Norbert Schmitt & Michael Rodgers (eds.): An Introduction to Applied Linguistics
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Edited by Norbert Schmitt and Michael Rodgers, and published in the 2020 edition of Routledge, *An Introduction to Applied Linguistics* is a collection of hands-on articles which draws attention to both traditional and emerging topics of applied linguistics. It contains 17 studies collected from 36 scholars, who describe some critical aspects of the subject, including the issues of language and language use (pp. 17-91), essential areas of inquiry in applied linguistics (pp. 109-205), and language skills and assessment (pp. 221-317). The book contains many contextual and conceptual notes to keep in mind, as you can read the chapters from different authors.

Professor Norbert Schmitt (University of Nottingham, UK) specializes in second language vocabulary pedagogy and assessment. He is the author of nine books, over 100 journal articles, and numerous book chapters on vocabulary and applied linguistics. Assistant Professor Michael Rodgers (Carleton University, Canada) teaches EFL/ESL pedagogy and SLA theories. His works have been published in various journals, including Studies in Second Language Acquisition, Language Learning, and Applied Linguistics.

"What is Applied Linguistics?" is the title of the introductory chapter. The answer includes the chronology of applied linguistics from the time of Plato and Aristotle to the present day. Although applied linguistics focuses on psycholinguistics, sociolinguistics, and the relationship between them, development is likely to move from discrete to integrative perspectives, encompassing non-linguistic disciplines, since "views on language, language learning, and language use are not static but are constantly evolving" (Schmitt & Rodgers, 2020: 11-14).

The attention-grabbing issues of grammar, vocabulary, discourse analysis, pragmatics, and corpus linguistics are well discussed in Part I. The first two chapters explain how native speakers "actually do speak" and how they "ought to speak" (Larsen-Freeman & DeCarrico, 2020: 19); and, how/what vocabulary should be learned to be able to speak (Nation & Meara, 2020: 35-51). The next two chapters describe the relationship between author, text, and context through discourse analysis (McCarthy, Matthiessen, & Slade, 2020: 56-71). They also describe how social and contextual factors influence communication processes (Spencer-Oatey & Žegarac, 2020: 72-90). The final chapter explains how to create a corpus and what information can be extracted from it (Reppen & Simpson-Vlach, 2020: 91-107). This part also covers discourse grammar, oral and written grammar, and the interdependence of grammar and vocabulary. It offers useful vocabulary building strategies such as listening and reading, speaking and writing, casual and deliberate

vocabulary learning, fluency, and strategy development. It also describes approaches to discourse analysis, differences in speech and writing, lexical patterns in conversation, corpus linguistics, variations in discourses, and pragmatics. By presenting the aforementioned universal and comprehensive overview of sub-areas, this section serves as a stepping-stone to important areas of research in applied linguistics.

The next section (Part II) focuses on the very essence of sociolinguistics, as it describes the impact of these topics on both people and society. It highlights the main aspects of SLA, psycholinguistics, sociolinguistics, aspects of teaching, forensic linguistics, law, and multilingualism, presents various points of view supported by authentic data and detailed comments, clarifies the correlation of factors (such as age, gender, identity) with language variations, and describes methods of data analysis (Llamas & Stockwell, 2020: 147, 153). Presenting opposing views on different areas of applied linguistics and describing various linguistic variables such as dialect and accent, the authors regard the diversity of opinions as "richness" (Nation & Meara, 2020: 43; Llamas & Stockwell, 2020: 161). Thus, the section deals with both extreme and intermediate ideas, such as Krashen's "monitor theory". Such an integrated approach only increases the value of the publication. In light of the ongoing debate between linguistic parties, this approach is important because the debate is often intense and mutually exclusive. An example is the discussion of language acquisition between linguistic and cognitive theories, or between generative and usage-based theories. Or another example is the disagreement between Judith Kroll and Kees de Bot, who take opposite extremes in their opinions about the effects of bilingualism on the brain (Mambetaliev, 2020: 258). The section also includes updated information on language processing, language experience, bilingual improvement, and the cognitive implications of bilingualism. It explains SLA theories from linguistic, psychological, and sociocultural perspectives. In this way, the section identifies suitable research areas so that new researchers can gain a complete understanding of the area.

The last section (Part III) focuses on language skills and assessment and describes these topics through analysis of listening, speaking, reading, writing and assessment. Using both real-life examples (e.g. Anne's case, p. 241) and abstract concepts (Cook's theory, p. 251), it explains in an accessible way various theories and methods related to this topic. In doing so, the section starts with simple aspects and gradually moves on to more complex issues in each subsection. It also provides useful descriptions of key topics such as levels of understanding and areas of success and failure. It is interesting to explore simple human abilities such as listening through more complex associations such as models, types and strategies of listening (Lynch & Mendelsohn, 2020: 223-239). Or the ability to speak through the prism of genres

(Burns & Seidlhofer, 2020: 240-258). It is even more interesting to study the similarities and differences between reading and writing in L1 and L2 (and the cognitive processes involved) and assess these abilities (Matsuda & Silva, 2020: 259-316). The last chapter of this subsection offers insights on controversial and unresolved issues in various fields of applied linguistics. It also includes thought-provoking facts, statistics, and details on the topics discussed in the book. The authors claim that the 9,000 most common words in English allow L2 students to work in higher education institutions (p. 318). They also summarize the differences between oral and written discourses (pp. 319–320).

Concluding the review, it should be noted that the book is written in straightforward language and in an easy-to-read style. Each article in the collection contains an introduction, discussion, instructions for further reading, and pedagogical implications. This organization makes it easier to navigate topics. It also helps the reader to find both basic and advanced information on each topic in the respective chapters without trying to find additional information elsewhere. It is remarkable that the book is supplemented with visual illustrations, that is, it contains 13 figures and 24 tables. As a recommendation for the next volume, it would be useful to add a summary at the end of all studies, as some studies lack it. For example, in the last part, summaries are only presented for the topics of listening and assessment. Adding a summary to every study will help readers quickly skim the content. Overall, the publication is useful literature for both researchers and students and teachers interested in applied linguistics.

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