

An introduction to English Language Studies

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AIMS AND OBJECTIVES OF THE BOOK

There is a strong argument that the study of language is crucial to the study of almost anything. As the most flexible and extensive means of communication that humans possess, language mediates all our social relationships, plays a part in all our social interactions, and is the foundational element of our civilization as a species. The cognitive revolution that took place one hundred thousand years ago, and which marked the evolution of language in homo sapiens, set humankind on a path to intellectual pre-eminence amongst the rest of the animal kingdom. The invention of writing five millennia ago gave our ancestors a reliable means of recording and accruing knowledge, of passing it from generation to generation, and of creating complex and expansive societies. Language, as has often been remarked, is an essential part of what makes us human.

Language is also an endlessly complicated phenomenon. The processes that allow a child, with no formal education and with limited input, to learn to speak within two to three years of being born, are still not fully understood, and remain an area of intense academic controversy. Yet despite this complexity, communicative competence is something we nearly all master in the first few years of our life, and which we mostly take for granted throughout adulthood. And it is this paradox of language's complexity and importance versus its familiarity and the instinctive mastery we have over it, that leads to something of an identity complex for Language Studies as a subject. Add to this the fact that because everyone has a practical expertise in it, they also feel they have some sort of theoretical expertise in it – at least in so far as making pronouncements about its nature and status goes – and the necessity of studying it is considered far less than its importance in all aspects of our life would seem to merit.

As a wide-ranging overview of English Language Studies (ELS) this book aims both to argue for the essential importance of a dedicated understanding of how language works, the roles it plays in society, and the ways it influences all aspects of our lives. As the title indicates, the focus is specifically on the English language, rather than language in general. There are a number of reasons for this, ranging from the practical to the political to the ontological. The practical reasons relate to the fact that the book is written in English and produced by an English-language publisher. The political relate to the position that English now plays in the world, and the particular issues this produces. And the ontological is that, as social individuals, we all firstly experience (or are socialised into the idea of) different languages rather than language as a general or abstract concept. As such, the immediate point of reference for people is a specific language – e.g. English – and thus this is a useful place to start any analysis into language studies generally. Having said this, as many of the chapters in the book discuss, the distinction between language and languages, and the way that discrete, named languages are conceptualised, is a complex, and in some cases controversial one. Thus, although it is a useful starting point, it is far from being an axiomatic one – and a great deal of the book is concentrated on exploring what exactly it is we mean by ‘English’.

To offer a few upfront pointers on this issue, the book gives a comprehensive overview of the subject of English Language Studies by taking a three-pronged approach to the topic: examining what constitutes the phenomenon of the English language; why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In doing this the book offers both a survey and critique of the subject, mapping out its shape and also providing arguments for its relevance and usefulness as an important area of academic study in present-day society.

Given the fundamental position the English language has in the daily existence of millions (if not billions) of people around the world, along with the part it plays in social organisation and the construction and expression of individual and group identities, English Language Studies can play a crucial role in a range of social and cultural issues. The book therefore not only provides an

in-depth overview of the different components involved in the study of the subject, but also makes a strong case for the relevance of ELS as an area of study in today's world. It adopts a purposely global coverage of what constitutes the discipline of English Language Studies: how particular approaches to the discipline have developed and how it is changing and evolving in response to local and global pressures, as well as evolving scholarship within the subject. In this introduction we first consider what constitutes English Language Studies as an area of study, before considering a number of important and emerging issues that are structuring it. We conclude with an overview of the shape and content of the book.

WHAT IS ENGLISH LANGUAGE STUDIES?

Despite English language studies (ELS) being an academic field with a long history, what it delineates is understood differently in different places and educational institutions. It often forms part of what is referred to as 'English' or 'English Studies' at university level, where it combines with the study of literature, creative writing and allied sub-disciplinary areas. For the purposes of this introduction we can distinguish between three different understandings of ELS. First, as English has developed into the pre-eminent global lingua franca, the terms 'English language' or just 'English' are used to indicate its study as an additional language. The teaching of this takes place in schools, universities and private institutions in both Anglophone and non-Anglophone settings. It has given rise to a significant industry around teaching English as a second or additional language (TESOL) and for academic purposes (EAP). Those teaching English as a second or additional language have need of an understanding of how the language works, and for some this is fulfilled by curriculum designated under the general umbrella of ELS.

This theoretical knowledge about the language is what constitutes the second understanding of ELS as a subject, and this conception of it is closely allied to linguistics, applied linguistics, TESOL and in some cases philology. The

shared content in these curricula are most likely to be related to language description and possibly language teaching pedagogy at undergraduate and postgraduate levels.

The final understanding of ELS draws on research and scholarship on the description of English, but importantly also on how English is used in context and the nature and implications of its history and worldwide spread. This combines an understanding of how language – and English specifically – is used as a resource for communication across the variety of human social and cultural engagements, from the local and individual to the international and political. This is the academic discipline of ELS as experienced in many UK universities and schools – and the one that most closely approximates to the focus of this handbook.

Historically, the study of English language in universities is grounded in understanding the origins and evolution of the language through close textual analysis. Gupta (2015) has charted approaches to English Studies generally, the separate developments in English linguistic and literary study, and the variability within institutional and geographical contexts. In doing so he highlights the significant degree to which ‘English linguistics... engages directly with the extraordinary global reach of the language’ (p. 203), an engagement which unites the three strands of ELS discussed above. Conceiving of the English language as pluralistic, i.e. no longer centred predominantly on particular national centres, moves the discipline away from a focus on norms and standards arbitrated by an Anglophone heartland. It recognises the different Englishes used by both those for whom it is a first language and those for whom it is an additional language.

The breadth of coverage described above enables ELS to contribute to debates within the broad fields of education, humanities and social sciences, and, indeed, to provide a bridge between them. The methodological pluralism that links creative, qualitative, empirical and quantitative approaches provides a variety of lenses with which to examine language. It allows for the complexity and interconnectedness of communication to emerge from spoken, written, multimodal, intercultural, synchronous, asynchronous, face-to-face, online, one-to-one and one-to-many uses of English (to name just a few of the communicative

permutations related to the language!). It recognises the importance of linguistic building blocks - from phonemes to discourses – alongside the value systems in which English is implicated. Carter (2016) refers to complexity, criticality, context, and creativity in relation to English Studies as a whole, but these areas are all relevant to ELS more specifically and to the different strands of ELS in different degrees. They are all also relevant to current concerns within society. For example, the English language is implicated in social justice at an individual and a global level where access to the language or to particular varieties of English influence people's life chances. Then there is the way that literacy in English is a gatekeeper both for those for whom it is a birth language and for those acquiring it later. And foundational to all education are skills such as the ability to critically examine texts and to understand how they are constructed to instruct, persuade or entertain; and to perceive the rhetorical nature of language and learn to evaluate it. Some of these key issues are explored more fully below and in the individual chapters of the book.

KEY ISSUES AND DEBATES

Given the variety of conceptualisations of ELS and its global scope, researchers have opportunities to contribute to numerous contemporary debates and challenges. Educators, similarly, have a diverse set of methodological lenses and issues with which to engage students and promote new and deeper understandings of the world. Below we use four broad headings to structure a brief overview of current areas of interest and relevance within ELS.

Criticality

The basic methodological tools used within ELS rest on description of the English language: its history, structure, and use. In addition, much research now focuses on using these tools to critically interrogate how English is used and taught in both Anglophone and non-Anglophone contexts and how it is implicated in the

exercise of economic and political power. In higher education in the UK, this type of criticality is specifically embedded in the subject benchmark statements for English, where ‘high-order critical, analytic and research skills’ (Quality Assurance Agency 2015, 5) are part of the expected broader skills graduates will develop.

Critical approaches to the analysis of a variety of texts, both spoken and written, has focused on the exercise of power through language (Fairclough 1989; Gee 1999). In the US context for example, Gee highlights the interconnectedness of various social practices with the ability to use different registers, or what he refers to as ‘Discourses (with a capital D)’. Put simply, because of the way in which society values certain Discourses over others, access to these prestigious ways of communicating (which are often acquired as a result of family circumstances) provides some people with educational and social advantages and ultimately greater access to wealth and power, while excluding or disenfranchising others. The focus on language not as a transparent medium but as part of the social practices of everyday life with the capacity to constrain or promote people’s life chances has led to a profound change in the ways in which language is researched, and subsequently the ways in which students are taught. The emphasis on seeing language not (just) as a system but as a set of oral and literacy practices (Street 2012) emphasises the contextual nature of communication. Critical perspectives based on this conceptualisation of language use then aim to deepen understandings of and influence pedagogical approaches to powerful genres, and thereby to widen access to and influence over what constitutes these genres.

Critical approaches have also been influential in examining the role of the English language internationally, and particularly in relation to processes of globalisation. Phillipson’s (1992) critique of the way that English language teaching (and the ELT ‘industry’) is implicated in the domination of much of the world by Anglo-American economic and political interests has significantly altered debate about the factors that have shaped the status of English as the world’s current pre-eminent lingua franca. While parts of his thesis remain

controversial, it has challenged the idea of language teaching as a non-ideological undertaking; an issue which has also been the focus of challenges to the importance attached to, and therefore the greater influence of, native-speaker English teachers (Widdowson 1994). In terms of the use – or indeed need - of English for migrants and refugees, a critical lens has focused on government policies as they relate English language learning to ideological conceptions of integration, multiculturalism and multilingualism. Leung (2016), for example, traces policy decisions on English as a second or additional language (ESL/EAL) in English schools since the 1970s. A move away from initially separating out pupils to give them specific English language skills was motivated by a concern to avoid segregation along racial lines, and to create greater equality of opportunity for all. This resulted in provision for ESL/EAL pupils becoming part of the mainstream curriculum provision. Leung concludes his discussion of this issue by questioning whether the ideology of greater equality which initially promoted the move to a more inclusive approach has withstood the current neoliberal discourse which strongly favours competition and individual differentiation. Critical reflection of this sort on all aspects of ELS is a common thread throughout much of the discussion in the chapters below.

Social relevance

Closely related to critical approaches, ELS has also focused on social relevance in research and teaching. This trend can be partially linked to the significance now given in UK funding to the ‘impact’ of research; although in ELS the focus on social relevance predates this government agenda to some extent, particularly in health, education and the law. In the 1980s, applied linguists were contributing to the training of doctors through the application of discourse and conversation analysis, and more recently what has become known as Medical Humanities draws on ELS analytical techniques of narrative, discourse analysis and corpus analysis to understand the experiences of those with illnesses and those treating and supporting them. For example, Demjén (this volume, and 2015), examines the

journals of Sylvia Plath using corpus and metaphor analysis to discover ways in which depression is represented and may be recognised through particular language choices. Others have applied narrative analysis to ways of dealing with grief (Giaxoglou 2015), and discourse analysis to understanding and support for carers of those with dementia (Wray n.d.). The focus in these cases is on using linguistic analyses to understand a phenomenon and then to disseminate the findings to those for whom it has value and who may usefully be able to apply it in their own situations.

The importance of literacy in society, and thus the significance of learning to read and write, also give educational applications within ELS particular social relevance. Learning to speak and read and as both a first and subsequent language have been the subject of much research, both in terms of understanding the processes involved, and looking at ways to improve teaching. The concepts of languaging and translanguaging, which have attracted a great deal of research attention recently, challenge the notion of discrete languages (as discussed above), as well as the role of languages generally in the classroom. Translanguaging involves the use of any available language resources in order to communicate. In classroom situations, this questions the orthodoxy of monolingualism and prioritises *communication* over *language* learning. In countries such as the UK, USA and Australia, with significant numbers of children with multiple different languages in schools, it recognises and builds upon contexts in which English is only one among many languages (NALDIC 2016). Alongside this the theoretical concept of a language such as English being ‘a mental code mastered by an individual... [is] being complemented by views of language as a continually emerging, socially mediated, and self-organizing resource for identity construction and interaction’ (TESOL International Association 2014: 8). ‘Languaging’ is the verb used to capture this emergence and social mediation. It emphasises the process of communication *through* language rather than language as a fixed entity that can be mastered. Both languaging and translanguaging arise in a period where globalisation and migration are influencing the intellectual landscape of the ‘global north’. Making use of multiple linguistic resources is not

new, but acknowledging the social reality of superdiverse and plurilingual contexts, particularly in large cities where variety in linguistic, cultural, religious and ethnic backgrounds is the norm, challenges the monolingual, national language focus of the past and in which ELS has evolved.

Applications of language analysis are also increasingly being applied to legal contexts, often in situations where socially marginalised people or groups are involved. Under the banner of forensic linguistics, or language and the law, analysts critically examine spoken and written texts such as police interviews and emergency calls in order to consider how language may be interpreted or misinterpreted within the legal process. For example, analysis of courtroom talk by Eades (2012) in Australia demonstrated particular bias in the treatment of Aboriginal people by the justice system. She argues that courtroom talk operates as a form of neo-colonial control by the state over aboriginal people. Her claims are based on analysis of the implicit understandings contained in language that may be harness to maintain and explain away unjust social structures (see Seargeant this volume for a discussion of ideologies in language). Forensic linguistics then, like medical humanities or literacy research, illustrates the trend towards applying research and pedagogy within ELS towards the goals of greater social justice.

Creativity

Within the broader concept of English Studies as a discrete subject or discipline area, ELS lines up alongside Literary Studies and Creative Writing. Although often studied – and thus conceptualised – as distinct disciplines (and spread across different departments and faculties in universities), their focus on the use and functions of languages mean they share many concerns, and also have several elements which overlap in significant ways (for further discussion see Hewings, Prescott and Seargeant 2016). To define Literary Studies and Creative Writing in rather reductive terms, both have a particular focus on the *artful* use of language, whereas ELS considers language in broader terms, from the natural and

extempore use of it to highly reflective and self-consciously creative manipulation. One key area of overlap between the three (sub)disciplines, however, is the examination of what it is that counts as creativity – that is, how the concept should be understood when associated with language. In ELS, a relatively recent line of research (e.g. Carter 2004; Demjén and Seargeant 2016; Maybin and Swann 2006) has been tracking and illuminating the ways in which everyday language use is creative – and indeed, displays many of the same features that would traditionally be understood as ‘literary’ uses. A counterpart to this is a focus on the different ways in which linguistic creativity can be analysed, with approaches ranging from those which concentrate predominantly on textual features, to those which highlight the importance of (social) context, to those which consider the critical or political environment in which concepts of creativity exist (Hann and Lillis, 2016; Maybin 2016).

A complementary approach links theory with practice through the analysis of linguistic data combined with composition. This ‘critical-creative’ approach (Pope, 1995) involves engaging directly with creative processes rather than simply theorising them. For example, by creatively rewriting a text (for example, transferring it from one genre to another) one can consider the stylistic choices that are involved in composition, the generic constraints and conventions within which the writer is working, and so forth. By then combining this practice-based approach with reflective analysis, it is possible to gain a different perspective on the nature and purposes of linguistic creativity within society and culture.

Methodological pluralism

As can be seen from this last example, ELS draws upon a wide variety of methodologies, often in an interdisciplinary way. Another notable recent example of this is the increasing use of ethnographic methods to examine language use – an approach which underpins linguistic anthropology in the US and linguistic ethnography in the UK. Close analysis of situated language use is able to provide insights into how language and the social world mutually influence and shape

each other. This brings a highly contextualised dimension to understanding language which complements more traditional linguistic approaches that are founded on regularities within language structures and use (Rampton et al. 2004).

Ethnographic enquiry has permeated linguistics to a greater or lesser degree over many decades; from early work by linguists with Native Americans oral narratives (e.g Hymes 1981) to Blackledge et al.'s (2016) observations of communication by Chinese stall holders in a Birmingham market. A commitment to trying to understand the culture and communication context of those being researched requires data collected over weeks, months or even years in order to understand what Maybin (1994) describes as the 'long conversation' (see also Madsen, this volume). Work by Lillis and Curry for example, on academic text production by non-Anglophone scholars (2010), has so far stretched over fifteen years.

While linguistic ethnography is reliant on close observation over time in order to understand the context and significance of texts, ELS has also been following a more technologically focused route to researching and understanding language. The use of computers to store and help analyse data has continued to provide new insights into communication since the early corpus studies of the 1960s and 1970s. Textbooks and reference guides for those learning English have been greatly influenced by the insights into collocation and word frequency that are enabled by corpus work such as that of the COBUILD dictionary project (Sinclair 1987), and more recently by Carter and McCarthy's (2017) work on the grammar of speech. Corpora based on different registers has enabled comparisons of lexical and grammatical choices and contributed to English language pedagogy for a variety of learners and users of English (Biber et al 2002; Nesi and Gardner 2012; O'Keeffe and Mark, this volume). Corpora are also used in the analysis of social issues particularly with the application of semantic tagging. Paterson et al.'s (2017) work analysing conversations on the topic of welfare claimants and class, or Turner et al.'s (in press) work on linguistic constructions relating to same-sex marriage and homophobia are recent examples.

Analysis of speech is another area which has been facilitated in recent years through the use of computational means. Analytical software can consistently differentiate sounds and, together with computer models of vocal organs, contribute to an understanding of how we produce and make sense of connected speech. This type of knowledge is relevant to pedagogy for those with speech and learning difficulties, as well as for English language teaching (see Fuchs this volume). Changes in accent in different varieties of English, which have been the subject of intensive small-scale research, are also now amenable to investigation using computational means. The ability to distinguish subtle variations through acoustic measurements is supplemented by the ability to collect larger data samples and analyse these using a variety of software. For example, Setter et al. (2014) analyse production and reception of boundaries between ambiguous word pairs where there are no phonemic differences (e.g. nitrate and night-rate). They compare English usage in Hong Kong English, Singapore English and British English with the aim of increasing understanding around mutual intelligibility of different English varieties.

The four key issues identified – criticality, social relevance, creativity, and methodological pluralism – combine to define ELS as a discipline engaged with the challenges of the twenty-first century. It has a core of robust analytical techniques but is also flexible and works creatively alongside other disciplines. The questions and problems addressed are both practical and also inspirational. Pedagogically, ELS offers students multiple ways to reflect on their own lives and language and the historical, political and social context in which English operates globally.

THE STRUCTURE OF THE BOOK

Given the aims outlined above, and the context in which ELS sits, the book is divided into three sections, each focusing on a different theme. The first part, ‘Defining English’, examines the development of English through history, its

nature in terms of phonology and grammar, and its influence in terms of hybrid languages and the spread of loanwords. The book begins with a chapter on ideologies of English, and the important role these play in the relationship people have with the language, which opens up some of the questions about what counts as English and why it is a topic of such social and cultural (as well as linguistic) interest. This, in combination with the other chapters in Part One, aim to provide a comprehensive picture of the state and status of English as it is positioned within history and understood as both resource and concept in present-day global society.

Part Two, ‘The Relevance of English’, then moves to an examination of the rationale for English Language Studies in terms of the important issues and social phenomena the subject area relates to. This section includes a focus on socio-political issues (identity, class, gender); as well as aesthetic and creative issues (stylistics, literature, creative writing); developmental issues (schooling and higher education); and communication-related issues (persuasive language, the use of English in broadcast and social media). For each of these domains, the chapters explain why the study of English language can offer vital resources and an important perspective on a range of aspects to do with our social and cultural lives.

The final part, ‘Analysing English’, turns to issues of how the subject is studied. It examines the methodologies used in the study of English and its (sub)disciplines, and how different frameworks offer ways for analysing the issues covered in Part Two. The section covers approaches from stylistics to linguistic ethnography, and corpus linguistics to psycholinguistics, and ending with a look at the relationship between English and translations studies. For each of the different approaches, the overarching question is how they contribute to the broader discipline of English language studies, thus providing a comprehensive overview of the subject as it is currently conceptualised. In the following subsections we look in more detail at how the various chapters contribute to this overall aim.

Part One

‘Defining English’ begins with Seargeant’s chapter (1) on the ‘Idea of English’, in which he examines how English has been historically, and is currently, conceptualised as a language, and the implications these conceptualisations have for both social scientific and socio-cultural issues. This tension around what English is perceived to be and how English experientially exists in the world remains a central topic of discussion throughout the book. The next four chapters explore the history of the development the English language, along with how that history has been constructed. First, Horobin (2) introduces the topic by describing the development of English studies from the earliest beginnings to the modern period and the consequences that previous approaches have had for how English has been studied, particularly in terms of a reliance on written data. The chapter maps a shift towards methodologies that attempt to explain *why* and *how* changes in English have occurred over the years, mostly moving beyond description of English as a system to a focus on the impact of larger social and ideological issues. Following on from this, Schneider (3) examines the central role of colonialism in the spread and current identity of English, while discussing how this history can inform an understanding of English as it is used today, in terms both of its forms, functions, and politics. This leads into Bolton’s (4) discussion of World Englishes paradigms, which dissects the ways in which ‘English’ as named language now encompasses a wide range of different varieties and functions across the globe, with multiplex identities. García and Lin’s chapter (5) broadens this discussion of linguistic diversity by looking at the place of English in the study of multilingualism, with a particular focus on translanguaging and seeing English as part of an ecology of linguistic resources. They argue strongly for the way that historical and political forces have shaped the lens through which both English and multilingualism are conceptualised, and suggest instead a far more fluid approach to the study of the way people actually draw on linguistic resources in the way they communicate.

The next two chapters continue this focus on the problematisation of what ‘English’ is, and how speakers understand and interact with its development,

especially as it relates to other languages. Wee (6) addresses these issues with reference to the notion of standard English, and the distinction between viewing language as product and process. This is a recurring theme throughout the handbook, as scholars describe the tension between English as a system of language owned and taught by native speakers and English as an evolving part of a complex social system incorporating a variety of different actors, all of whom contribute to its diverse identity. This is followed by Higgins and Furukawa's chapter (7) which describes this process of evolution by looking specifically at contact between English and other languages, with a particular focus on the structure and status of pidgins, creoles and hybrid languages, along with the social implications of code-switching and translanguaging, another theme which reoccurs at several points throughout the handbook.

Moving on from this cultural-historical focus, the final two chapters in this section look at the different levels of language investigation as these are applied to English. Fuchs (8) begins by examining how phonology is used to describe the production and reception of the sound system of English, including descriptions of World Englishes and the presentation of the language in teaching contexts. Political issues introduced in earlier chapters also form part of the debate here in that Fuchs argues that the phonetic realisations of English and the teaching of its pronunciation often have ideological implications in the way that 'Inner Circle' countries and 'native-speakers' are favoured over others. O'Keeffe and Mark (9) then describe a similar effect in the evolution of approaches to grammar in ELS, and how perennial debates around prescriptivism and descriptivism, and written and spoken texts, are being played out in contemporary global contexts. They too argue that the teaching of grammar, like pronunciation, is also a tool for spreading particular ideologies when certain constructions are favoured over others.

Part Two

Part Two covers the Relevance of English, touching on the different ways in which the diversity of approaches to English Language Studies can be applied to

the study of identity and the means by which language and, with it, ideology are spread. The section begins with Hewings's chapter (10) addressing the topic of English in higher education both Anglophone and non-Anglophone national contexts – and through this, how it operates as a discipline and subject area. She distinguishes studying *about* the English language – its history, structure, and social relevance – from learning to *use* the language, as well as the role it plays as a medium of instruction in several countries. In doing this she considers the educational values that are inscribed in ELS around the world, and based on this argues for the wide-ranging relevance of the subject in 21st century education.

This is followed by three further chapters focusing on pedagogic issues relating to English. The first of these, McKinney's chapter (11) on literacy in English, investigates pedagogies for developing literacy – or rather, multiple literacies – in global contexts. And here again, the issues of colonialism and the privileging 'native' voices is confronted and problematised. Leung and Szundy (12) then consider the role of English as an 'additional language' both in England and Brazil, discussing the practical curriculum implications of national policies about English, and tying conceptualisations of English to their practical outworking in real teaching contexts. This is followed by Pecorari's (13) discussion of the Teaching English as a Second or Other Language (TESOL), in which she addresses debates about how 'native' English-speakers are privileged within the teaching profession, and how the industry of ELT relates to the hegemonic position that English occupies globally as a result of the politics and history that were discussed in Part One of the handbook.

Moving beyond teaching, the next few chapters look at how English language in a global context relates to speakers' and communities cultural identities. Asprey and Lawson (14) begin by describing how the study of English has been used to contribute to an understanding of the social construction of identity; how it relates to different markers of social class, and the role it plays in the production and reproduction of social (and cultural) distinctions among people. These differences in language use are often, as Asprey and Lawson show, essential to how speakers view themselves in relation to others, and to how

construct group identities. Yoong (15) then considers how language relates to sexuality and gender, and how specific discourses around gender are produced and received. In this discussion again, the ideologies that have animated and resulted from the spread of English are of key relevance; for example in the way that perceived differences between how men and women speak and act are deeply embedded in broader cultural understandings and stereotypes relating to gender.

Following on from this, the section then turns to the use of English in media, politics and other forms of cultural production. These various chapters map both the possibilities and constraints that new technologies and approaches afford in the contemporary world, where access to the voices of others does not automatically result in these voices being heard. Firstly, Bennett's chapter (16) on English politics considers ideology in language use, and the dynamics by which power is constructed in political contexts. He illustrates the extent to which language is tied to the maintenance of political power, and how it serves as a kind of political actor in its own right, construing the social world and positioning us as subjects within that world. Hann's chapter (17) then considers the ways in which language is used as a powerful tool for persuasion in a huge variety of different domains, including advertising, rhetoric and political speeches, and the role it can play as a medium for persuasion in online and digital contexts. The next two chapters focus on more explicitly 'literary' uses of English: Geoff Hall's chapter (18) discussing the relationship between literary studies and ELS, and how (the study of) literature has influenced understandings and valuations of English throughout the years. Scott (19) then looks at the comparatively underexplored relationship between Creative Writing and ELS, arguing that this can be a site for self-conscious engagement with the mechanics of English language, and with it, the expression of one's own identity and position in the social world.

The section concludes with two chapters on English and media: the first of these, by Neary and Ringrow (20), offering a survey of the way that English is studied in different media contexts and how these may affect linguistic issues, including both traditional media and new and emerging media online. Spilioti's chapter (21) takes up this latter context in further detail, examining the way that

online technologies influence the way we communicate in English and the potential effects of the use of internet technology on the development of English over time.

Part Three

The final section of the book focuses on approaches to Analysing English, identifying different ways in which language can be studied in a variety of different contexts, and with a variety of different methods. The focus here is on the tools that can be used within English Language Studies to describe and analysis the different issues introduced and expanded on in the first two parts. The section begins with McIntyre and Price's chapter (22) on the empirical study of language in literature, and what the study of 'style' can illuminate about the nature of language in both literary and non-literary contexts, and how choices in style have consequences for the production of identity beyond literary contexts. Deumert's chapter (23) then examines the methods and theories for analysing the relationship between language and society, particularly in terms of issues of variation, ideology, and inequality. Together, these two chapters show how linguistic variation can be the consequence of both explicit choices made by speakers and implicit patterns of speaking, often without clear demarcations between the two.

The next few chapters look more specifically at the practical tools that can be employed in ELS to describe and analyse language use. Philip (24) introduces Corpus Linguistics, showing how large bodies of texts can be analysed with computer software in order to look for significant patterns in usage. As a method, this can be used to look at variation among the whole of the language, using large general corpora, or to describe specific registers and varieties through analysis of specialist corpora. Philip discusses the possibilities and limitations of corpus methodologies in the different areas of linguistics, suggesting that it has potential to offer insights to a great range of different forms of linguistic analysis. Pihlaja (25) then discusses different approaches to the analysis of discourse, focusing

both on the turn-by-turn interaction of speakers in language-in-interaction, and the political ideologies which influence or structure language use. This is then followed by Madsen's chapter (26) on the relationship between language and culture and linguistic-ethnographic methodologies for studying this. These three chapters represent different scales of analysis, but they also suggest ways in which the methods can be mixed to show connections between individual interactions and larger trends in language use and variation.

The relationship between individual choice and the 'system' of English language is further explored in Chris Hall's chapter (27) on the psycholinguistics of English. He discusses the place of language in internal thought, and how language is mentally represented and processed, before moving to consider how this can affect the ways in which language is learned and understood. As a complement to this, Demjén (28) then looks at metaphor studies as they relate to ELS, mapping the growth of this field of study from conceptual metaphor theory in the early-eighties to the diverse collection of approaches used today, and discussing how its study can lead to important insights into the relationship between language and thought.

The final two chapters move not only back beyond the mind, but also beyond English itself, reflecting a broad trend within the book of the importance of seeing the language within a wider context of linguistic and semiotic resources. Ravelli's chapter (29) discusses approaches to the analysis of multimodal English, looking at communication in which language is one mode among many. Laviosa (30) then addresses the topic of translation, considering how the relationship between translation studies and ELS can be particularly illuminating for an understanding of the role that English plays in the world today. In this way the chapter returns to many of the main themes of the handbook: thinking about the possibilities afforded by English as a medium for interaction across cultures, one that both expands and constrains individuals as they express themselves and their identity in an increasingly inter-connected global context.

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