BAAL News

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Promoting understanding of language in use.

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Contents

EDITORIAL

Welcome to Issue 126 of *BAAL News*. This issue reports on several recent events organised by BAAL members, including the NéALA 2025 conference *The Natural and the Artificial in Applied Linguistics: A Time of Paradoxes* as well as two of our 2024-25 BAAL/Cambridge University Press Seminars, *(Re-)Exploring Ethics in Applied Linguistics Research* (Northumbria University) and *The Future of Doctoral Writing: Critical Dialogues towards a Manifesto* (The Open University). We also hear an update on final preparations for the 58th BAAL Annual Conference, BAAL 2025, which takes place in September at the University of Glasgow and promises – as always – to offer a wonderful opportunity for members of our applied linguistics community to gather together. Look out for an announcement of the venue for BAAL 2026!
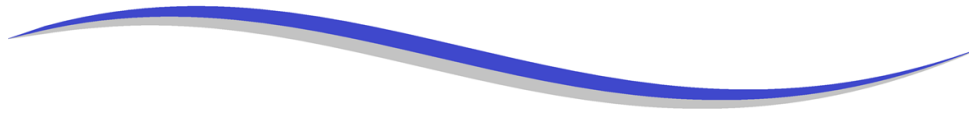
Our Special Interest Groups (SIGs) have remained incredibly active this year. This issue provides updates from two existing SIGS (Literacies SIG and Vocabulary Studies SIG) and introduces a brand new one – the Research Involving Children (RICH) SIG, which launched in June with the seminar *Applied Linguistics Research Involving Children: What works?* The Literacies SIG update reports on their recent annual symposium on the theme of *Literacies and artificial intelligence*, while the Vocab SIG report offers useful advice on conference organisation from members of the team behind their 2024 annual conference at the University of Leeds.

We also hear an update from the British Council ELTRA Fund (2024–2025) project *Empowering English Language Teachers to Adopt Multilingual Pedagogy: The Case of Multilingual Nepal*, while this issue's Book Reviews section features a review of Friginal et al. (2025), *Teaching and Assessment in Global Aviation English*.

As always, *BAAL News* is shaped by BAAL members, and I encourage you to contribute – whether by sharing updates about your research, reporting on an event, or offering a perspective on an issue that matters to the applied linguistics community. I look forward to hearing from you.

Robbie Love

Editor, *BAAL News*

BAAL Executive Committee update

Caroline Tagg, BAAL Chair

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This year has been a difficult one for universities, and particularly for social sciences and arts and humanities (or SHAPE) subjects, including applied linguistics and related disciplines. The BAAL EC has posted the following statement of support for SHAPE subjects on the BAAL website. We are accompanying this statement with action, both in response to immediate threats to departments and programmes, and with longer-term objectives in mind. Please look out for announcements over the coming year on initiatives aimed at bolstering leadership in applied linguistics and interest in our subject among school students. Please feel free to get in touch with any concerns or questions related to current developments in the sector or at your institution.

BAAL statement in support of SHAPE subjects

The British Association of Applied Linguistics (BAAL) stands in support of lecturers, researchers, students and administrators of the Social Sciences, Humanities and Arts for People and the Economy (SHAPE), and the many students who wish to study our courses. In an increasingly turbulent and complex world, SHAPE subjects have never been more important for, amongst other things, learning from the past and from each other, connecting across borders, tackling huge global and social challenges, understanding what makes us human, and enhancing our own individual and societal wellbeing. It is vital that these insights inform and shape today's rapid political, scientific and technological developments.

SHAPE disciplines are stronger together, and when working in collaboration with Science, Technology, Engineering and Mathematics (STEM), a dynamic sometimes captured by STEAM (where A stands for Arts). Interdisciplinarity must build on a strong disciplinary base, and BAAL can point to the strengths of applied linguistics in, for example, providing students with critical media literacies, intercultural communication skills, discursive analytic techniques, and an understanding of the power of language to both uphold and fight injustice. But now is not the time for disciplines to compete with each other for university finances and favour, and all disciplines can succeed only as part of a wider endeavour, supporting and supported by insights from across subject areas. BAAL thanks individuals and associations such as the Academy of Social Sciences, British Academy and the Arts and Humanities Alliance who are mobilising interdisciplinary support for SHAPE subjects, and our STEM counterparts.

Lecturers, researchers, students and administrators who need to do so are invited to contact BAAL to request our support.

MEMBER REPORTS

Conference preview: BAAL 2025 at the University of Glasgow

Piotr Węgorowski (Chair of the Local Organising Committee), University of Glasgow

Summer is drawing to a close, and for BAAL community, this can only mean one thing: the annual BAAL conference. In 2025, BAAL is coming to Glasgow, returning to Scotland after over a decade. As the chair of the Local Organising Committee, I cannot wait to welcome everyone to the University of Glasgow. Before we do that, there is still a lot of work to do: from planning the conference programme to choosing details of catering options, there are hundreds of tasks, big and small, that as the local team we've been busy with.

We were pleasantly surprised by the volume and quality of abstracts submitted for the conference. Many delegates have responded to our conference theme *Applied linguistics in the face of global challenges and local needs*, and looking through the abstracts (I have personally read the majority of the abstracts submitted!), this year's conference promises to be an exciting and stimulating event. Our plenary speakers – Professor Lucy Jones, Dr Spencer Hazel, Dr Kamran Khan, and Professor Angel Lin – offer a range of topics and approaches, which we think demonstrate the breadth of activity within applied linguistics.

The 58th BAAL Conference will offer some of the annual staples, such as the BAAL Book Prize presentation. We will also hold the Annual General Meeting, which is an important forum for our community. Apart from the very important business of the conference, we first and foremost hope that BAAL 2025 in Glasgow will be the perfect opportunity to reconnect with old friends and make new ones. Our buffet dinner with a conference ceilidh will definitely offer a chance for people to have some fun! Despite our best efforts to work on every single detail, there is only one thing we cannot guarantee, and it's the weather. Glasgow can have some lovely summers, but perhaps do pack an umbrella just in case.

We look forward to seeing many of you very soon. The conference will take place 4th-6th September. Please check our constantly updated website or contact us on baal2025@glasgow.ac.uk.

Conference review: AFLA 2025

NéALA 2025: "The Natural and the Artificial in Applied Linguistics: A Time of Paradoxes"

Anissa Hamza-Jamann (AFLA treasurer), Alex Boulton (AFLA committee member) and Grégory Miras (AFLA honorary past president), Université de Lorraine

From 2nd-4th July 2025, the *Association française de linguistique appliquée* – AFLA (the French sister to BAAL), together with the ATILF lab from the Université de Lorraine and the French National Centre for Scientific Research (CNRS) in Nancy (France), hosted its biennial conference entitled this year NéALA25 under the theme *"The Natural and the Artificial in Applied Linguistics: A Time of Paradoxes"*. As our first conference to be held immediately after the AILA 2023 Congress (also organized by AFLA), it echoes the first conference on

applied linguistics held in Nancy 61 years ago in 1964, which established the existence of both AFLA and AILA. This edition set out to explore the increasingly blurred boundaries between human-centred and machine-mediated language practices in research, teaching, and communication.

Interrogating the natural...to reflect on AI

A total of 160 participants from 13 countries attended or presented 47 scientific papers. They, along with 3 keynote lectures and 12 exhibitors, contributed to the exploration of the complex interplay between the natural and the artificial across various subfields of applied linguistics. While education-related issues occupied a central place, other areas such as discourse analysis, natural language processing, terminology, and translation were also strongly represented.

The three plenary sessions provided a robust theoretical foundation for the conference and offered complementary perspectives. Ethically, Professor Karën Fort (Nancy, France) drew attention to the societal implications of artificial intelligence, calling for sustained critical vigilance. From a linguistic standpoint, Professor Thierry Poibeau (Paris, France) examined the transformations of language in the age of AI, highlighting the tension between natural spontaneity and algorithmic structure in creative processes such as poetry. Methodologically, Dr Sal Consoli (Edinburgh, UK) advocated for humanistic approaches to research, introducing the notion of "life capital" as a way of reimagining applied linguistics in the AI era. His participation was particularly meaningful, not only for his insightful keynote but also as an Executive Committee member of BAAL. His contribution reflects the existing ties between two national affiliates of AILA and those yet to be reinforced.

A model for responsible and inclusive conferences

In line with the spirit of AILA2023, NéALA25 made a strong commitment to sustainability and inclusivity. The organising team worked in collaboration with the Grand Est network EMeRGE and earned a level 2 certification for eco-responsible event management. Practices included minimising waste and printing, supporting vegetarian catering and reusable materials, and enabling remote presentations for participants unable to travel. The digital programme and shared transport options contributed to a reduced ecological footprint, showing that environmental responsibility and academic excellence can go hand in hand.

A short practical handbook for academic organisers has been made available in open access for future events.

From the lecture hall to the public sphere

NéALA25 extended beyond traditional academic boundaries. A highlight of the event was the public session *"AI on Trial"*, held at the University's Law Faculty. This interactive forum invited participants to take on the roles of jurors in debating real-life educational uses of AI. The audience judged fictional cases while discussing broader implications for language education and society.

The session was followed by a demonstration space showcasing research and educational technologies developed by researchers and companies. These outreach efforts, along with cultural events in historic Nancy – including a gala evening at the Goethe-Institut and a video mapping show on UNESCO-listed Place Stanislas – contributed to a collective and memorable experience.

If you were unable to participate in AFLA 2025, you can still contribute by responding to the call for papers for one of our thematic issues:

- Divoux, A. & Hamza-Jamann, A. (Eds). *Language learning and teaching 4.0: Rethinking, Analyzing, and Writing the Future of Research in the Age of Generative AI*. Mélanges CRAPEL.

- Hamza-Jamman, A., Boulton, A. & Miras, G. (Eds). The *Natural and The Artificial in Applied Linguistics: A Time of Paradoxes*. Études de linguistique appliquée.

- Guély-Costa, E. & Miecaze, C. (Eds). *From Use to Refusal of Generative AI in Language Teaching and Learning Contexts: What Positions for Researchers and Teachers?* Partages.

Applied linguistics at a crossroads

NéALA25 offered a forum for imagining what applied linguistics could become in response to contemporary paradoxes. It reaffirmed the importance of human values, ethical reflection, and collective responsibility in shaping how we use – and sometimes resist – technological tools. As the boundaries between nature and artificiality become increasingly porous, the role of applied linguistics as a critical and transformative discipline has never been more urgent.

- Learn more about NéALA25
- Lear more about AFLA
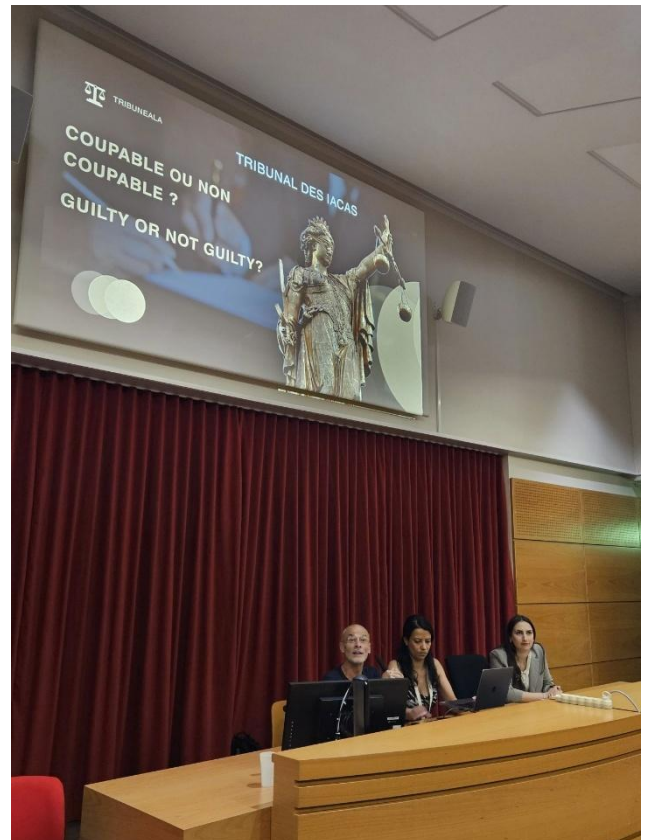
(Re-)Exploring Ethics in Applied Linguistics Research

BAAL/Cambridge University Press Seminar 2024-25

Alex Ho-Cheong LEUNG and Nancy Dieu-Ngoc NGUYEN, Northumbria University

We are delighted to report on the successful hosting of the BAAL/Cambridge University Press Seminar on *(Re-)Exploring Ethics in Applied Linguistics Research* at Northumbria University on 23rd June. We welcomed over 50 delegates both on site and online for the hybrid event where we explored four key areas of ethics in applied linguistics research. Participants joined us from across the globe, ranging from the East in Vietnam and Pakistan for example, to the West in the UK and the Netherlands. At the event, we listened to four plenaries, three poster presentations, and had fruitful discussions around ethics and ethical challenges encountered while conducting applied linguistics and language research. We have also identified some potential actions, some of which we believe can contribute to sections of the BAAL *Recommendations on Good Practice in Applied Linguistics* guide. Below we provide a summary of the event as well as some further details for readers to follow.

We started the day by welcoming delegates from wide-ranging contexts, followed by an ice-breaking activity where participants learned a little about each other and their research. The day then progressed with our four plenary sessions, interjected with a lunch break, a poster session and a tea break. Throughout the day we explored the four focal topics of our seminar, namely:

- Ethics and the research ethics committee
- Ethics and research with vulnerable groups
- Ethics and online research
- Ethics and the Global South contexts

In the first session, Jonathan Kasstan from the University of Westminster, UK shared some of the findings from his co-authored AHRC/UKRI funded project that examined ethical issues that can arise in qualitative humanities research. In particular, he highlighted some discontent shared among his participants around the rigidity of the research ethics committee (REC)/institutional review board (IRB) in handling research ethics applications related to humanities as well as linguistics/applied linguistics research. There is a clear need to enhance awareness among the ethics reviewing colleges of the complexity of some of our research in the field and establish a more dialogic approach to evaluating ethics and risks, beyond the categorical "black and white" approach based largely on medical science research.

Picking up on the theme around the ethical dilemmas which are constituted by the lack of flexibility in the ethical approval system, Louise Shepperd from Radboud University and Kaatje Dalderop from the University of Amsterdam in the Netherlands shared insights from their own field work in the second session. They were caught between the need to comply with the guidelines and protocols set out by macro/procedural ethics and what they see as appropriate locally on the ground when working with vulnerable participants, including refugees and asylum seekers, many of whom are low literate or illiterate. They shared the uneasiness they experienced going through the literacy-heavy participant briefing sheet and formal consent mechanism that can be seen as transactional, when their insider knowledge and emic perspective led them to believe that a relational approach of establishing rapport and trust should instead be prioritised. This underscores the importance of the notion of "ethics of care" and researcher reflexivity.

After the first two sessions, a poster session followed where we listened to three research teams representing two UK institutions and one in Pakistan. Judith Reynolds and Sara Ganassin from Newcastle University opened this session by discussing different aspects of vulnerability and multilingualism in intercultural research with

migrants. Waqasia Naeem from Minhaj University Lahore highlighted the importance of culturally responsive, ethically grounded research approaches in multilingual ESL classrooms in Pakistan. Cerise Andrews from the University of Warwick concluded by addressing the tensions between rigid ethics protocols and the need for real human engagement in linguistically and culturally diverse research contexts. Each poster presentation was followed by an engaging Q&A session both on site and via Padlet, which continued beyond the seminar.

In the third session, Tereza Spilioti from Cardiff University, UK, Caroline Tagg from the Open University, UK, and Kate Barber from the University of

Participants listening to a poster presentation

Reading, UK, focused on ethics related to various types of online research. Tereza let us in on the ethical issues emerging from human and machine interaction including in large language models and AI. She raised questions around the use of "publicly available data" and the different voices among users of those online platforms. She also drew our attention to the blurring of boundaries between human and AI-generated content. Caroline then shared her work on post-digital intimacies and an ethics of care through her project which explores personal, intimate communications among participants through the mobile chatting app, WhatsApp. She underscored the importance of considering the complex challenges for an ethics of care created by the emerging post-digital conditions. She argued that the post-digital requires an ethical approach that proceeds cautiously and carefully, drawing on characteristics of intimate relationships – empathy, appreciation, respect. Focusing on minimising intrusion and enabling a sense of agency for participants can be a way forward. Kate as the final speaker in the session asked the question *Who should we be considering when sharing online research findings?* Through discussing her research related to sexual violence and extreme discourses, she stressed the need to consider the balance between analytical robustness and intrusion on others when publishing/disseminating data collected from problematic online sources. One should also query who "the others" may be. She also recommended that giving adequate warning regarding offensive content could be made more systematic, giving readers, reviewers and conference attendees more agency as to what they want to consume (e.g. including an adapted 'keywords' section to signal extreme language content). There is also a need to consider for what our data could be used. Given that online and digital technologies complicate research contexts, adding new layers of complexity and reconfigured practices, where the traditionally conceived relationships between research participants, researchers, readers and reviewers are disrupted, the key underpinning once again is the practice of ethics of care in navigating layers of complexity and re-establishing relationships with different stakeholders in research.

In the final input session, Kadidja Kone from Ecole Normale d'Enseignement Technique et Professionnel and University of Letters and Humanities Bamako, Mali, West Africa shared her perspective of some of the potential conflicts among the understanding and operationalisation of ethics between the Global North and the Global South. Particularly, she encouraged us to challenge the epistemological, methodological and ontological biases in the western conceptualisation of research and research ethics. She foregrounded the injustices created by the strict imposition of western-centric ethical standards without due consideration of the local reality and traditions in Global South contexts. She proposed the adoption of Maaya, a Malian belief which is a sister philosophical concept of Ubuntu. In such belief system, every human being deserves to be listened to and valorised; honesty is a requirement in each relationship; we can only live side by side if we make effort to understand each other; dialogue is mother to every problem because it sustains understanding; we are all equal although we are conscious that we are different; difference is harmonious if it is tolerated and valued; there is enough space for everybody to express themselves. She argued that it is only by living Maaya are we able to establish equal and open dialogic ethical collaboration between Global North and South.

Some key themes emerged during the day; they include the need to think beyond macro/procedural ethics which is largely driven by compliance and risk-adverse considerations. The notion of ethics of care and relational aspects of ethics should be prioritised. Researchers should practice reflexivity in navigating the complex challenges presented by various research settings at every stage of research, not only during the application process for research ethics approval.

The four plenary sessions were then followed by small group discussions where participants responded to sessions they listened to during the day. They also contributed to the wider discussions around ethics from their perspectives on Teams and Padlet.

Before we conclude, we wish to express our sincere gratitude towards BAAL and Cambridge University Press for funding our event as well as the scholarship for two ECRs/Global South scholars. Without their support the event would not have been possible. Thanks go to our plenary speakers for their thought-provoking sessions. We would also like to thank our participants for their engagement and valuable sharing. Clearly there are other important areas of ethics that we were unable to explore in depth due to time limitation. These include ethics around publishing and ethics and the archives, for instance. But as noted above, we hope to continue our conversation around ethics in applied linguistics research. The first course of action will be to form small working groups to help elaborate on some of sections in the BAAL Good Practice Guide pertaining to ethics.

- If you want to find out more about our ongoing work, please visit our website
- If you want to be part of the conversation, please do not hesitate to get in touch at alex.ho-cheong.leung@northumbria.ac.uk and/ or n.d.nguyen@northumbria.ac.uk

The Future of Doctoral Writing: Critical Dialogues towards a Manifesto

BAAL/Cambridge University Press Seminar 2024-25

Julia Molinari and Jackie Tuck, The Open University

In her article 'The uberfication of the doctorate: Higher degrees in end times', Tara Brabazon (2024: 2) asked: "how does the doctorate transform in a university sector losing its purpose, meaning and momentum?". Accordingly, this seminar offered a collaborative space in which to question and propose what it means to write a doctorate in current and future times by exchanging interdisciplinary knowledge and beginning to extend understandings of what counts as a doctoral text.

The event brought together applied linguists, writing researchers and practitioners, futures experts, doctoral programme leaders, supervisors and doctoral researchers to consider the future of doctoral writing at a time of unprecedented change. A total of 16 in person and 29 online participants from all four regions of the UK and based in at least 17 different countries gathered on 9th July 2025 at the Open University, Milton Keynes, UK for a day of idea-sharing and discussion focused on four key questions:

1. What's in store for doctoral writing?

2. Why ask this question again and now?

3. How can we nurture values such as sustainability and EDIA in doctoral writing?

4. What challenges and opportunities do GenAI and other transformations afford doctoral writing?

A key goal of the seminar was to set in motion the collaborative authoring of a published *Manifesto on the Future of Doctoral Writing*.

Prior to the event, resources, including examples of diverse doctorates and background reading, were shared via a pre-seminar discussion channel. Participants were also invited to introduce their writing selves via Padlet. On the day, the aim was to focus on nurturing dialogue and debate with an emphasis on active participation by online and in person attendees to maximise the range of perspectives and contributions.

The day began with an introduction to the seminar, including an introduction to BAAL by Caroline Tagg, BAAL Chair, also based at the Open University. Julia Molinari and Alison Fox (Open University) then ran a session focusing on why diversity matters in doctoral writing (understood as potentially incorporating multiple practices, genres and semiotic modes), what such diversity affords, and how recent developments in the conditions of knowledge production and exchange offer opportunities for transformation. The session showcased a range of genres for doctoral multimedia knowledge-making such as blogs, zines and student-led journals. We were also introduced to fascinating examples of doctoral theses which break the mould of the standardised doctoral text – ranging from a thesis
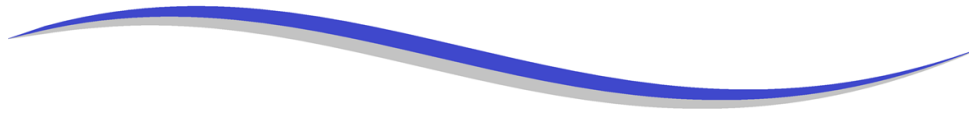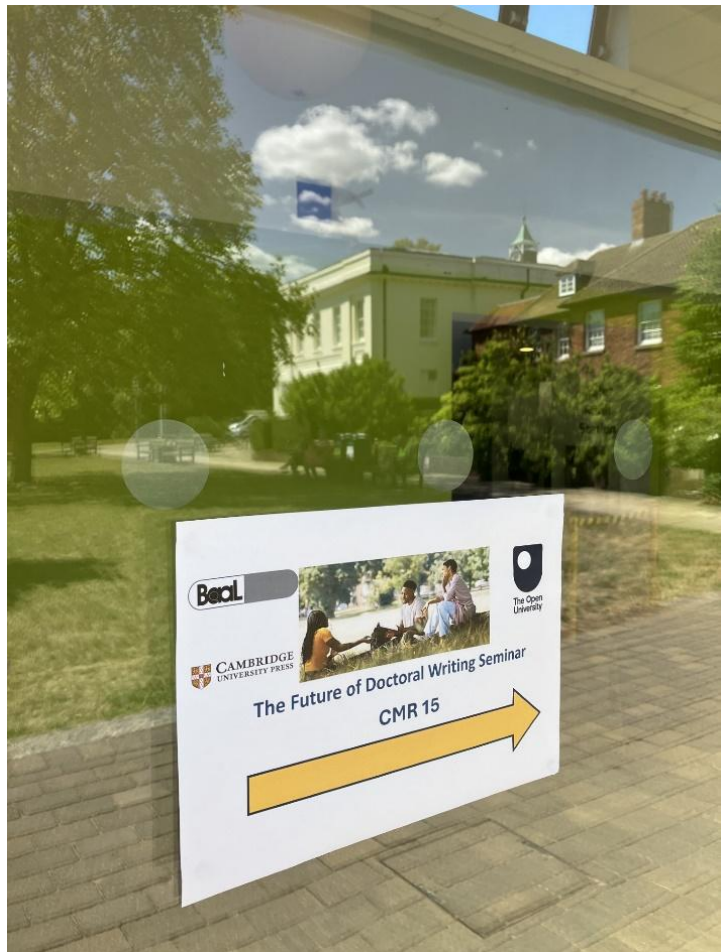

Photo depicting 'The Future of Doctoral Writing Seminar' signage on an Open University window with a reflection of Walton Hall (Photo credit: Dr Sarah Alcock)

in the form of a Hip Hop album by AD Carson, a Maths thesis by Piper Harron written in a 'silly, as in unserious but mathematically sound' style, Kathy Chandler's use of poetry, a thesis-as-comic by Nick Sousanis, and Elle Flander's arts-based thesis using the mediaeval technique of illumination to image-document Palestine's history through its flora and fauna.

Instead of the usual plenary presentations, our three invited speakers were invited to give a short overview of their perspective on the future of doctoral writing, followed by about an hour of panel dialogue. Other attendees were then invited to ask questions and respond to the invited panel. We were fortunate to have a fantastic panel to stimulate our thinking:

- Prof Azumah Dennis, Professor in Education, Policy and Practice at The Open University
- Dr Lucia Thesen, Associate Professor Emerita at the University of Cape Town
- Dr Ivana Milojević, Senior Lecturer in Futures at Edinburgh University

After lunch and a brief walk around the OU campus, participants divided into focus groups and further discussed the four guiding questions in light of the morning's discussion. Each group was facilitated by a member of the event organising team, and detailed notes kept. Finally, a plenary was held where ideas from all groups were fed back. All discussion notes will be used to feed into ongoing work towards the published manifesto (though, in keeping with the dialogic spirit of the event, a 'manifesto' may not be its final form). A post-seminar discussion channel was ongoing at the time of writing.

We are still collating ideas and arguments put forward. Some of the themes captured initially include:

- Drastic changes in the doctoral landscape where fewer doctoral graduates will go into academic jobs; AI is running ahead of our ability to channel it in desirable directions; proliferating institutional barriers and risk-aversion; and the uncertain role of universities in generating the knowledge needed to address pressing social, environmental and economic injustices.

- Questioning the premise of a 'manifesto' for doctoral writing and whether this should be manifestos (plural) or some other kind of text, and who the audience is for such a text, while acknowledging the need for collective solutions.

- Multiplicity – of doctorates and programmes, futures for the doctorate, of languages, of disciplines, of starting and end points for change, of 'concrete eutopias' (improved worlds).

- The importance of people (students, supervisors, leaders) and practices as well as texts, and of remembering human rights in the context of the doctorate.

- The power of metaphor for doctoral transformation at the individual and collective level – for example, the notion of doctoral writing spaces as the 'water point' where many trajectories intersect.

Broader implications for applied linguistics, writing research and practice will be addressed in the forthcoming longer report for the Cambridge University Press journal *Language Teaching*.

Participant feedback has been positive, for example the event has been described as 'rich and thought-provoking', 'interesting and much needed'. However, the hybrid format did not always suit the more critical and spontaneous aspects of the discussions. Further evidence of the event's success will be in the production and dissemination of a manifesto or other text or texts, which will be the work of coming months.

We are grateful to the event funders, BAAL/Cambridge University Press and the Open University. BAAL/Cambridge University Press funds made it possible to pay three OU doctoral researchers, Dr Sarah Alcock, Neil Tibbetts and Shreyasi Sharma, to support event organisation. We'd like to thank them for doing such a great job with enthusiasm and in a spirit of proactive collaboration.

Recordings of the morning presentations and discussions will be made available as soon as possible to participants, to OU staff and to BAAL members.

Empowering English Language Teachers to Adopt Multilingual Pedagogy: The Case of Multilingual Nepal

Funded by: British Council ELTRA Fund (2024–2025)

Research Team:

Dr Taehee Choi (PI), University of Southampton

Dr Prem Phyak (Co-PI), Tribhuvan University

Dr Ganga Gautam (Co-I), Independent researcher

Dr Shuling Wang (Co-I), University of Southampton

Dr Siham Rouabah (Research Fellow), University of Southampton

Project Webpage: ELTRA Project (Funded by the British Council)

Overview

The British Council ELTRA Fund (2024–2025) project *Empowering English Language Teachers to Adopt Multilingual Pedagogy: The Case of Multilingual Nepal* addresses one of the key challenges of implementing Nepal's multilingual education policy: translating policy into meaningful practice in linguistically diverse classrooms where English and Nepali continue to dominate. It focuses on co-developing sustainable, culturally embedded pedagogical models through Participatory Action Research (PAR), engaging teachers as researchers, innovators, and change agents.

Context

Nepal's recent education reforms (2015 constitution) permit the use of ethnic languages as official mediums of instruction. Nepali, the official language, has historically been the main medium of instruction (MOI). However, as Choi and Poudel (2024) highlight, public perceptions continue to associate English with progress and opportunity, leaving ethnic languages marginalised in practice. In this context, the project explores *translanguaging* – the pedagogical use of all linguistic resources – as a pathway to equitable, relevant, and inclusive education. It aims to develop pedagogical models through participatory action research, empowering teachers to implement multilingual practices, and promote equitable learning opportunities.

Method: PAR

This project used participatory action research (PAR) in which twelve teachers of English, Science, and Mathematics across Kathmandu, Lalitpur, and Makwanpur participated in the development and adoption of pedagogic translanguaging as co-researchers. They engaged in cycles of lesson planning, implementation, reflection, and feedback, using tools such as monthly collaborative workshops, video documentation of classroom practice, peer learning and mentoring, reflective journals and discussion sessions.

Through these iterative processes, the team developed context-responsive models of pedagogic translanguaging, adapting strategies to local languages such as Tamang, Maithili, Tharu, Bhojpuri, Newari, and Magar.

Residential workshop in Nepal (June 2025)
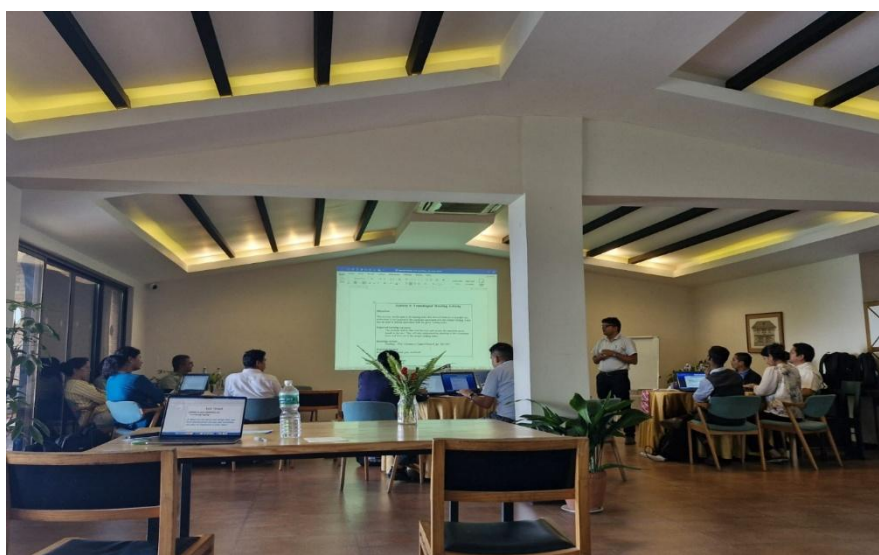
*Developing teacher's guidebook collectively*


Teachers practising their mentorship strategies

Key findings

Despite many challenges faced by teachers such as curriculum constrains, resource gaps, assessment misalignment, and lack of knowledge about ethnic language, the project revealed significant transformation in teacher beliefs and practices across the one-year PAR cycle. Drawing on classroom artefacts, reflective journals, lesson plans, and group discussions, three major strands of change were evident:

1. Pedagogical reframing: Teachers shifted from viewing local languages as remedial tools to recognising them as epistemic resources. Early use of Nepali as a translation aid evolved into structured multilingual tasks, e.g. multilingual glossaries, sentence-building, storytelling, relay and science explanations using Tamang, Tharu, Bhojpuri, and Maithili.

2. Learner inclusion and voice: Students who had previously remained silent gained confidence when allowed to use their own languages. A Science teacher reported that a Tharu-speaking girl who had never passed her subject was able to explain complex scientific concepts in her home language when encouraged. Group work and peer learning emerged as key strategies for equitable participation.

3. Teacher agency and professional growth: Teachers became critical agents of change reflecting on their own ideologies, experimenting with new strategies, and adapting practices based on student responses. Several teachers began mentoring peers within and beyond their schools, indicating the potential for sustained ripple effects.
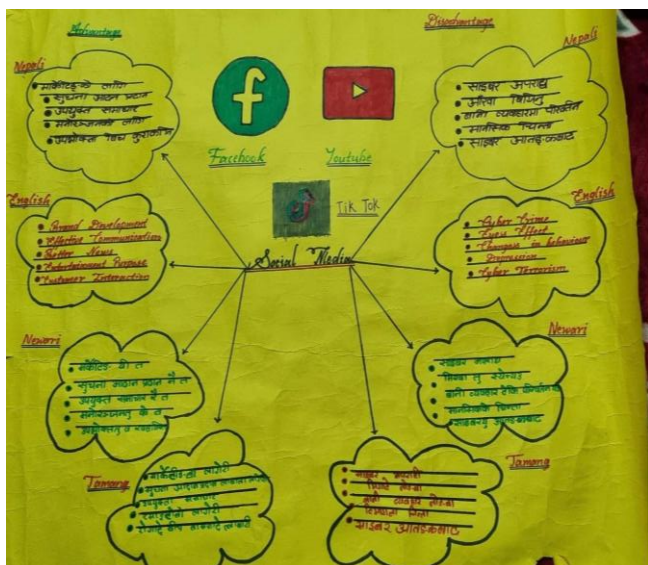
A multilingual poster in 4 languages (Technology class)
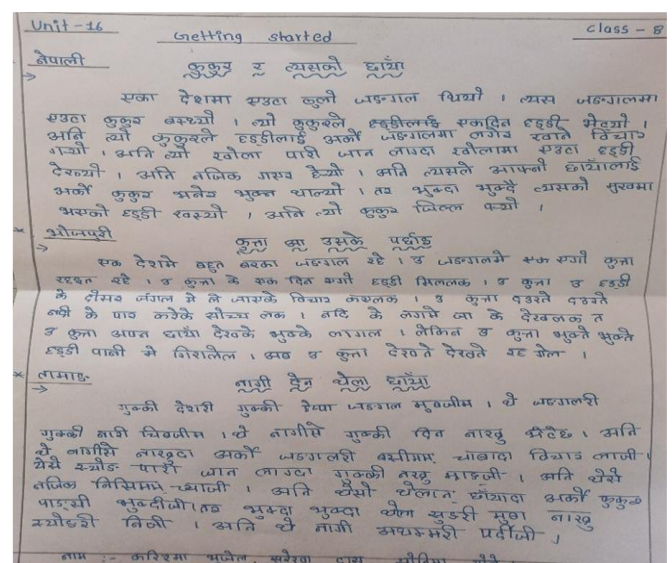
A multilingual story in 3 languages developed by students

Implications for policy and practice

This research offers a replicable model for bottom-up language policy implementation rooted in teacher agency. The integrated change framework based on Choi (2017) and Cabaroglu & Roberts (2000) captured how shifts in *beliefs, attitudes, skills*, and *practices* occurred through continuous interaction and critical reflection.

- Integrating local languages into curriculum: The study highlights the need to embed local languages in formal instructional plans, not only at early grades but across subject areas and stages. It also advocates for embedding translanguaging in teacher training and textbooks.

- Teacher training and support: Continuous mentorship, peer learning, and reflective tools were pivotal in supporting pedagogical transformation. Training must go beyond workshops and enable co-construction and long-term collaboration.

- Assessment reform: Current exam and assessment systems do not allow for multilingual use. Inclusive assessment frameworks that accommodate translanguaging practices are urgently needed. This could include formative assessment strategies that capture process-based learning such as oral group reflections, multilingual portfolios or observation checklists.

- Visibility and validation of ethnic languages: Ethnic languages must be legitimised in classrooms through displays, storybooks, glossaries, and oral practices. Without institutional recognition, they remain marginalised.

- Balancing rigour and flexibility in PAR: The project had to navigate institutional disruptions (e.g. exams, flooding, demonstrations, local elections) while maintaining momentum. Flexibility in timelines and methods was essential.

- Sustaining critical reflection and shared ownership: Reflexive practice grew over time through guided templates, peer feedback, and coaching. PAR enabled teachers to become not just implementers but co-designers of innovation. By valuing both researchers' theoretical inputs and teachers' local knowledge, the project created a genuine partnership that challenged top-down reform models.

Conclusion

This project contributes to international conversations about *sustainable language policy* and equity in multilingual education. It offers compelling evidence that pedagogic translanguaging – when grounded in teacher agency and community knowledge – can shift dominant language ideologies and foster inclusion in multilingual education systems. It shows that teachers, when trusted as researchers and empowered through participatory structures, can innovate beyond policy prescriptions and lead meaningful change. Despite structural constraints such as EMI dominance and assessment misalignment, the co-constructed practices developed in this project signal a path forward for enacting equitable, locally rooted, and sustainable language policies. As national

A meeting with the UNESCO Nepal director to discuss disseminating findings and changing the pedagogic practice concerning mother tongue in Nepal

governments and international contributors seek scalable models for multilingual education, this work illustrates that real change starts in the classroom, through dialogue, experimentation, and the validation of all languages.

Reference

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SPECIAL INTEREST GROUP REPORTS

Literacies SIG

Annual Symposium: Literacies and artificial intelligence

Rachel Stubley and Tuija Knowles (Literacies SIG committee)

BAAL Literacies SIG held an online symposium titled *Literacies and artificial intelligence* on Friday 16th May 2025. The symposium brought together nearly 100 participants from the UK and beyond. In particular, we were delighted to welcome Bill Cope and Mary Kalantzis from University of Illinois as keynote speakers.
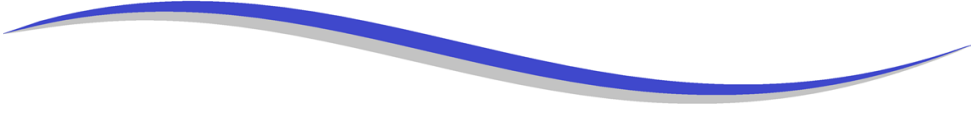
As symposium organisers we were interested in exploring questions about ethical and critical use of AI, its influence on writer identity and creativity and how AI might shift opportunities and responsibilities for students, academics and other workers. To open up the possibility to as many colleagues as possible, we trialled a 'pay-as-you-feel' fee, which raised around £200 towards our website and other costs. This received positive feedback, though some participants reported that they could not make a contribution without an invoice. We welcome ideas from other SIGs about how to balance accessibility with financial restrictions.

Angela Hakim (Iowa State University) and Frances Rock (Cardiff University) focussed on approaches to AI in their own practices as academic educators. Angela Hakim described how she had integrated GenAI tools into an undergraduate L2 writing course. A 'micro curriculum' of 5 short sessions across a 30-week course aimed to offer students opportunities to experiment with using AI tools at different stages in the writing process. Students worked collaboratively and critically, evaluating the use of AI tools for planning, revising and editing texts. A classroom culture of exploration, trust and transparency, rather than a focus on malpractice and penalties, aimed to help students develop a selective, effective and critical AI literacy.

Frances Rock shared a timely autoethnographic account of how the fast-paced proliferation of AI can influence academic work and life, focusing particularly on assessment. She vividly described her journey of assessing examinations in Forensic Linguistics courses as an 'arms race' in which she was trying to 'AI-proof´ examinations in the midst of the sea change of increasing prevalence of AI tools. She argued for reevaluating reflective and process-based assessments that de-centre a final written 'product'. She shared concerns for the student learning experience and the future of writing, whilst reaffirming the commitment of literacy scholars to researching (AI) literacies from the perspective of writers in situated contexts.

Clare Wright (University of Leeds) and Samantha Goodchild (University of Copenhagen) both presented findings from larger scale cross-institutional and interdisciplinary research projects that explored the attitudes and practices of not only academics but also students and non-academic professional services staff. Clare Wright noted that their research aimed to build a shared understanding of key issues, in order to develop a training framework that could meet a range of needs and experiences across the university. This required widening consideration beyond academic (writing) skills to discuss questions of adaptability, ethics and equity. Such a nuanced view of AI competence must distinguish between understanding of how the technology works and understanding how it might be applied in different socially situated contexts.

Samantha Goodchild described her research team's aim to build a theoretical model of human engagement with GenAI "as a site of sociolinguistic change". With the help of data extracts in the form of video, audio, textual and screen recording and other data from three ethnographic case studies of students in different disciplines, she was able to demonstrate students' social, embodied, multimodal and affective literacy practices in action when using GenAI tools. The ongoing research project would be moving on to conduct similar ethnographic case studies of researcher practices.

Insights into evolving workplace practices outside academia were offered by Hanna-Mari Pienimäki (Tampere University) and Jennifer K. Morris (Lancaster University), who studied Finnish and Turkish workplaces respectively. Hanna-Mari Pienimäki examined text production, extending Lillis and Curry's (2010) text history methodology to examine the roles and responsibilities of human and technological actors in writing processes. Whilst texts were modified by humans to ensure accuracy of specialist vocabulary, tasks such as translating, analysing and improving texts were often delegated to generative AI.

Jennifer K. Morris' ethnographic study of English and AI use in a small Turkish tech company included close online research into the literacy practices of one employee and on-site field work inside the company as a whole. The background for this research was primarily in language assessment: how could insights into the use of ChatGPT for learning, text production and meaning-making in business communication be used to develop Language for Specific Purposes assessments?

The symposium culminated with an inspiring and stimulating keynote by Bill Cope and Mary Kalantzis. Their talk provided a much-needed reminder and perspective on the 'short' history of writing, print and formal schooling, when contrasted with multimodality. While GenAI generates meaning by "statistical force", limited by the written data in the corpus, human experiences communicated grammatically would always gain their unique meaning through embodiment and materiality. Humans continue to have responsibility for shaping AI, and its use and learning with these tools would perhaps better be viewed as cyber-social, not 'artificial'. For those interested, a recording of the symposium keynote is available on the Literacies SIG website.

The popularity and international reach of our symposium, and the lively discussions and positive feedback, showed that generative AI, its use and impact is a significant and growing research area in Applied Linguistics. We look forward to continuing discussions on the topic, and on other themes which emerged during the symposium. These included the challenge of literacies researchers' access to 'closed' workplaces, the use and development of methodologies and frameworks, such as Mediated Discourse Analysis (Norris & Jones, 2005), for studying AI-aided and AI-produced texts, and the exploration of the material consequences on everyday lives of generative AI's colonisation of literacy practices.

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Norris, S. and Jones, R. H. (Eds.). (2005). *Discourse in action: Introducing mediated discourse analysis*. Routledge.
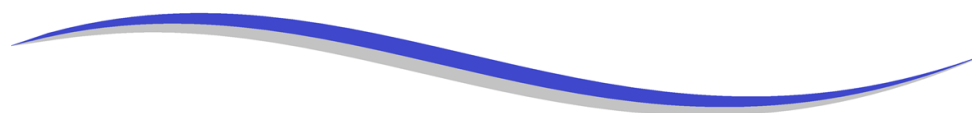
Vocabulary Studies SIG

How to organise your first academic conference collaboratively and inclusively? Lessons from organising the BAAL VocabSIG 2024 conference

Yen Dang, Hongyi Zhao, Elina Stylianou, Xuechun Huang and Airen Zhang, University of Leeds[1]

Introduction

Organising an academic conference for the first time can be daunting. In this report, we draw on our experience of organising the BAAL Vocabulary Studies SIG Conference 2024 (BAAL VocabSIG 2024) to share the key steps for hosting a successful event. Beyond logistics, fostering a collaborative and inclusive culture is essential in academic conference planning. In line with the BAAL's *Statement on equality, diversity and inclusion within applied linguistics*, which emphasises the importance of EDI in shaping a fair and just academic environment, our approach to conference organisation prioritises accessibility, engagement, and shared decision-making to ensure a welcoming and supportive experience for all involved in the process. While the steps outlined below may vary depending on the context, we hope this report will help first-time organisers navigate the process with confidence.

Stage 1: Define the purpose and scope

Organising a conference demands a significant commitment of time and resources. You need to think about it strategically, for example:

- Will many members of your team be interested to contribute to this conference?
- How will organising this conference benefit the career aspiration of yourself, other team members, and colleagues in your research centre or institution?
- How will it facilitate the development of your discipline(s)?
- How does it align with your Research Centre, School, Faculty, and University research and innovation strategies?

It would be useful to collect feedback from your team and consult key stakeholders (e.g., your Research Centre Lead, Head of School, and relevant committees). Gaining informal approval early in this process will provide valuable guidance, ensure institutional awareness, and potentially unlock additional support.

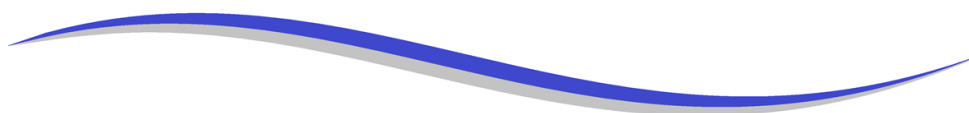### Stage 2: Planning and preparation

2.1 Assemble a supporting team

- Reach out to the contact suggested by the key people for advice on the formal procedure and identify individuals or groups who can assist with budgeting, venue booking, and logistical planning. In our case, the Operations team and Conference team were the key contact points.

2.2 Form a local team

- To ensure an inclusive approach, send out an open call for volunteers (both staff members and PGRs) to join the local team via the research centre/school mail list and/or MS Teams channels. Depending on the nature of the conference, taught postgraduate or undergraduate students can also be included

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[1] The order of authorship has been agreed upon by the team based on level of contribution.

if necessary. Before making this open call, it is important that you consider practical constraints (e.g. financial resources to support the registration fees and conference dinners for volunteers) to inform your decision on how 'open' the call should be. To ensure transparency, the benefits and responsibilities of volunteers should be stated clearly in the call so that people can decide whether they are interested to join the local team or not.

- Conduct an initial meeting to:
  - ✓ Discuss and establish key conference details (e.g. theme, date(s), venue, plenary speakers, activities, and budget plan).
  - ✓ Assign specific roles and responsibilities to team members.
- Use shared documents for collaborative planning and anonymous voting (e.g. voting for potential plenary speakers to be invited, conference venue) to foster inclusivity and transparency among the team members.

2.3 Budget and funding

- Develop a detailed budget outlining major costs (e.g. travel, accommodation, and food expenses for the plenaries, material printing, conference venue booking, poster boards, catering, conference dinner, or outreach activities).
- Consult colleagues (e.g. Operations team, Conference team, and colleagues who have organised similar conferences) for advice on realistic expense estimates.
- Identify and pursue funding sources (e.g. institutional support, sponsorships, or registration fees).
- Submit the finalised budget to relevant people for approval.

2.4 Confirm plenaries and dates

- Contact potential plenary speakers early with clear information about the conference theme, date(s), and format.
- Work closely with speakers and other stakeholders to finalise a date that avoids conflicts with other major events (e.g. major conferences, graduation days)
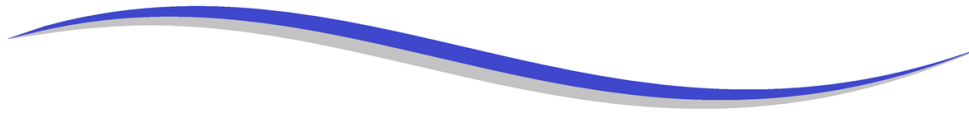
2.5 Book the venue

- Choose a venue that meets your budget, expected attendance, and the needs of your planned activities (e.g. poster sessions, networking). You should ensure that the venue has accessible rooms to satisfy the diverse needs of the attendees and people with disabilities can participate in the conference activities without barrier. This will help to promote equity and inclusivity.
- Collaborate with supporting teams (e.g. Operations team and Conference team) to confirm catering, audio-visual equipment, and other logistical requirements.

2.6 Registration setup

- Contact supporting teams (e.g. Operations and Finance team) for assistance with creating an online registration process.
- Use the registration form to gather participant details, dietary restrictions, and accessibility needs.
- Monitor weekly registration updates and set a clear capacity limit to avoid overbooking.

2.7 Programme development

- Design a balanced programme that includes plenaries, presentations, networking opportunities, and social events. To be efficient, you can build on the programme structure of previous conferences and add new activities if appropriate.
- Publish the call for papers on institutional and association platforms.
- Maintain a central conference webpage with regular updates and archival content.

2.8 Call for papers and reviews

- Promote the call for papers widely through the research centres and association channels, social media, and email lists.
- Collaborate with the review committee to evaluate submissions, ensuring alignment with the conference theme and room capacities.
- Send out the acceptance decisions and open up registration.

2.9 Conference programmes and book of abstracts

- Finalise a conference programme based on the registration outcomes of presenters.
- Contact the presenters (including plenary speakers, paper and poster presenters) for their abstracts, bios, and photos (if they are willing to provide one, with a clear deadline of submission) to publish these in the conference website and programme to maximise the reach of their research.
- Write clear statements on programmes or webpage about approaches to the conference venue (e.g. by plane/train/coach or on foot, with attachments of Google map screenshots of the conference venue) and suggested accommodations.
- Send out the final programme and key details of the conference to all participants and update conference webpage.

2.10 Sponsorship and logistics

- Reach out to potential sponsors with a clear value proposition and sponsorship packages.
- Finalise travel and accommodation arrangements for plenary speakers.
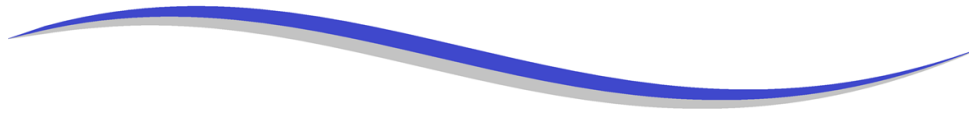
2.11 Final programme checking

- Organise a meeting with team leaders to update the progress and identify potential issues.
- Plan in advance for unexpected issues (e.g. some attendees/keynote speakers not being able to join in person, technical issues).

2.12 (Optional) Conference dinner and/or outreach activities

- If you have a conference dinner and/or outreach activity, have a clear and detailed budget for these activities.
- Decide the venue by collecting feedback from the local team and book the venue in advance.
- Collect participants' decisions on whether to attend the conference dinner and/or outreach activity as part of the registration.

2.13 Badge design and materials printing

- Purchase pin badges for the conference and design badges with key information attached (conference name, the year and/or dates, organising institution(s) and organising institutional symbol).
- Design signposts for your conference (e.g. conference name + direction).
- Obtain feedback from local committee members for revision.
- Type the attendee names on the badge design and have a double check for accuracy.
- Purchase or obtain colour papers for badge printing. Different colours can distinguish pure attendants and local committee members, for later organising convenience (clear symbol for distinguishing is accepted if no colour papers).
- Print the badges, signposts and other materials (e.g. final programme and time reminder sheets).

2.14 Finalise tasks ahead of the conference

- Meet with local committee members ahead of the conference for task assignments. You can have your committee in teams on tasks with leaders, for example:
    - ✓ Technology-testing team for electronic equipment
    - ✓ Badges and materials team for conference materials
    - ✓ Logistics team for signposts setups and facility arrangements (e.g. poster presenting boards)
    - ✓ Keynote speaker hospitality team
    - ✓ Registration team
    - ✓ Photographing and social media team
    - ✓ Conference session organising team (e.g. for time reminding)

Stage 3: During the conference

3.1 Setup and registration

- Prepare the venue with clear signage, informational materials, and necessary technical equipment. Setup signposts outside the venue.
- Streamline the registration process by:
    - ✓ Distributing badges with a warm-hearted welcome and ensuring participants are informed about photography preferences.
    - ✓ Offering efficient luggage storage solutions.
    - ✓ Collecting the menu preference of those attending the conference dinner.
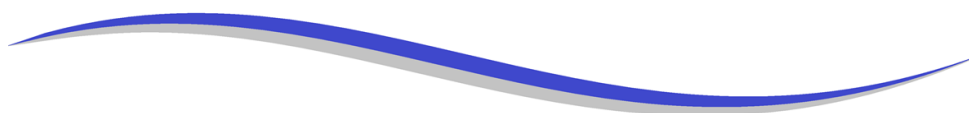
3.2 Facilitate sessions

- Assign team members to handle critical tasks, for example:
    - ✓ Introducing plenary speakers and session chairs
    - ✓ Timing presentations and moderating Q&A sessions
    - ✓ Monitoring social media engagement and Padlet discussions to facilitate broader participation
    - ✓ Managing the prize voting process (if available), including preparing physical voting forms, creating and distributing QR codes for attendees to vote digitally and monitoring voting data in real time throughout the event

3.3 Capture media

- Assign social media team members to take photographs of key moments, plenaries, poster sessions and group activities for sharing on social media.
- Collaborate with the registration team to decide how to identify the attendees who do not want to be photographed. The registration team can put stickers on their name cards, which can help the media team ensure these attendees are not included in the photos. If they are speakers, you can promote their talk by including their presentation title slide without their photos.
- Ask the rest of the team to support with promoting the conference highlights (e.g. plenary talks, poster sessions) on social media. This can help with increasing the visibility of the conference and facilitating interaction with a wider audience.
- Conduct brief video interviews with attendees and speakers to highlight their experiences.
- Create a centralised folder to organise and store all media files.
- Make sure to ask for the participants' consents in advance before sharing their photos, interviews, reflection widely.

Stage 4: Post-conference

- Send personalised thank-you emails to plenary speakers, volunteers, and attendees.

- Send thank-you note, attendance certificates and post-conference surveys to delegates to gather feedback.
- Write a conference summary for institutional newsletters and update the website with photos, highlights, and key takeaways.
- Email or hold a meeting with the local team to share the conference feedback, celebrate success and identify areas for improvement.
- Write a reflection on conference organising experience and share it with your research centre or institution and wider audiences in preparation of future similar conferences.

Lessons learned

1. Be inclusive and transparent
   - ✓ Ensure team members understand their roles, contributions, and the benefits of participation.
   - ✓ Use shared documents to track tasks, deadlines, and progress, allowing members to select tasks that suit their interests and schedules.
   - ✓ Recognise team members' contributions publicly, emphasising how their involvement enhances their CVs.
2. Encourage leadership
   - ✓ Appoint leaders for specific areas (e.g. registration, media, logistics) who can oversee their teams while reporting to the Chair.
   - ✓ Rotate leadership roles to give all team members the opportunity to develop leadership skills while sharing the workload.
3. Be strategic
   - ✓ Consider the conference as an opportunity to make a contribution to your discipline(s), to advance debates, to challenge established boundaries, to develop leadership skills, build networks, and strengthen CVs.
   - ✓ Record the conference's impact through evaluation feedback and post-conference reflections, ensuring your contributions are recognised.

Conclusion

Organising a conference is challenging but a rewarding experience. It can provide colleagues in your research communities with the opportunity to build better rapport among staff members and PGRs, and develop their interpersonal and leadership skills. For early career researchers and PGRs, this is also a good chance to get more people to know you, enhance your sense of belonging in academia, and support your professional development. We hope that this document will help you to organise your conference smoothly. Moreover, by fostering collaboration and inclusivity in conference planning, we hope to contribute to a more equitable and sustainable academic culture, which not only facilitates knowledge exchange but also nurtures a sense of belonging and collective responsibility.

Acknowledgements

Launch of the new Research Involving Children (RICH) SIG

Ceri Morgan, Anglia Ruskin University

The BAAL RICH SIG was launched on 5th June 2025. The launch event was an online, all-day seminar *Applied Linguistics Research Involving Children: What works?*

Professor Annamaria Pinter, whose book *Engaging Children in Applied Linguistics Research* won the BAAL Book Prize in 2024, gave a talk entitled *What are the main challenges and some of the opportunities for applied linguists who conduct research involving children?*

We were also lucky to have a distinguished panel of speakers for a discussion on *Applied Linguistics Research Involving Children: Assessing the field and ways forward*: Professor Annamaria Pinter, Professor Jane Andrews (RICH SIG Committee member and Professor of Education, University of the West of England), and Dr Sabine Little (RICH SIG Committee member and Senior Lecturer in Languages Education, University of Sheffield). In the afternoon we enjoyed three presentations from researchers working with children on a range of applied linguistics topics: Maria-Jesus Inostroza (Universidad de Concepción-RICELT), Junjie Li and Weizhao Gong (University of Warwick), and Dr Samaneh Zandian (University of Edinburgh).

The event proved truly international with participants from the UK, Europe, South America, and Asia. A highlight of the day was the opportunity for this diverse range of attendees to discuss their work in breakout rooms, thinking together about how the RICH SIG could support their work and their challenges and successes in conducting applied linguistics research with children.

About the RICH SIG

The BAAL Research Involving Children (RICH) SIG was formed in 2025. It aims to provide a community for researchers, practitioners, and, potentially, policy makers, to promote and explore research involving children which is respectful and ethical in the field of applied linguistics. Through events such as reading groups and webinars we will explore ethical, methodological, and epistemological issues in applied linguistics, sharing insights and best practices across different research areas.

The SIG is looking forward to its first SIG track at BAAL 2025 in Glasgow and is currently planning events for 2025–2026.

Aims of the SIG

- Build a community of scholars (established researchers and early career researchers) who are actively conducting research involving children;
- Act as a point of contact for anyone who wishes to incorporate children's voices or perspectives in their research;
- Build a bank of research resources annotated by RICH SIG members;
- Promote ways of actively including children's perspectives in any research that might involve them, whether directly or whether the research pertains to aspects of their lives;
- Share knowledge and best practice in research involving children, across a range of paradigms and research theorisations;
- Draw on other disciplines and explore ways of applying wider knowledge about research involving children to applied linguistics research.

The SIG Committee

- Ceri Morgan – Founder and Convenor
- Jessica Hampton – Treasurer
- Carla Palma Moya – Website and Social Media Manager
- Lucy Henning – Membership and Meetings Secretary
- Maria Dimitropoulou – Events Organiser
- Sabine Little – Ordinary Member and Mentor
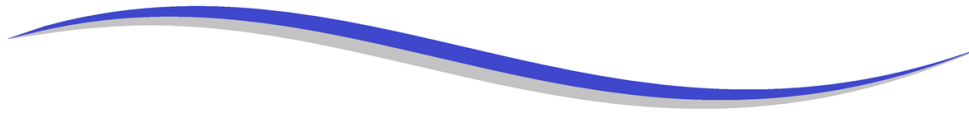- Jane Andrews – Ordinary Member and Mentor

Keep in touch!

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- Follow us on Bluesky or Linked in
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Book reviews

Book review: *Teaching and Assessment in Global Aviation English*

Eric Friginal, Malila Prado, and Jennifer Roberts (Eds.) (2025)

Bloomsbury Academic, 272 pages, ISBN 9781350411821

The rapidly expanding domain of Aviation English (AE) finds a timely and authoritative resource in *Teaching and Assessment in Global Aviation English*, edited by Eric Friginal, Malila Prado, and Jennifer Roberts. This volume builds on the foundation of the editors' earlier *Global Aviation English Research (2024)*, continuing their efforts to centralise pedagogical and assessment insights in a field where communication stakes are unusually high. With aviation safety often hinging on clarity of language use, this book sets out to bridge scholarly insight, practitioner experience, and policy guidance – a challenging triad it navigates with admirable precision.

The book features twelve contributed chapters authored by leading researchers, teacher trainers, and aviation English specialists from around the globe. The collection is framed by a robust introductory chapter that contextualises AE within the broader scope of English for Specific Purposes (ESP), arguing persuasively for its unique linguistic and pedagogical profile. While ICAO (International Civil Aviation Organisation) language proficiency standards have long served as a regulatory backbone, this volume foregrounds the evolving need for context-sensitive, task-based approaches to language training and testing.

What makes this book particularly compelling is its emphasis on diverse professional roles within aviation, not just the oft-centred pilots and air traffic controllers. From maintenance technicians to flight attendants, the editors and contributors challenge readers to rethink the scope of AE and recognise the multifaceted communicative ecologies that support flight operations. This book is a clear departure from earlier literature, which often limited AE to radiotelephony (RTF) phraseology, and represents a necessary recalibration for both practitioners and policymakers.

Several chapters stand out for their methodological and pedagogical rigour. Angela Garcia's analysis of the construct of aeronautical English listening tests (Chapter 3) provides a nuanced account of how listening proficiency can and should be assessed from theoretical, policy, and practitioner standpoints. Her framework is especially valuable for researchers designing assessments that move beyond rote recognition of standard phraseology toward genuine comprehension in dynamic contexts.

Equally striking is Henry Emery's contribution (Chapter 4), which advocates for role play as both a pedagogical and evaluative strategy. In contrast to traditional assessments that may fail to reflect operational realities, Emery argues convincingly that role-play tasks not only assess linguistic proficiency but also mirror the high-pressure, improvisational demands of aviation communication. This aligns closely with ICAO's advocacy for "work-related contexts" and complements broader TBLT (Task-Based Language Teaching) methodologies.

Other chapters, such as Bullock's on teacher professional development (Chapter 7), bring to light systemic issues in AE instruction, including the persistent lack of standardised teacher training and the often-overlooked tension between technical subject matter expertise and pedagogical competence. While ICAO provides guidelines for what AE teachers should know, the chapter emphasises the need for institutional investment in specialised certification routes and ongoing professional development – something that resonates with the ESP field but is especially acute in safety-critical professions like aviation.

A particularly novel inclusion is Chapter 8 by Estival, Fitzpatrick, and Molesworth, which examines politeness markers and their impact on communication clarity and error rates. Their corpus-informed approach reveals the pragmatic challenges posed by intercultural communication in high-stakes environments, and their findings challenge assumptions that native English usage is always ideal. This chapter will be of interest not only to AE specialists, but also to sociolinguists and discourse analysts working in globalised professional contexts.

On the curriculum front, the volume offers concrete examples of how corpus-informed materials (Chapter 12 by Daniela Terenzi) and partnership-driven programmes (Chapter 11 by Lynch, Toups, and Orr) can enrich AE instruction. These chapters provide useful roadmaps for educators developing contextually relevant, data-driven syllabi and assessments.

Despite its breadth, the book does not shy away from critique. Several contributors address the limitations of ICAO's Language Proficiency Requirements (LPRs), particularly the ongoing challenge of achieving global standardisation in test design and score interpretation. Michael Kay's chapter (Chapter 2) is particularly critical of the uneven implementation of LPRs across jurisdictions, pointing to the ambiguity in policy documents and the resultant variation in assessment quality. His argument, that without greater alignment in test constructs, we risk undermining the reliability of global aviation communication, is a sobering one and rightly positioned early in the book.

One of the few areas where the volume might have gone further is in its treatment of emerging technologies. While AI is briefly discussed in the introductory chapter as a future avenue for AE training and testing, the book stops short of exploring concrete applications or research in this area. As AI-based speech recognition, real-time translation, and interactive training tools become more prevalent, future volumes may wish to engage more deeply with their pedagogical implications, particularly for ab initio learners and under-resourced training environments.

Structurally, the book is coherent and well-organised, with each chapter accompanied by references and, where applicable, pedagogical tools and frameworks. It is both scholarly and practical – qualities often difficult to balance in edited volumes. The writing throughout is lucid and accessible, and the editors succeed in maintaining a consistent voice across chapters while allowing each author's expertise to shine through.

In sum, *Teaching and Assessment in Global Aviation English* is a landmark contribution to the field. It brings much-needed depth to discussions of how English is taught, used, and evaluated in the aviation sector, and does so with clarity, critical insight, and pedagogical relevance. For language instructors, curriculum designers, policy makers, and applied linguists interested in high-stakes ESP contexts, this volume is essential reading. It also serves as a useful touchstone for those navigating the intersections of language, safety, and global mobility.

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Kanyaporn Sommeechai, Navaminda Kasatriyadhiraj Royal Air Force Academy

Books available for review

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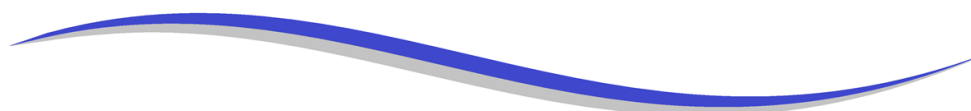
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Curle, S. M. & Pun, J. (2024). *Researching English Medium Instruction Quantitative Methods for Students and Researchers*. Cambridge: Cambridge University Press.

Goodman, B. & Seilstad, B. (2025). *Researching Multilingually: Conceptual and Methodological Failures, Struggles and Successes.* Bristol: Multilingual Matters.

Hamawand, Z. (2025). *English Lexical Semantics: A Cognitive Linguistics Approach*. London: Bloomsbury Academic.

Littlemore, J., Turner, S. & Tuck, P. (2024). *Creative Metaphor, Evaluation, and Emotion in Conversations about Work*. Abingdon: Routledge.

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Savić, M., Myrset, A. & Economidou-Kogetsidis, M. (2024). *Researching and Teaching Speech Acts with Young L2 Learners: Beneath the Linguistic Surface.* Bristol: Multilingual Matters.

Savski, K. (2025). *Language Policy in Action*. Cambridge: Cambridge University Press.

Stockwell, G. & Wang, Y. (2025). *The Cambridge Handbook of Technology in Language Teaching and Learning*. Cambridge: Cambridge University Press.

Sun, Y. & Lan, G. (2024). *Trans-studies on Writing for English as an Additional Language.* Cambridge: Cambridge University Press.

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Zeifert, M. (2025). *Law and Cognitive Linguistics A Prototype Theory Approach to Legal Categorisation*. Abingdon: Routledge.

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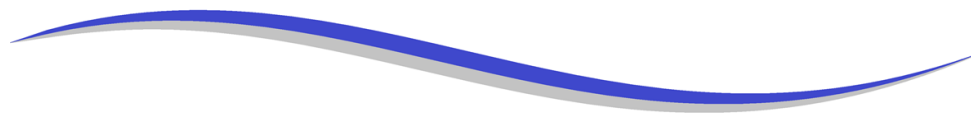
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As always, *BAAL News* looks forward to receiving submissions from members. A range of submissions are welcome, including:

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- promotion of upcoming events
- research initiatives/projects
- updates on BAAL Special Interest Group activities
- discussion pieces
- contributions to our *Multilingualism in Focus* section, written in any language other than English
- book reviews (please contact the Reviews Editor, Dr Argyro Kanaki: a.kanaki@dundee.ac.uk)

Contributions are usually limited to a maximum of 1,000 words (including references, if applicable). If you would like to include any accompanying images, please provide these as separate files.

Please submit all material by email, with the subject line 'BAAL News', to: r.love@aston.ac.uk

BAAL News is normally published twice a year.

ABOUT BAAL

The aims of the Association are to promote the study of language in use, to foster interdisciplinary collaboration, and to provide a common forum for those engaged in the theoretical study of language and for those whose interest is the practical application of such work. The Association has over 1,000 members and awards an annual Book Prize. Individual Membership is open to anyone qualified or active in applied linguistics.

Applied linguists who are not normally resident in Great Britain or Northern Ireland are welcome to join, although they will normally be expected to join their local AILA affiliate in addition to BAAL. Associate Membership is available to publishing houses and to other appropriate bodies at the discretion of the Executive Committee. Institution membership entitles up to four people to be full members of BAAL.

BAAL Executive Committee 2024-2025

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LOC (Conference) Representative: Piotr Wegorowski (University of Glasgow)

Outgoing Chair: Zhu Hua (University College London)

Join BAAL

BAAL membership can be obtained or renewed on our website: https://baal.org.uk/join/

Membership of BAAL offers full access to:

- Special interest Groups
- Seminars in association with Cambridge University Press, with discounted registration
- Special publisher discounts on a range of books and journals, sent via BAALmail
- BAALmail, our membership mailing list
- Our bi-annual BAAL newsletter
- Membership of AILA, the International Association of Applied Linguistics, including a discount for the triennial AILA World Congress

Subscription rates

All subscriptions are renewable annually, and can be paid by credit/debit card, PayPal or BACS.

Individual Membership

Join BAAL as an Individual Member:

- Standard rate – £50
- Reduced rate (student, retired, unemployed) – £20

Institutional Membership

University departments and libraries which support the aims of BAAL can apply for Institutional Membership:

- Institutional rate – £120

Up to four named individuals can receive full membership benefits under this type of membership.

Associate Membership

Publishers who support the aims of BAAL can apply for Associate Membership:

- Associate rate – £125

Up to four named individuals can receive full membership benefits under this type of membership.

Solidarity Membership

Applications are welcome for our fee-free Solidarity Membership from applied linguists who meet one, or more, of the following criteria:

- Residency in a low- or lower-middle income country, as defined by the World Bank
- Refugee or Asylum Seeker status, anywhere in the world
- Currently without an institutional affiliation
- Currently employed on a fixed-term contract of 12 months or less, anywhere in the world

For more information about how to apply for a Solidarity Membership, please email the BAAL Membership Secretary, Rachel Wicaksono, at mailto:R.Wicaksono@uel.ac.uk.
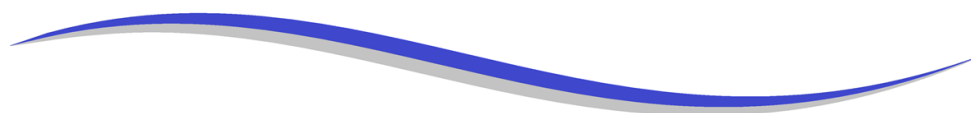
British Association for Applied Linguistics (BAAL)

Contact BAAL

For all enquiries about membership, please contact our membership team using the details below:

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BAAL website: http://www.baal.org.uk

BAAL email list: BAALMAIL@JISCMAIL.AC.UK

For further details go to: https://baal.org.uk/baalmail/

Committee for Linguistics in Education (CLiE)

CLiE website: https://clie.org.uk/

CLiE email list: To enquire about joining the CLiE mailing list, email Dick Hudson at web@clie.org.uk