An Introduction to Applied Linguistics (Third Edition), Edited by Norbert Schmitt and Michael P.H. Rodgers (2020), Routledge, (399 pages) ISBN: 978-0-429-42446-5 (ebk).

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Applied Linguistics is one of the most important fields of study in education. To date, many books and research papers have been published which have studied applied linguistics from a variety of perspectives. One of the most recent published books is the third edition of 'An Introduction to Applied Linguistics' Edited by Norbert Schmitt and Michael Rodgers, published in 2020.

The book is divided into three main building blocks, namely 'description of language and language use', 'essential areas of enquiry in applied linguistics', and 'language skills and assessment'. But, personally speaking, the most noticeable feature of the book, as its very first impression, is its preface: 'An overview of applied linguistics' which has been written by Norbert Schmitt and Marianne Celce-Murcia. The overview gives a comprehensive and crystal clear account of Applied Linguistics. Having read this overview, every reader can have a simple and straightforward definition of 'applied linguistics'. This section presents the story of this field from its early days in the 1700s till the twentieth century. As we read this preface, we learn about the expansion of applied linguistics into new fields and themes, including social, cultural, and psycholinguistic breakthroughs. Schmitt and Celce-Murcia underscore the point that the chapters of the book are not entirely independent, so if a reader aims to have a renewed and updated understanding of applied linguistics, they are encouraged to read the book from A to Z. But, as it is rightly mentioned in the concluding remarks of the overview, there are no clear-cut definite answers to the posed questions in this field, such as the ones in psycholinguistics, due to the complex nature of the language and human communication.

The book has gone under substantial revision in its third edition, which makes the book more worth reading. Compared with the previous two editions, we witness an introductory chapter. The book has been classified into three distinctive parts. Two new chapters on multilingualism and forensic linguistics have been added which makes the book's scope more comprehensive. Some chapters, including language learners, psycholinguistics, and reading and assessment have

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been revised by the contributors. More importantly, each chapter offers hands-on tasks and activities and presents sources for further reading. Last but not least, in almost every chapter, the references cited have been updated.

The first part, which is devoted to the description of language and language use, includes five chapters, namely grammar, vocabulary, discourse analysis, pragmatics, and corpus linguistics. Diane Larsen-Freeman and Jeanette DeCarrico elaborate on 'Grammar and Grammars'; they try to describe what it is meant by grammar and which grammatical rules should be described. Furthermore, they explain the related issues in learning and teaching grammar. What is more interesting is the discussion of discourse grammar and the differences between spoken and written grammar. They also shed light on the limitations of grammatical descriptions. Finally, the issues related to teaching grammar are discussed.

Chapter 3 is devoted to 'Vocabulary', written by Paul Nation and Paul Meara. Paul Nation, a distinguished pioneer researcher in this field, and his co-author focus on the essence of vocabulary and its multidimensional aspects. They go on to explain what vocabulary should be learned and how. Some strategies, such as deliberate or intentional vocabulary learning, incidental vocabulary learning, lexical inferencing, and dictionary use have been covered in this chapter. Finally, they explain vocabulary assessment and the difficulties in assessing the vocabulary size of a language learner.

In chapter 4, Michael McCarthy, Christian Matthiessen, and Diana Slade have written about 'discourse analysis'. They give a comprehensive definition of discourse analysis. And, then discuss the interwoven issues in analyzing spoken and written discourse, such as the cline between spoken and written discourse and the differences between formal and informal spoken discourse. What I like about this chapter is that the authors summarize the pedagogical implications of discourse analysis.

The next chapter is devoted to 'Pragmatics', written by Helen Spencer-Oatey and Vladimir Žegarac. They focus on paradigms and methods of pragmatics research. More importantly, they clarify the place of pragmatics in language learning and teaching, which is given scant attention in language learning.

Randi Reppen and Rita Simpson-Vlach, in chapter 6, have written about 'Corpus Linguistics'. The authors have given a clear picture and definition of corpus linguistics. Also, different types of corpora have been introduced, and the authors have tried to bridge the perceived gap of (mis)understanding the importance and function of corpus linguistics in language teaching. Also, the pedagogical application of corpus linguistics in the language classroom has been explained.

The second part of the book focuses on essential areas of enquiry in applied linguistics. This part of the book has chapters on second language acquisition (Nina Spada and Patsy M. Lightbown), psycholinguistics (Emily N. Mech, Andrea Takahesu Tabori, Judith F. Kroll, and Kees de Bot), sociolinguistics (Carmen Llamas and Peter Stockwell), focus on the language learners' learning styles, strategies and motivation (Andrew D. Cohen and Alastair Henry), forensic linguistics (Tatiana Tkacukova), and multilingualism (Shelley K. Taylor).

Two points are worth mentioning regarding the second part of the book. Firstly, among the contributions of this part, the most elaborated and pedagogically-oriented one is the chapter written by Andrew D. Cohen and Alastair Henry, which narrates a complete and enthusiastic story of learning styles, the classifications of strategies, and motivation. Secondly, the last two chapters, as already mentioned, have been added to the third edition of the book. These two chapters, in particular the chapter on forensic linguistics, which is called as "a rapidly growing

sub-field of applied linguistics" (p. 190), can shed light on the importance of these issues in applied linguistics and may trigger more future research on these areas. Tatiana Tkacukova writes about the definition of forensic linguistics and its scope. She explains the related issues in this sub-field of applied linguistics, namely communication in the legal processes and courtroom discourse. The chapter is closed with the pedagogical implications of forensic linguistics.

And, as it is expected in line with almost all the similar published books, the last part of the book is assigned to language skills, i.e., listening (Tony Lynch and David Mendelsohn), speaking (Anne Burns and Barbara Seidlhofer), reading (Xiangying Jiang, William Grabe, and Patricia L. Carrell), and writing and assessment (Paul Kei Matsuda and Tony Silva) in which the authors focus on the issues in assessment of language skills. The most interesting part of the chapter on listening is the one devoted to the models of listening and the theories, including communication theory model, information processing model, social/contextual model, and situated action model. Anne Burns and Barbara Seidlhofer mainly focus on genres of speaking and the issues in pronunciation. The most noticeable feature of the chapter written by Xiangying Jiang, William Grabe, and Patricia Carrell on reading is the discussion on different starting points for reading in first and second language. A point requiring attention in this part of the book is about the last chapter on writing and assessment. As writing is a very complex issue, and there have been numerous arguments for and against different tasks and strategies of writing teaching and testing, we expect a more in-depth discussion of the issue under investigation. Undoubtedly, the field does need to pay closer attention to the testing and assessment-related issues in applied linguistics.

In sum, it is recommended that this book, which enjoys contributions from distinguished researchers, should be included in the syllabus and reading list of courses related to applied linguistics. The book can be an invaluable resource for students of applied linguistics, teachers, practitioners, and researchers who wish to keep abreast of the developments in applied linguistics.

However, the book can go under some more revisions in its future editions. Firstly, heritage language education has recently attracted considerable attention. It is recommended that the editors consider heritage language education and its related variables in a future edition. In addition, technology and its undeniable role in language education has been given scant attention in this book. Educational assessment should be given more attention. What is missing is more focus on different aspects of testing and assessment, such as dynamic and alternative assessment, assessment for learning, and self-assessment. Also, high-stakes testing may be worth considering in the third part. Translation and interpretation, translation quality assessment, syllabus and curriculum of translation programs and making a bridge between the interconnected issues in this scope are expected to be included in the next edition. Finally, some broader issues like language policy, language maintenance, ideology, literacy can have room in this book in its future editions.

The readers of the book are recommended to study the paper written by Michael Swan (2018) along with this book, in which Swan elaborates on applied linguistics from a consumers' view. Maybe, in the future edition, an updated paper by Swan can make the book more comprehensive. Similarly, the findings of the study by Lei and Liu (2019) may give some insights into what more applied linguistics can cover.

References

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