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**Bocanegra-Valle, A. (Ed.). 2020. *Applied Linguistics and Knowledge Transfer. Employability, Internationalisation and Social Challenges*. Bern: Peter Lang. ISBN 978-3-0343-3719-9 (324 pages)**

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The rapid changes suffered by society due to globalization have positioned Higher Education in the spotlight. In the European context, this is observed in the myriad of supranational policies seeking the sustainability of a competent educative system. The *Bologna Declaration*, *Lisbon Treaty* or *Europe 2020 Strategy* are examples of policies aiming at fostering a competitive knowledge-economy, based on research, innovation and collaboration. Within this scenario, the modernization of Higher Education, competence learning and the creation of scientific knowledge applied to real-world problems have become major factors shaping universities' missions and strategies (European Commission, 2011, 2012, 2019). Given the relevant role of education in training future global citizens, applied linguists can offer valuable insights as their discipline has a long tradition of providing solutions to social issues closely related to language learning, language use, communication, among others (Pérez-Llantada, 2016). Although interdisciplinary was present in the field since the beginning, the past decade has witnessed a change in the nature of these collaborations, with linguists joining interdisciplinary groups as a result of globalization, the new linguistic landscape or technological developments, adapting to new realities and social needs. This volume, therefore, shows how the contribution of applied linguists helps confront new challenges and calls for interdisciplinary collaboration between the academic and non-academic spheres for success.

The volume edited by Ana Bocanegra-Valle (2020) compiles 13 chapters dealing with the issues mentioned above from a wide range of theoretical and methodological perspectives. The introductory chapter presents the main objectives of the volume and justifies the necessary role that applied linguists play in the spread of modern values and skills. Here, Bocanegra-Valle identifies the main cohesive argument of the book that goes hand in hand with educational policies. In doing so, the rest of the chapters are organized into three main parts revolving around the themes of the volume: knowledge transfer, internationalisation, employability and social challenges. In a nutshell, knowledge transfer relies on collaboration between different disciplines and sectors, internationalisation outcomes shape the learning and teaching experiences of the university community, employability gains importance in curriculum design as students need soft skills and efficient and up-to-date language learning skills for the job market. Lastly, social challenges such as migration and gender roles can also be dealt with in the language classroom as a way of developing critical thinking.

Part one consists of four chapters focused on *the role of linguistics in knowledge transfer*. This part opens with a noteworthy chapter, where Mairal-Usón and Faber (Chapter 2) offer a state-of-the-art revision of the main areas where linguists collaborate in multidisciplinary teams for artificial intelligence, health sciences and biology. The authors present an informative account of new job profiles for linguists and how their participation in them is essential to solve social challenges. With this chapter, the authors raise awareness about the need to update old-fashioned linguistic tools and participate in new research opportunities for linguists. The chapter provides plenty of research projects and resources for those interested in further reading about the mentioned topics.

Moving to Chapter 3, Tarps focuses on the collaboration between humans and machines for writing purposes, using writing assistant tools. In this way, the author explains how the field of lexicography has adapted to technological advances to survive. Furthermore, the author discusses some of the main consequences of becoming too dependent on machines, and therefore, he reflects on the pedagogical implications for language learning didactics when technology becomes a major supporting element of language learning.

In Chapter 4, Fouz-González illustrates how technology can improve the learning experience of a foreign language. In his study, university students used a pronunciation app to improve that skill informally. Results from his study show how students benefit from the extra work outside the classroom (informal learning), the advantages that technology offer (autonomy, repetition, commodity), as well as promoting critical thinking since the students assessed the app user experience. This is a practical example that shows the technological developments of the last decade have come with multiple advantages for language learning, particularly in terms of promoting students' active learning.

The last chapter (Chapter 5) in this part delves into the development of transversal skills to communicate science and innovation to a general audience. Sancho Guinda carries out a linguistic and discursive analysis of a contest proposal where university students design a project that tackles a social problem. This is one of the most exhaustive linguistic analysis of the volume, which incorporates a strong theoretical framework based on classical rhetoric, narratology and metadiscourse, among others. The analysis reports the use of technical, academic and promotional discursive traits mixed in the analyzed genre. This is a small-scale case study that confirms the importance of learning effective communicative and discursive strategies to have a prominent impact on society. Hence, language teachers are essential to improve students' communicative skills.

Part two is dedicated to *internationalisation*. Chapter 6 (Jones) provides an overview of the main elements of “transformational internationalisation” (2020: 137). Her main objective is to explore how students who do not participate in mobility programmes may acquire the typical skills developed in an international experience. She advocates for a local and inclusive perspective of internationalization based on “interculturisation” and “internationalisation of the curriculum” (2020: 146). Lastly, she discusses the importance of English and foreign language learning and warns about the main issues non-Anglophone institutions may face when they implement English as a Medium of Instruction (EMI) programmes. Jones supports her claims with informative tables that I considered to be very enlightening, as it is uncommon to find authors giving sufficient directions to implement their statements. Her chapter provides valuable information for curriculum design and the definition of internationalized learning outcomes.

Mobility is the main theme of the next chapters. Starting with Chapter 7, Carracelas-Juncal suggests a proposal to improve the integration of international students in the host university thanks to the involvement of the university and service-learning. Carracelas-Juncal acknowledges some of the difficulties faced by international students to integrate into the host country and have meaningful interactions with the local population. This chapter reports in a

concise and clear form the strategy implemented in a Spanish university to solve this issue allowing international students to volunteer in local institutions. In this situation, it is proved that an institutional collaboration with local entities improves the students' abroad experience and language skills. On the other hand, Mocanu and Llurda (Chapter 8) examine the international students' initial expectations and post-reflection towards the local languages and social groups in their host countries (Romania, Finland and Catalonia). One of the most striking findings of their study is that students are less willing to learn the local language once they have spent time abroad, especially when it refers to local small-sized languages. These views are not mirrored with international languages such as English or Spanish. It could be argued that Chapter 7 could be seen as an initiative that challenges some of these negative findings. It is clear from their study that students need a well-defined motivation to use the local language, so perhaps the authors could have ventured to suggest some actions to change these views as a way of closing the chapter.

Finally, in Chapter 9, Carciu and Muresan interviewed a group of Romanian scholars enquiring into the dimensions of internationalisation according to their experience. Their answers are analysed using a thematic approach that conceptualises internationalisation mainly as teaching and research activities connected to broad social concerns. In doing so, the interviewees agree on some key elements such as the development of academic values and the comprehensive nature of internationalisation that should rely on top-down and bottom-up agents for its sustainability. Lastly, the authors highlight the connection between internationalisation and social issues (such as policies, employment, or applied science) should be at the core of internationalisation efforts.

Part three comprises the last four chapters of the volume. They delve into issues of *employability and social challenges* and how they can be tackled in the language classroom. Starting with Chapter 10, Pennington gives an overview of the main negative effects faced by English L2 speakers in regard to job-related communication. Pronunciation and accent theoretical concepts are intertwined with case studies and the author's personal experiences to illustrate the theoretical points. It finishes with some compensatory strategies to improve both the speakers' pronunciation skills and listeners' linguistic tolerance. Despite being an informative chapter on the pronunciation challenges faced by L2 speakers, I think the chapter might provide more enriching outputs if the author would have completed it with a small-scale study of her own or measured the effect of her recommendations.

In Chapter 11, Wiwczarowski and Czeller advocate for an update in the language learning and IT curricula to better meet the new demands of business for graduates' employment. Supported by several European polls, they call for real collaboration between companies and Higher Education teachers to include authentic materials which are both "situational authentic" and "interactional authentic" (2020: 255). The main argument of the chapter is to relate the needs of the market and society with the language classroom' contents and teaching methods, focusing on acquiring soft skills and communication skills rather than just testing. They finished analysing the Hungarian context, with examples of dialogues between big companies and university lecturers to offer accurate and relevant ESP courses for students. However, it would have been interesting to close the chapter with some examples of their updated approach to language teaching, which would have better supported their claims.

With Chapter 12, MacDonald and Brancho examine university students' attitudes towards immigration and how they change over time. The authors examined a corpus of English compositions written by Spanish students and Erasmus students collected in two different years, taking into account variables of gender, geographical origin and time. As hypothesised by the authors, the time-lapse shows an increase in positive attitudes towards immigration, although it is somehow unexpected that international students are less tolerant towards immigration, particularly since they are in a foreign country. I agree with the authors

on the fact that this study could have analysed in more depth the linguistic and rhetoric devices employed by students to understand how they express their beliefs. Lastly, this chapter demonstrates the importance of addressing social issues in the classroom to acquire critical thinking, soft skills and a globalised mindset.

The volume closes with Molina-Plaza and Allani's multimodal analysis of female engineers' identity construction on a networking website. Their analysis draws on multimodality from a socio-semiotic perspective, giving special attention to meta-functions, visual grammar, framing and website hierarchy of themes. The website analysis considers multiple factors like layouts, visuals and textual information, as well as their function recontextualising female engineers as active agents and supporting a modern view of the discipline as inclusive and attractive. This is a meticulous chapter that wisely intertwines the textual with the visual analysis, supported with enlightening comments that show how every element deserves the same degree of attention in (professional) websites.

Overall, this volume highlights the connection between current social challenges, educational policies and applied linguistics from an interdisciplinary perspective in technology, health, education, internationalisation, mobility, employment and social challenges. The innovative value of this volume is found in the smart combination of all the contributions, which at first sight may seem unconnected, but share a common objective throughout the entire book. In my opinion, reading this book allows consolidating previous knowledge of familiar topics, and simultaneously, browsing into new research topics that otherwise I would not have considered among my interests. Thus, the synergy of diverse theoretical backgrounds, methodological approaches and case studies make this volume a valuable source for inspiration and reflection on what applied linguists can contribute with to the social debate.

The main strengths and weakness of each chapter have been commented during the review. Each part of the book includes a balanced representation between theoretical and applied contents. The theoretical chapters are envisioned as state-of-the-art review or introductory chapters to discuss the indispensable concepts for those fields (e.g. Chapters 2, 6, 9, 10, 11). On the other hand, those chapters with a more applied nature (e.g. Chapters 3, 4, 5, 7, 8, 12, 13) allow the reader to observe the effects of the methodological approaches in the communication and representation of science, the collaboration between different sectors and the case studies carried out by the authors. Each chapter includes sufficient theoretical and methodological information for hands-on jobs or further reading. Given its clarity of writing, cohesive organisation and variety of topics, this is a reader-friendly book recommendable for anyone interested in linguistics, from curious readers to students, or specialised researchers. Either as a form to learn about new research applications or to include new challenges in the classroom, it is a valuable book for any applied linguist working in the 21<sup>st</sup> century.

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