

○ **P. BRUTHIAUX, D. ATKINSON, W. EGGINGTON, W. GRABE, V. RAMANATHAN (EDS.), DIRECTIONS IN APPLIED LINGUISTICS**

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Directions in Applied Linguistics is an edited work of 17 chapters, assembled as a tribute to four decades of work by Robert B. Kaplan. The five sections of the book focus on the areas of applied linguistics commonly associated with Kaplan – *Perspectives on applied linguistics*, *Language education*, *English for academic purposes*, *Contrastive discourse analysis* and *Language planning and policy*, all of which implicate the relationship between language theory, practice and use. Topics addressed include community languages, foreign language curriculum, the native/non-native speaker construct in TESOL, English for academic purposes, interactional turns in classrooms, and macro and micro issues in language planning and policy. Bruthiaux's introduction identifies two emerging trends in applied linguistics. The first includes researchers who focus on discourse as a critical dimension to frame their descriptive and social approaches to applied linguistics. By contrast, Bruthiaux claims a common approach in this book is a 'bidirectional' one, where 'constructs derived from linguistics (broadly understood) are tested against everyday realities while those realities and the inherent language problems they contain are examined and ameliorated in the light of theory' (11).

The two opening chapters present a key debate over the nature of applied linguistics itself, and recent trends in the field. Widdowson argues against an unproblematised interdisciplinarity, which he claims can distract from a critical awareness of methodology issues, is often derivative and one-sided, and lacks rigour derived from a secure discipline. Seeking to distinguish applied linguistics from sociolinguistics for example, he stresses the importance of a rigorous application and testing of linguistic theory against everyday realities, arguing for a balance of the 'practical domain' (direct experience of language in everyday life) and the principles and procedures that define a discipline. He questions assumptions about the unquestioned acceptance of interdisciplinarity, stating that all academic enquiry is abstract (removed from the social interaction in which language is used), and partial, including sociocultural and critical approaches, in which a critical appraisal of the researcher's own position and self-interest is often absent. Widdowson

urges a methodological approach that mediates between two orders of reality, that of ‘discipline’ and ‘domain.’

In contrast Spolsky highlights the inevitable overlap between sociolinguistics and applied linguistics, and the value of interdisciplinarity in understanding linguistic phenomena. He provides an important reminder that any theory of language or grammar is not a recipe for classroom application but ‘needs to be interpreted and modified by all other kinds of knowledge relevant to a theory of language pedagogy’ (27). Spolsky traces the evolution of language planning in applied linguistics and concludes that applied linguistics is now a ‘a cover term for a sizeable group of semi-autonomous disciplines’ (36).

The five areas mentioned above will allow all researchers to identify recent work in their own sphere of interest, and to discover recent representations of new areas. As such, *Directions in Applied Linguistics* is well-titled, and a very useful reference volume. As someone involved in preservice TESOL teacher education and research on language and identity, I found the chapters on Language Education of immediate relevance, but the opening perspectives chapters and the introductions to all sections offered accessible new insights in related fields. The chapters on Language Education included work by Clyne on community languages and their troubled trajectory through Australian language policy, while Dominguez, Tucker and Donato report on an innovative K-5 Spanish program in Pennsylvania.

For those interested in the constructs of native/non-native speaker, Kamhi-Stein provides an excellent literature review, eliciting the key themes of recent research in the area and outlining directions for future research. Through reference to much recent work, she demonstrates the unproductive nature of a binary notion of NS and NNS, but also why it persists in the literature and in public perception. According to Kamhi-Stein, work in this area has evolved through several stages, focusing respectively on self-perceptions of NNES educators, the role of race in relation to professional credibility and a newer third phase which addresses others’ perceptions of NNES educators and also hiring practices. She highlights the need to move beyond a facile binary categorisation of NS and NNS educators to a focus on professionalism, interactional skills and adequacy of teacher preparation programs to deliver the curriculum in TESOL and other areas.

The chapters on EAP offer some evocative metaphors, including Ferris’ notion of blue and white collar linguists, and Reid’s idea of ‘ear’ and ‘eye’ language learners. Ferris explores her self-categorisation as a blue-collar linguist, focused on solving problems in language classrooms, as opposed to the role of the white-collar linguist, who engages in more theoretical and philosophical ideas. The denigration of classroom-based qualitative

researchers by some elite journals and the academy, to which Ferris alludes, is a familiar notion to many of us who enjoy getting our hands dirty with classroom data. Ferris outlines and then resolves the dichotomy – arguing that crossing the methodological divide strengthens all research. Reid contrasts resident US college students from diverse language backgrounds who have acquired oracy in English ‘by ear,’ with international students who have an advanced first language education and have learned academic English via grammar – the ‘eye’ learners. She contrasts the two groups, draws attention to the academic writing needs of the ‘ear’ learners, and suggests strategies to support them through college study. Other useful chapters on EAP are by Johns (on academic writing) and Zimmerman (on vocabulary learning and pedagogy).

One of Kaplan’s best known contributions to applied linguistics, namely contrastive discourse analysis, is represented in four chapters introduced by William Grabe. Exploring issues of culture, educational socialisation, language and rhetoric, the chapters extend on work begun by Kaplan 40 years ago. They include a set of guidelines for sampling cross-cultural texts (Connor and Moreno); a study of the narrative writing of Year 7 students from Mexican-American and African-American backgrounds (Daubney-Davis and Patthey-Chavez), focusing on structure and discourse patterns; a study on the use of ‘examples as evidence’ and narratives in L1 and L2 student university writing (Hinkel); and research on patterns of turn-taking in a range of classroom settings (Poole).

The final section of the book, edited by William Eggington, includes chapters by Baldauf, who stresses the importance of micro language planning for specific contexts; by Baumgartner, who investigates the perceived invasion of Mexican Spanish by English words; by Lo Bianco, who argues for the inclusion of discourse analysis in language planning to provide insights into issues of power; and finally by Medgyes, who addresses the complexities and conflicting demands within a recent foreign languages-in-education policy implementation in Hungary. In his introduction to these chapters, Eggington reviews the primary theoretical constructs in language planning research, as found in Kaplan and Baldauf’s book, *Language planning: From practice to theory* (Kaplan and Baldauf 1997), and identifies elements of these in each of the four chapters.

Directions in Applied Linguistics offers a diverse collection of chapters in five key areas of applied linguistics. Bruthiaux’s introduction admits that the book’s scope is limited to areas represented in Kaplan’s work over forty years. Recent critical and socioculturally framed work is largely missing (see for example Block 2003), yet the broad range of individual perspectives offer many insights for students and researchers who are interested in the complex relationships between language form and language use. From a methodological perspective, Widdowson’s discussion of interdisciplinarity is

particularly salient, while many chapters present thorough descriptions of the research procedures. This edited volume is a valuable contribution to the field, which shows both where we have come from, and where we might go.

Review by Jennifer Miller, Monash University.

REFERENCES

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