includes studies that examine the school facilities, student academic performance, learning materials, and school management (see Ma et al., 2018; Wang & Holland, 2011; Min et al., 2019). Much of the work on PMS has been conducted in highly developed cities in China such as Beijing and Shanghai. Few studies have examined the phenomenon of PMS in more peripheral and less developed inland areas that are becoming increasingly important migration destinations (Balsley et al, 2015; The Economist, 2018).

In my doctoral research, I explored PMSs in Guiyang 贵阳, the capital of Guizhou, an economically impoverished but fast-developing province, located in the South-West of China. Unlike the highly developed cities (e.g., 北京，上海，深圳和广州) which receive migrant workers mainly from poor provinces, Guiyang is both a land of outflow and an area of inflow that accommodates many migrant workers from less developed regions within its province. My study focused on the experiences of teachers and head teachers in PMS in Guiyang examining how they understand the roles of PMSs and their facing challenges against the background of massive Chinese rural-to-urban migration (Wang & Ganassin, in preparation). It is one of the few studies that brings to life the voices of those involved in the schools including their concerns and aspirations. Regardless of whether the number of schools in China is decreasing or increasing, more research on PMSs is needed as it carries broad implications for international audiences, resonating with debates surrounding state-private education provisions, school segregation, and the intersection of migration and community-based education. It is arguable that a better understanding of PMSs and their staff and users can guide policymakers and migrant educators in both private and state provisions to better facilitate and support migrant children's learning within and beyond China.

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PhD Report

Kipemba: Investigating Linguistic Variation in a Marginalised Variety of Swahili.

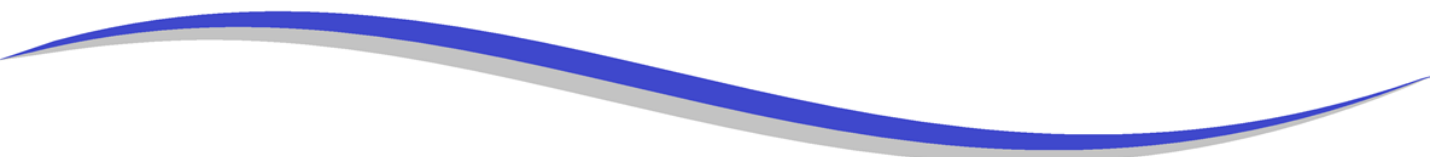### *By Yussuf Hamad (SOAS, University of London)*

This PhD research studied the linguistic variation in Kipemba – one of four varieties of the Zanzibar Swahili cluster, spoken by approximately 500,000 people on the island of Pemba in the United Republic of Tanzania. Kipemba has been understudied and under-documented for decades, resulting in a substantial shortage and gaps in linguistic literature, which aligns with the historical "marginalisation" of the island and its people - a topic discussed by various analysts, including Arnolds (2018:145) and in a detailed and cogent account in Ahmed Omar's (2019) book *Pemba: Muhanga wa Siasa* ('Pemba: The Scapegoats of Politics'). This research aimed to fill some gaps in Kipemba linguistic literature, offering the first substantial, in-depth, systematic descriptive-comparative study of the variety. The study examined and investigated generic, zone-specific linguistic features and factors for variation in Kipemba.

Initially, I planned to conduct my research fieldwork in June 2020, but the COVID-19 pandemic thwarted my plans, significantly challenging my research progress. When the COVID-19 pandemic broke out, the UK government took stringent preventive measures, including lockdowns and travel restrictions effective from March 2020 onwards. By chance, when the restrictions were imposed in the UK, I was on a short break in Zanzibar, where COVID-19 measures were relatively lenient, and the impact of the pandemic was not so alarming and petrifying. Then, I made several unsuccessful fieldwork clearance and permission applications to the SOAS Doctoral School but was refused due to the school's COVID-19 concerns. It was until the end of January 2021 that I finally received my ethical clearance and started collecting data, culminating successfully in September 2021.

To improve the credibility and validity of the findings, this study used "triangulation methods" (Flick, 2018; Noble and Heale, 2019), combining qualitative and quantitative approaches with semi-structured in-depth interviews (including focus groups), questionnaires, and participant observation to collect data. The interviews were audio recorded and transcribed by two experienced local research assistants. The study used linguistic dialectology and variationist approaches as advocated by Chambers and Trudgill (1998), Labov (1963, 2008), and Eckert (1991, 2018) to analyse linguistic variations across eight proposed linguistic zones in Pemba. Having read and reviewed several assumptions and theories on variations in Kipemba based on geographical divisions that, in my observation, did not fully offer a complete picture of linguistic variations in Kipemba, I was compelled to revisit the zonal divisions to fit my linguistic study objectives. I, therefore, developed eight linguistic zones based on political-administrative (e.g., regions, districts, and wards), historical (e.g., early towns and kingdoms of Pemba), geographical (e.g., North, East, South, West), and linguistic factors (e.g., accent, structure, vocabulary used). The zonal classification of Kipemba into eight linguistic zones helped discern, identify, and document distinctive generic, zone-specific features and the factors for variation in Kipemba – the three main research objectives this study aimed to investigate. Most intriguingly, the zonal classification also provided a broader and more precise picture of the current situation of linguistic variation in Kipemba.

The study found that Kipemba is spoken with slight zonal variations across and throughout Pemba. Yet, the most distinctive Kipemba phonological, morphosyntactic and lexical features (e.g., distinctive, archaic Kipemba vocabulary) are found predominantly in the East, especially in the Northeastern zones of Pemba. On the other hand, the study found that new phonological (e.g., accents, sounds), morphosyntactic (e.g., tenses and aspects, pronominal and verbal forms) and, to a lesser degree, lexical features from the neighbouring Swahili varieties, mainly Kiunguja and Standard Swahili, are gradually diffused into the Kipemba speech forms. The diffusion of new linguistic features into Kipemba was found for the most part in the Western linguistic zones of Pemba, especially in the seaport towns of Nkoani (Mkoani), the island's current administrative and business capital, Chake Chake, and to a relatively lesser extent, the former commercial capital of Wete, and the vicinities.

Different factors, including dialect contact, attitudes, and schooling, were found to feed into the linguistic variation within Kipemba while simultaneously acting to reproduce the variety synchronically. Meanwhile, Kipemba is of considerable cultural significance, symbolising identity and attesting to the community's distinctive socio-historical

The diffusion and accommodation of new features into Kipemba, however, provide an early indication of "dialect levelling", which may "lead to the loss of variation in the vernacular" (Siegel, 1997:128; Hinskens,1998:35 - 6)

I am in the final year of my research studies, and as I reflect on the whole PhD research experience and process, I find it the most rewarding academic endeavour I ventured into in the past four years. I am a native Swahili speaker, originally from Pemba Island, with a native competence in the Swahili language and some of its varieties, including Kipemba. As I continue to ponder and reflect, I am convinced that the choice of linguistic variation in Kipemba as a topic of my study is rather wise and apt, considering the variety is not only marginalised, under-documented, understudied, and least recognised but, indeed, in impending danger of obsolescence. Having meticulously considered all the factors on the probable fate of Kipemba, the study calls for exigent language documentation and preservation initiatives to save the vernacular.

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PhD Report

Trilingual education policy in one Kazakhstani secondary school: teachers' perspectives on the use of translanguaging
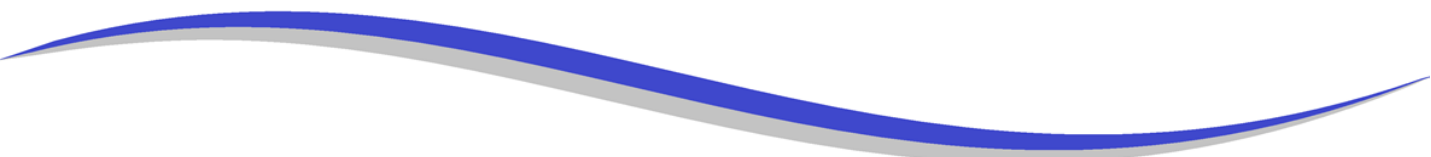
By Maira Klyshbekova (University of Sheffield)

This PhD project aims to explore Kazakhstani in-service teachers' views and opinions on implementing a language policy called "The Trinity of Languages" which is also known as a trilingual education policy (Nazarbayev, 2007). The policy is not only intertwined with the country's historical background, but it also sets goals for the country's future strategic plans and vision. The country plans to adopt Kazakh, Russian, and English as mediums of instruction for language and science-based subjects. In other words, in addition to the Kazakh and Russian mediums of instruction, the teachers are expected to teach through the medium of the English language, as well. This initiative puts the teachers, who are the main implementers of the policy, in a very challenging position. Teachers have no choice but to take a "sink or swim" approach in order to continue holding their positions especially if they are teaching in trilingual-based schools. Building upon recent scholarship that has examined the role of translanguaging in trilingual classrooms (Paulsrud et al., 2021), this study seeks to explore in-service teachers' perspectives on the use of translanguaging as part of implementing the policy. Drawing on Duarte's (2018) functions of translanguaging, the study will identify the ways in which in-service teachers resort to symbolic, scaffolding, and epistemological functions. Duarte's (2018) lens provides an important perspective on the use of multilingual practices and whether the teachers merely acknowledge the languages in the classroom or use them in order to develop the students' knowledge of content and language.

Before becoming a PhD student, I worked as an English language teacher in one Kazakhstani secondary school. During this time, I was "educated in the idea of maximum exposure to the target language and viewed resorting to multilingual practices as some sort of problem or deficiency" (Klyshbekova, 2023, p. 2). However, after learning about the concept of translanguaging and trying its use in teaching I realised how transformative such practices can be. The more I learned about translanguaging practices, the more I realised that studies conducted in trilingual settings (Cenoz & Santos, 2020; Leonet et al., 2017) were reporting the advantageous aspects of this concept. Since I was aware of many concerns surrounding the implementation of the trilingual education policy in Kazakhstan, one of which was the adoption of the English language as a medium of instruction, I decided to study the policy from a translanguaging perspective. My current PhD project undertakes a case study approach which allowed me to collect data from eleven in-service teachers from one Kazakhstani school. The research questions that this project sought to address were as follows:

1. What are in-service teachers' attitudes towards the use of pedagogical translanguaging in implementing the trilingual education policy in Kazakhstan?

2. How do Kazakhstani in-service teachers' attitudes towards the use of pedagogical translanguaging influence their teaching practices?

3. What strategies do teachers employ to incorporate pedagogical translanguaging into their teaching practice?

4. How do school documents and lesson plans reflect the usage of pedagogical translanguaging?

I used the three types of data collection methods that allowed me to answer the stated research questions. These methods were semi-structured interviews, lesson observations, and document analysis. To be exact there were two pre and post-lesson observation interviews, one lesson observation, and lastly an analysis of policy-related documents. Pre-lesson observations were conducted in order to learn about the participants' views regarding the policy and the role of translanguaging practice in implementing it. Lesson observations were needed in order to see the participants in action and to understand what teaching strategies they use and whether translanguaging was used in their practices. Post-lesson observation was used as a follow-up interview in order to ask the participants about the observed lesson, the methods they used, and the materials that they covered.

Lastly, document analysis was used as a cross-checking method in order to get a fuller picture (Bowen, 2009) of the policy by analysing both policy-based documents and empirical studies. These three combined methods allowed me to collect the needed amount of data but at the same time develop an in-depth understanding of the current state of policy implementation. For instance, one of the main documents developed for the implementation of the policy is called the Roadmap for Trilingual Education Development. In the document analysis, it became clear that it did not contain any outcomes or indicators, and one of the included empirical studies called it as "a mere document to which all organisations were referring in reports and presentations" (Karabassova, 2020, p. 44). This allowed me to understand better as to why my participants stated that there were not any documents whilst others mentioned the existence of documents but could not elaborate on them. Another example can be given from interviews and lesson observations. For instance, teachers' reported views and attitudes toward translanguaging mostly coincided with how they teach. Most of the English language teachers shared that they prefer to expose their students to the target language and this was seen from their English-only instructions during the observed lessons. Science subject teachers on the other hand reported that they experience language barriers and therefore resort to the use of languages other than English in teaching. And this was confirmed in their observed lessons where they opened up a space for translanguaging practices which were either due to their own or their students' language barriers. Thus, the adoption of these three data collection methods not only allowed me to learn about the participants' views and see what teaching strategies they use, but also to understand how these practices are reflected in policy-related documents.

The analysis of interviews and lesson observations allowed me to start disseminating my results through presenting at international conferences, one of which was an American Association for Applied Linguistics conference that took place in Portland, 2023. Presenting my findings at this conference was both an exhilarating and enriching experience as I was able to discuss my contribution to the field of translanguaging while receiving valuable feedback from scholars in this field. As my presentation was accepted for a roundtable discussion, I was able to both share my research and learn about other contexts' experiences with bilingual and trilingual education policies. I would encourage every PhD student to start presenting at conferences as early as possible as it provides a platform for valuable input and feedback.

Although every PhD journey is unique and can get demanding and challenging at some points, I still see it as a rewarding process, both personally and professionally. The sense of accomplishment, engagement in research, and contribution to the scholarly discussion make this journey an immensely valuable endeavour. My aspirations are to legitimise multilingual teaching practices and make them a part of the status quo in Kazakhstani schools. And these are the primary motivations that drive my PhD journey.

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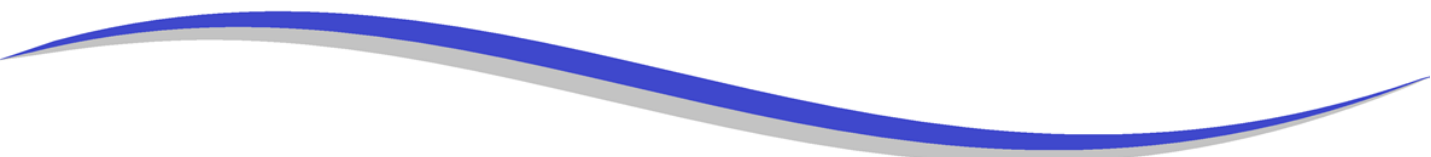
Book Reviews

Teaching Arabic as a Foreign Language: Origins, Developments and Current Directions, by Facchin looks at Teaching Arabic as a Foreign Language (henceforth TAFL) over the last 60 years. It follows the developments in TAFL chronologically in seven chapters (308 pages) starting with the historic background followed by a chapter to look at each of the last six decades. The book traces the growth of TAFL across the Arab world from 1958 to 2018 and how centres and institutes developed in different countries and cities over the years. It presents not only the research covered by Arab linguists in this field but also the textbooks published over the years, the development of assessment measures and the establishment of TAFL centres across the Arab World. Each chapter follows the progress, lists key topics of interest as well of key figures emerging at the time. The author also notes the development of textbooks, teaching methodology, and assessment methods. As the book aims to cover a lot of grounds, at times more elaboration would have been welcome like when discussing the current directions in TAFL.

Chapter one looks at the Historical Background from the beginning and how Arabic as a Foreign language (AFL) began when the Europeans and the Ottomans decided to send Arabists to learn Arabic and not rely on interpreters. Then it follows the development in language education, mainly in Tunisia and Egypt until the 1920. It also looks at the changes in theories and methodology after the World War One. From chapter two onwards, each chapter looks at a decade from the nineteen fifties to the present time. Chapter two, Birth of a New Branch, follows the developments in Arabic instruction and testing in the Arab World which focussed on literacy mainly. Interest in TAFL in the USA increases and Harvard University holds the first conference on teaching Modern Standard Arabic in 1958 and the first Arabic proficiency test is developed. Meanwhile, in the Arab World, TAFL centres open in Cairo, Tunisia, and Beirut. Growth (1970s), chapter three, outlines how new interest in TAFL includes Sudan and Riyadh as well as the Syro-Lebanese region. The author also notes that there were changes in the approach towards teaching methodologies of Arabic.

Chapter four, Development (1980s), presents the next phase in the growth in the field where Arabic language centres open in several cities in Saudi and Arabic for religion is taught there as well as in schools and institutes that are established in the Muslim world. The teaching material continue to develop, and more communicative books appear. In chapter five, New Challenges (1990s), the interest in AFL continues to grow outside the Arab World and reaches as far as China. The USA plays a larger role in this period; the American Center for Teaching Foreign Languages (ACTFL) criteria for Arabic are further developed. In the Twenty First Century (2000-2010), chapter six, starts by the general outline followed by the current teaching methods within TAFL. What stands out is the publication of Spoken Arabic books, whether Egyptian or other varieties. The last chapter, The Present Period, looks at broader debates including the role of culture in language learning. By now, almost all the countries in the Arab world have at least a TAFL centre, but some are more popular than others, mainly Egypt, Saudi, and Tunisia.

The ability to cover the broad overlook at TAFL by Arab writers from within the Arab World is a distinguishing feature of this book. It also provides a helpful list of publications by Arab writers who have written about this in Arabic and English in recent times. The book follows TAFL from different angles (chronological, geographical, and pedagogical) and as such does not discuss in depth these aspects, but rather present the whole picture and the reader can choose to follow up on areas of interest. The fact that each chapter has the key research within that decade results in many names of writers, books, and papers being listed. More detail into the present would add to the book, which covers the origins and the developments in more detail than the present status.

In my opinion, a big plus in this work is the lists it provides at the end of the book. They are quite useful and are a way by which Facchin summarises and organises the chronology of the development of TAFL. The list of Who is Who in TAFL from 1958 to 2018, the list of TAFL institutes, and the table of teaching methodologies are tools that ensure the complete presentation of the topic. The decision to divide the bibliography into a Textbook bibliography and a Studies bibliography is another aiding tool that the author provides the reader with. These are all quite useful as a reference for the TAFL field.

When discussing the research published, the Arabic transliterated names and the translated English titles are given, this allows those who want to research the original Arabic publications to do so. One point that is worth noting is that Facchin follows the development in Tunisia and Morocco, both francophone countries, and as such offering the English-speaking reader access to their published research about TAFL which otherwise is not available. The current literature published in English tends to focus on Egypt and the Syro-Lebanese region and more recently the Gulf and Iraqi Arabic, and the inclusion of North Africa here is a welcome addition.

To conclude, the book provides a complete overview of the research written in Arabic in this field. It provides a guide to resources available and tools that are needed when working within the TAFL field whether in teaching methodology, textbook design, or testing and assessment. If you are new to the field, you will be able to see how it developed and if you are an experienced researcher or language instructor, you will appreciate the scope of the work. I would recommend the book to practitioners as well as researchers within the field. As the title of the book promises, it offers an overview of the origins of TAFL, its growth and development in the Arab World and a look at the current directions in the field.
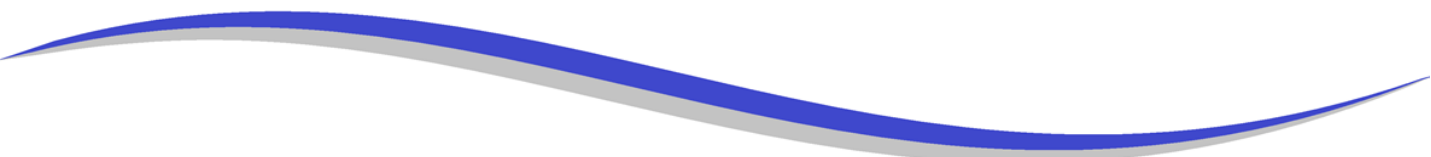
Rasha ElHawari, Concordia University, Montreal, Canada

Chun, C. W. (Ed.) (2022). Applied Linguistics and Politics. Bloomsbury. ISBN 9781350098237. 320 pages.

Christian Chun's edited volume explores how applied linguistics can engage with the political dimensions of the economy, the media, education, culture and identity, and affect. The authors Chun has brought together here draw upon a spectrum of innovative theories, methodologies, and pedagogies from across applied linguistics, as well as recent work in a range of other disciplines on neoliberalism, ideology, identity, culture, the media (including social media), and militarism. Adopting a broadly Gramscian stance on hegemony, the book consists of eleven chapters distributed across five sections. The book explores the following questions:

"*What new theories can applied linguistics contribute to the ongoing and developing challenges and issues prevalent in the twenty-first century? What discourse and methodologies can applied linguists develop to help co-construct counter-hegemonic challenges and practices in response to the current discourses of militarism, nationalism, Islam-ophobia, anti-LGBTQ, classism, sexism, racism, and the free market? How can we develop effective discursive and pedagogical strategies to help mobilize and organize for an economically and socially just society*?" (p. 9)

Part I, on the Media, consists of two chapters on political discourse and populism, both focusing upon social media algorithms. Jan Blommaert compares Saussure's model of communication as "individual, human, spoken, linear, syn-chronic, and direct within a clear sender-receiver relationship" (p. 25, emphasis original) with the political communi-cation in post-digital environments which "involves a multitude of actors, some of which are human and some non-human, all of whom operate both as producers and receivers of political messages" (p. 27).
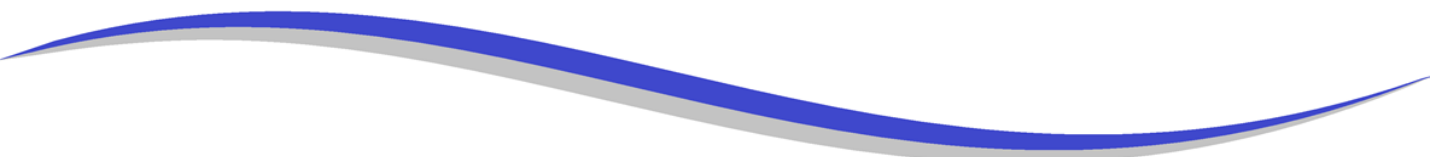
According to Blommaert, this shift in communication is both good news and bad news for discourse analysts. On the one hand, there is increased attention to – and demand for – sophisticated political discourse analysis, but on the other, this work is more difficult and demanding and therefore requires a shift in our perspectives on political discourse data, which is now "a moving target" (p. 30). Similarly, Ico Maly argues that any analysis of present-day populism needs to consider both input (e.g., beliefs and intentions of populists) and uptake (i.e., how a party, politician, or movement comes to be known or accepted as populist).

Part II, on Economy, consists of three chapters that relate the field of applied linguistics to various aspects of political economy: auditing, migrant economies, and irregular employment. Arguing that auditing needs to be conceptualized as a genre, Alfonso Del Percio offers an ethnographic account of the ways in which "different actors of the Italian migration industry have invested in different types of audit techniques to pursue projects of distinction and recognition but also distance and oppression" (p. 82). Mi-Cha Flubacher's chapter, on the other hand, explores how Thai massage in Vienna, as a migrant economy, is an economic niche activity that produces discourses of exoticization and erotization of race, ethnicity, and gendered roles. Lastly, Joseph Sung-Yul Park argues that irregular employment needs to be considered as a topic for applied linguistics research since "the way in which irregular workers come to be perceived as lacking in skills, competences, and job preparedness is a process mediated by signs, discourses, and talk more generally" (p. 114). Park's chapter not only provides a good summary of the relationship between applied linguistics and political economy, but also calls upon applied linguists to "do more to move beyond its traditional focus on language as discrete systems of communicative codes, so that [the field] can more properly address the complex ways in which political economic inequalities are reproduced without direct or indirect reference to linguistic difference" (p. 124).

Part III, on Culture and Identity, presents two contributions that discuss the potential of applied linguistics research to critically investigate the politics of culture and biopolitics, respectively. Drawing on two allegorical texts that reflect the political discourses of two historical eras (the absolutist monarchy of 17th-century France, and the Black Power movement of the United States of the 1960s), Claire Kramsch argues that "we have to rethink culture not as membership, heritage, or way of life, but as the inevitable struggle over symbolic representations and practices, over institutional legitimacy, and over processes of technological entextualization and contextualization" (p. 146). Kramsch's recommendations for how to confront and disrupt existing hegemonic discourses are also valuable for both applied linguists and language educators. In the last chapter of this section Brian King calls for applied linguists to "ethically and helpfully mobilize the lived experiences of intersex people" (p. 169) by engaging both applied linguistics and intersex people in a more dynamic form of knowledge production that breaks down the 'expert' and 'lay person' dichotomy.

Ana Deumert's chapter in Part IV, Affect, examines the connection between semiotic practices and the capitalist order in the context of South Africa. By focusing on the affective economy of domestic labour, Deumert explores broad questions such as: "What kinds of language do capitalism and colonialism produce? What kind of silences? And what kinds of communicative excess and verbiages?" (p. 186). The second contribution in this part comes from John Richardson and Tommaso Milani who draw on a debate over the remembrance of the Shoah in Sweden to reveal how memory and commemoration are ideologically laden processes. This chapter clearly highlights how remembering and publicly commemorating "give rise to the political struggles that are discursively built on creating specific time/space 'moorings' (chronotypes), constructing particular identities as well as triggering specific affective elements" (p. 228).

Lastly, the two contributions in Part V, Education, focus on criticality, with Carlos Soto revisiting Freire's critical peda- gogy, and Christian Chun emphasizing how public pedagogy (i.e., any educational activity that extends beyond the classroom) can be better grounded in critical and radical approaches. Soto reflects on his own criticality across his language-based research and pedagogical projects, as well as contexts beyond the classroom, within the context of the social and political upheavals of Hong Kong. He argues that criticality,

"*as knowledge that is discursively produced and circulated, may become a technology for governmentality (Foucault, 2008), through which social actors align themselves with discourses of social justice to do 'socially meaningful' work oriented toward a public good and still perform as private competitive, entrepreneurial, and self-responsible beings, subjects relying on the market to meet their needs and embody their freedom*" (pp. 248-249).

Lastly, drawing on Gramsci's distinction between 'organic intellectuals' (i.e., so-called ordinary thinking people) and 'traditional intellectuals' (i.e., academics, journalists), Chun explores the following question: "how can we present to organic intellectuals effective framings of actual alternatives to organizing our socioeconomic relations in the daily lived domains of the workplace, home, school, neighbourhoods, and beyond in transforming society?" (p. 254).
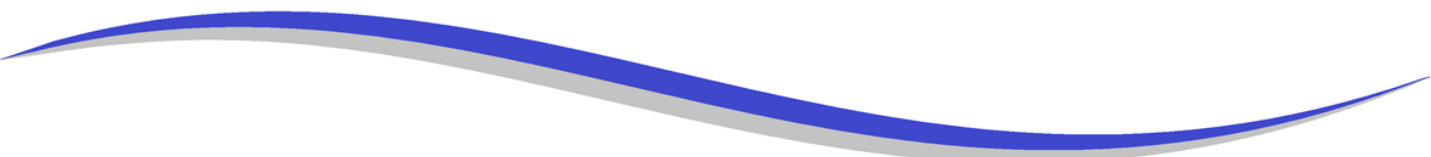
This edited volume will be of particular interest to applied linguists and teacher educators who work at the intersec- tion of language, race, political economy, and gender. As Chun mentions at the end of the Introduction, "[in] a world increasingly besieged by dangerous climate change, political and social upheavals, rapidly increasing wealth dispari- ties, overwhelming poverty, and rampant demagogic nationalism, stakes have never been higher" (p. 15). For the very same reasons, this book could not have been timelier; its interdisciplinary contribution to the fields of applied linguistics and language education brings forward new research and pedagogical directions to achieve a socially just world.

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Bernhardt, E.B., & Kamil, M.L. (2022). Conducting Second-Language Reading Research: A Methodological Guide (1st ed.). Routledge. ISBN (e-book): 9781003155133. 140 pages.

In this book, Elizabeth B. Bernhardt and Michael L. Kamil provide hands-on guidance on how to conceptualise and run second language (L2) reading research, mainly with adult readers. The importance of this work lies in the critical role of reading research "both as a public service and as a tool in knowledge creation" (p. vii) and the status of L2 reading as a "global literacy" (p. vii, ix). As stated in the Preface, the book has three objectives: to help readers re- assess the process of L2 reading research, to provide detailed guidance on practical aspects, and to consider the strengths and weaknesses of methodologies found in relevant literature. To achieve their objective, the authors have compiled a comprehensive database of 776 individual articles on adolescent and adult readers, many of which are used as examples throughout the book.

Chapter 1 provides the historical background to L2 reading research, outlining the social aspects that led to its devel- opment and some of the early-stage theories that emerged. The authors discuss literacy and its place in North Amer- ican education, as well as the socio-political aspects of L2 reading, the role of literacy in immigration policies, and the impact of the North American education establishment on reading research. Regarding theory, the authors list many of the most widely cited pieces on first language (L1) reading published in the late 20th century and acknowledge the caveats of most research projects in the late 1980s and early 1990s, which isolated individual variables and con- trasted top-down to bottom-up processes. Finally, they exemplify the absence of L2 reading research studies in the Second Language Acquisition (SLA) literature.
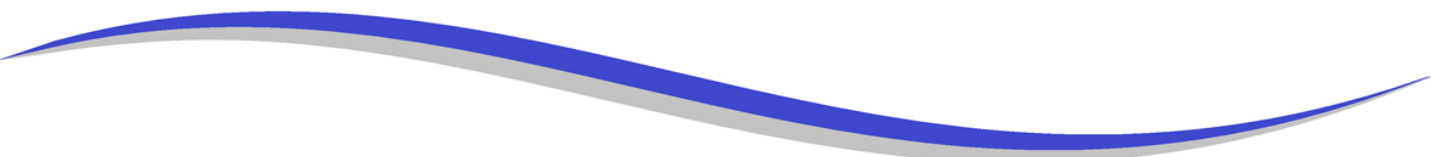
Chapter 2 focuses on the literature review process and the articulation of theory-driven and practice-driven research questions. Regarding the former, it is emphasised that reading key pieces should unveil their strengths, weaknesses, and contributions to theory, and that the review process should serve the core principles of science in the accumulation of knowledge. Moreover, the authors outline key approaches to the literature review in L2 reading and provide examples of reviews in frequently cited L2 reading articles on vocabulary, extensive reading, morpho-syntax, and anxiety. They also warn against binary and conclusive questions and point out that good research questions should be grounded in theory and existing research, addressing differences in theoretical approaches, and constructing new knowledge.

Chapter 3 dives into the practical aspects of research design. The authors stress the importance of L1 literacy and provide a detailed list of literacy tests in multiple languages. Turning to second language, the authors criticise the threshold hypothesis and serial views of reading and disentangle the convoluted concepts of grammatical knowledge and proficiency, listing grammatical abilities tests in several languages. The next section expands on vocabulary knowledge, examples and caveats of past research, and methods of assessing vocabulary level based on considerations of how vocabulary is linked to the research questions posed. This is followed by sections highlighting the importance of background knowledge, readers' interests and motivations, and ways of measuring them. The chapter concludes with materials for reading research, contrasting authentic and constructed texts, as well as narrative and expository prose, and considers factors such as the level of (cultural) familiarity and text length.

Chapter 4 discusses data collection methods. The authors consider a range of factors, namely text-dependence in comprehension questions, multiple-choice questions and the nature of distractors, language of response, text type and level of difficulty, as well as scoring schemes for open-ended questions and free recall, which is considered "a window into the interactive process of reading" (p. 85). They also justify the need to use lengthier texts in L2 reading research to capture more realistic reading experiences, as well as the need for research protocols. Finally, they present strengths and weaknesses of comprehension indicators, with emphasis on verbal reports and the cautions around self-reports, as well as the pros and cons of eye-tracking.

Chapter 5 explores recurrent concerns in L2 reading research beyond the data collection stage, i.e., data analysis decisions, data storage protection, low sample sizes that deem research exploratory and the key role of replication. Furthermore, the authors highlight issues of power, data validity and reliability, homogeneity of the sample, and inter-coder reliability. Considering the future of L2 reading research, the authors stress the need for "narrative inquiry into how readers learn to interpret and which strategies they use to continue to interpret" (p. 109), as well as for experimental studies showing whether voluntary reading actually leads to reading achievement, while vocabulary and grammatical knowledge remain in the limelight as some of their dimensions remain unexplored or convoluted.

Chapter 6 concludes the book with an exhaustive view of reading and writing research reports, providing detailed guidance on the elements that should be covered in each section of a report. Issues of ethics, safeguarding, and conflicts of interest are mentioned. The authors warn against reactive changes in the field of L2 reading research and stress the significance of setting up concrete goals which will enable "proactive, reflective, directed, and rational" (p. 123; cited from Kelly, 1980) progress outcomes. Finally, four major impediments to this progress are analysed: university constraints, commercial constraints, funding, and educational inertia.

Overall, "Conducting Second-Language Reading Research: A Methodological Guide" achieves its goal of guiding readers through the background of L2 reading research, while offering a concrete and comprehensive code of conduct for researchers. This guidance is invaluable both for early career-researchers, and more experienced L2 researchers who wish to focus on reading research. What makes this guide outstanding is the effort put into providing readers with sets of realistic probing questions and key considerations in every chapter. Chapter 6, in particular, features a massive set of questions that I believe would be incredibly useful for doctoral students writing up their thesis and preparing for publication. The book addresses practice; it concerns and acknowledges limitations, offering a usefully critical view of past research that will help the newer generation of researchers learn from the past and avoid repeating mistakes. Additionally, the guide benefits from a clear and concise structure, which bridges theory and practice in a straightforward way, as well as accurate and unambiguous language. Finally, it is admirable that the authors have put in the effort of providing resources for several tests of literacy in languages other than English, tests for vocabulary and grammar ability, and helpful websites and tools throughout the volume.

There are very few potential points for criticism in this guide. One would be that the Vocabulary Knowledge section in Chapter 3 could benefit from an explanation of studies focusing on reading to learn vocabulary. Also, Chapter 4 would benefit from a more extensive analysis of eye-tracking studies in reading research and their benefits, so that the reader can clearly understand the contributions and shortcomings of this research method. Finally, the guide might seem daunting to early-career researchers who would inevitably think of all the boxes their research has to tick and how demanding this is in the context of short-term contracts and limited funding, but the authors wrap up the book with a positive and inspiring note. All in all, this is an excellent read for anyone getting started with L2 reading research.

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

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

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The British Association for Applied Linguistics

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By Bérénice Darnault (University of Barcelona)