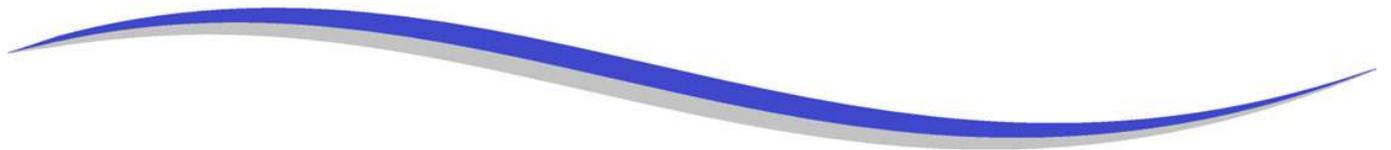# BAAL News

Issue 127

Spring 2026

British Association for Applied Linguistics

Promoting understanding of language in use.

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Contents

EDITORIAL

Welcome to Issue 127 of *BAAL News*, which has become somewhat of a bumper issue, thanks to the sheer quantity and breadth of the contributions! Thanks, as always, to all who volunteer their time to write something for the newsletter.

In this issue's **BAAL Executive Committee Update**, BAAL Chair **Caroline Tagg** provides several updates on both established and new initiatives intended to support our membership, promote equality, diversity and inclusion (EDI), and advocate for our discipline. Do pay particular attention to current opportunities to contribute such as an upcoming call for a BAAL EDI Coordinator and the development of a National Schools Competition in Applied Linguistics. I'd also like to draw your attention to our recently published interview with Anne-Elisabeth Holm, winner of the 2025 BAAL Book Prize, over on our YouTube channel.

Our **Member Reports** reflect what has clearly been a busy period of events, research projects, and publications throughout our community. Among these contributions, **Gergely Kajos** reports on a recent BAAL Researcher Development Workshop at the University of Leeds; **Ian Cushing** introduces an upcoming Leverhulme Trust project on linguistic justice in schools; and **Julia Gillen** offers a candid reflection on the 'afterlife' of a research project, in this case the ESRC-funded *Toddlers, Tech and Talk* project.

This issue features two **Special Interest Group** (SIG) Reports – firstly, **Benet Vincent** reports on a recent Corpus Linguistics SIG event on the use of generative artificial intelligence (GenAI) in English for Academic Purposes (EAP) and corpus linguistics. Following this, **Mercedes Querol-Julián** and **Darío Banegas** (on behalf of the Language Curriculum SIG) introduce their ongoing project *Redefining language education: SDGs and innovative teaching strategies* (RELANZA).

Furthermore, this issue introduces our new **Ethics, Sustainability, and Transparency in Publishing** initiative, coordinated by BAAL Publishing Secretary **Sal Consoli**. In this first of three parts, four publishers offer statements reflecting on their values, commitments, and practices in relation to ethical, sustainable, and transparent publishing. Look out for an invitation to respond to these statements in the next issue, after which publishers will have an opportunity to reply in a subsequent issue.

Our **Book Reviews** section features a generous five reviews of recently published applied linguistics books. Thanks as always to our Reviews Editor **Argyro Kanaki** for coordinating the reviews, and to this issue's reviewers: **Milo Coffey**, **Denia Catalina Matamoros Galo**, **Susan Hunston**, **Shaitan Alexandra**, and **Annalisa Zanola**.

Finally, as a member of the Local Organising Committee, I'm very excited to welcome BAAL members to Aston University for this year's BAAL Annual Conference in September. Do consider submitting an abstract for BAAL 2026 by the deadline of 6th March – I hope to see you there!

Robbie Love

Editor, *BAAL News*

BAAL EXECUTIVE COMMITTEE UPDATE

Caroline Tagg, BAAL Chair

baalchair@baal.org.uk

New year update from your EC

Happy new year to all BAAL members! The BAAL Executive Committee (EC) met online on Friday 23rd January to discuss our respective activities and to plan for the coming year. You can see us above in a screenshot taken by our Social Media Coordinator, Mel Evans. I wanted to take this opportunity to update you on what we're doing to support you and the discipline.

Supporting the membership

Our annual BAAL-Cambridge University Press Seminars and BAAL Researcher Development Workshops competitions were launched by Seminars Coordinator Paweł Szudarski in the early autumn. We received several excellent proposals. We'd like to thank everyone who applied for your time, energy and ideas. We'd also like to thank several colleagues from BAAL's Executive Committee for their assistance with the evaluation process. The successful winners are as follows:

BAAL-CUP Seminars:

- *The sociolinguistics of industry: perspectives on the language of mining, manufacturing and agriculture* (Natalie Braber and John Bellamy, Nottingham Trent University)

- *Beyond the default: rethinking pseudonymisation in Applied Linguistics research* (Katie Webb, Kathryn Sidaway, Marianna Patrick, Yanyan Li and Nusrat Gulzar, University of Warwick)

Researcher Development Workshops:

- *Beyond the text: A practical workshop on multimodal social media analysis of health, harm and trust* (Yuze Sha and Martyn Pickersgill, University of Edinburgh)

- *Researcher vulnerabilities in applied linguistics* (Sal Consoli, University of Edinburgh)
- *How do they do it? Discourse Analysis for insights into practices: an interdisciplinary showcase* (Cara Penry Williams, Jennifer Marshall, Hannah Valenzuela, and Maria Urbina Montana, University of Derby)

Meanwhile, the biannual BAAL Applied Linguistics Fund was launched in November. Led this year by EC Ordinary Member Peter Browning, the BAAL Applied Linguistics Fund supports members by offering up to £25,000 to carry out innovative activities which link research and impact/public engagement. Please consider attending the informative webinar on Thursday 26th February (as announced on BAALmail) and send in your proposals by Wednesday 1st April 2026.

Enhancing equality, diversity and inclusion (EDI) across the association and beyond

Following successful EDI events at the last two BAAL conferences (an EDI for leadership workshop at Essex 2024 and a seminar on intersectionality at Glasgow 2025), the EC plan to continue to put issues of equality, diversity and inclusion at the centre of what we do with our EC Colloquium at Aston 2026. Watch this space!

Given the ancient buildings and sprawling campuses of many UK universities, it is often a challenge to ensure accessibility for all at our conferences and events. To help organisers do their best to create inclusive and welcoming experiences, we're currently drawing up **BAAL accessibility guidelines** and a **code of conduct**. We'll be reaching out to various BAAL members who've expressed an interest in supporting this initiative, but if you'd like to join an Accessibility Advisory Board and review our emerging guidelines, please contact the BAAL Chair in the first instance.

Finally, watch out for a call this March for a **BAAL EDI Coordinator** to be appointed to the EC for 16 months to carry out an audit of our equality, diversity and inclusion policies and practices. As EDI coordinator, you'll lead a small team to review the extent to which our leadership and recognition of merit reflects the diversity of our membership, as well as attending meetings and interviewing EC members, and producing a report detailing findings and recommendations. Again, watch this space!

Advocating for applied linguistics and strengthening the discipline

The **BAAL Leadership in Applied Linguistics programme** was advertised to members in November. This four-month programme aims at developing the leadership potential of mid-career academics within applied linguistics who have, or are expecting to move into, leadership positions within and beyond their institution. We were delighted to receive several very high-quality applications and would like to thank everyone who took the time to apply. Successful applicants will have been informed by the time the newsletter goes to press, and the programme launches with an in-person event at the University of Birmingham on Thursday 5th March.

Behind the scenes, work continues on the development and design of a **National Schools Competition in Applied Linguistics**, which we hope to roll out in 2026-2027. Thanks very much to BAAL CLiE representative Suganthi John and her dedicated committee of task designers and scheme development. If you're interested in contributing, please contact Suganthi. Otherwise, yet again, watch this space!

The year ahead is likely to be one of flux and uncertainty but also of opportunity and excitement as BAAL members come together to grapple with social challenges, develop new approaches, and reach out to new students. The theme of the 2026 BAAL conference, *Applied Linguistics in Transformation*, could not be more timely. Please see the conference website to submit an abstract before the 6th March deadline.

All the best for a productive and enjoyable 2026, and we look forward to seeing you at some of our events and initiatives over the year!

MEMBER REPORTS

Exploring applications of eye-tracking methodology in applied linguistics research: Bridging theory and practice

BAAL Researcher Development Workshop 2025

5th November 2025, School of Education, University of Leeds

Gergely Kajos, Thomas Hammond and Xuechun Huang, University of Leeds

Workshop

The workshop started with purposeful networking after registration. This was followed by an interactive hybrid session with Professor Adrea Revesz (UCL) and Associate Professor Ana Pellicer-Sanchez (UCL), in which they provided foundational knowledge about eye-tracking, its potential uses and key considerations. This was followed by a networking lunch before the afternoon sessions. In the afternoon, participants joined reflective discussions with the two eye-tracking experts, as well as a hands-on demonstration with Dr Chris Norton, the Technical Research Assistant at the University of Leeds. Closing remarks were given by Professor Diane Pecorari, the Deputy Head of School of the host department, highlighting the value of workshops of this nature for our applied linguist community.

Participants

Eleven applied linguists at different career stages, and from over eight different UK-based institutions joined the workshop in person. The hybrid morning session attracted a further 25 participants from UK institutions and abroad.

Outcomes and implications

The workshop provided an excellent platform for applied linguists from various institutions and of varying levels of experience to network and discuss potential avenues for collaboration. This was especially encouraged through the workshop's emphasis on how eye-tracking methodology can be integrated across a broad range of research areas, which allowed attendees to reflect on their own projects and potential plans. The workshop also provided the opportunity for knowledge exchange between senior and junior colleagues, as attendees were given the opportunity for invaluable feedback at the individual level from the two expert speakers. The

practical demonstration by the University of Leeds' Technical Research Assistant not only gave hands-on experience in using eye-tracking equipment, but also made colleagues aware of the opportunities that these services can provide, and encouraged reflection on how these could be taken advantage of to enhance projects at the individual and group level. After the workshop, some participants provided feedback, which can demonstrate the positive outcomes of the workshop:

"The BAAL Researcher Development Workshop 2025 on the eye-tracking methodology proved to be an invaluable experience for an early career researcher like myself. While eye-tracking is gaining traction in adoption within applied linguistics, the complexity of the methodology can deter those without prior experience from pursuing related research, even at the conceptualisation stage. This workshop effectively addressed these challenges through a carefully structured programme comprising three key segments: (1) an interactive and informative lecture that laid out the fundamentals with concrete examples from previous studies, stimulating us in conceiving possible research ideas; (2) a live demonstration of an eye-tracking experiment, which provided practical insights into the equipment's use and operational requirements; and (3) an extended roundtable consultation with experts, offering us the opportunity to resolve methodological uncertainties and explore research possibilities collaboratively. I definitely came away from the workshop with a lot more confidence in using eye-tracking for my own research and stronger engagement with a network of researchers sharing common interests. All these have not been possible without the thoughtful planning and flawless implementation of the organisers, for which we truly appreciate. I'm already excited to see what future BAAL workshops will bring!"

Chin Yew KIEU 邱锦耀 (Qiu Jinyao), PhD student, University of Reading

"Thank you so much for organizing this wonderful event. As a PhD student, I found it deeply inspiring to see that there are real opportunities for us to apply for funding and host our own workshops. My peer and I are also planning to apply this year, so I truly appreciate the time, effort, and dedication that went into planning, coordinating, and bringing this event to life. It's clear how much care and hard work you've invested in making it such a success. The workshop went far beyond my expectations. The two guest speakers gave insightful and detailed introductions to eye-tracking and its applications in applied linguistics. Even more importantly, they were incredibly open and generous with their knowledge, creating a warm and engaging environment and make lots of conversation happened and offered lots of valuable feedback and advice. The demonstration session was also eye opening. It was exciting to gain hands on experience with the latest developments in eye-tracking technology, and I am happy to see that the University of Leeds has such a well-equipped Linguistics Lab for researchers. Once again, thank you for making this event possible. It was not only an enriching academic experience but also showcasing how far curiosity and collaboration can lead us to."

Yulin Diao, PhD student, Northumbria University

"Thank you again to you and your team for organising a very successful event. As promised, here is my feedback. The workshop was fantastic! Well organized, engaging, and truly inspiring! Andrea, Ana, and Chris were incredibly knowledgeable and made the sessions easy to follow, with great examples and hands-on activities. I especially enjoyed learning how to use the eye-tracker and how to apply eye-tracking in my own research. The organizing team, especially Geri, Xuechun, Tom, and Xiaoyu, was super professional and friendly. I know a lot of effort went into putting everything together. Thank you so much for such a wonderful experience!"

Dr Yen Dang, Associate Professor, University of Leeds

Acknowledgements

Developing a theory of change for linguistic justice in schools

Ian Cushing, Manchester Metropolitan University

In October 2025, I was honoured to find out I had been awarded a Philip Leverhulme Prize, from the Leverhulme Trust. What this means is that from November 2026, I will have the time and resources to lead a 3-year project of my choice. It's a rare opportunity to focus 100% on a piece of research, with a lot of freedom and opportunity. Here I'll describe what my plan is for the project, the kind of contribution I am seeking to make, and the theory of change I will be working with.

The project is about grassroots, activist efforts to imagine and design futures of linguistic justice in schools. My motivation for this stems from my own and others' research which has repeatedly documented how schools are sites of linguistic *in*justice. Linguistic injustice results in children – particularly those from marginalised backgrounds – having their language framed in terms of defects, limitations, and deviations from an ideological norm. This limits and polices a group's capacity and rights to choose how they communicate. Importantly, linguistic injustice is not about individual, prejudiced beliefs about language, but is a structural phenomenon and a design feature of schools and education policy. And these injustices are never just about language. The way that a child experiences the stigmatisation of their language is always connected to broader patterns of injustice concerning race, class, gender, and disability.

My Leverhulme project is about disrupting unjust structures and pushing for new ones which are anchored in linguistic justice. To do this, I'll collaborate closely with teachers and children to imagine and design what linguistically just schooling might be. This begins with a particular understanding of what linguistic justice is. It is about the affirmation of linguistic diversity in all its forms. It is about teachers and children developing critical knowledge about language itself. It is about destabilising dominant language ideologies and their

associated hierarchies. And it is about contributing to broader social justice efforts by pushing for the transformative change of unjust policies and systems.

This is not, then, about the cataloguing of existing harms, but is about change, speculations, futures, transformations, and visions (Garcia & Mirra, 2023). The project will be working with a particular theory of change – abolition – which focuses on making large-scale transformations across entire institutions (Sriprakash, 2023). Whilst abolition has not yet been taken seriously by applied linguists, it has a long history in relation to social justice struggles in education (e.g. Coard, 1971). Abolition is a "political exercise that seeks to end repression while simultaneously supporting the capacity of historically oppressed and marginalized peoples to think and create" (Stovall, 2018: 52). It rejects 'reform' as a valid theory of change for justice, arguing that inequitable systems are not 'broken' – they are working exactly as they are designed. Abolition is not simply about dismantling unjust systems; it is a creative and generative one which focuses on the design of more equitable systems.

Applied to linguistic justice efforts, what this looks like in practice remains to be seen. I have previously theorised how abolition can be utilised as a creative tool to achieve linguistic justice in schools (Cushing, 2024), and my Leverhulme project is seeking to translate those speculations into practice. The following sections outline some of the core principles in how to do that.

1. Building on the past

In the first year of the project, I'll be building an interactive, open access timeline of linguistic justice efforts in England's schools. Accessing archives such as the George Padmore Archive and the Working Class Movement Library, the timeline will bear visible the long histories of linguistic justice struggles as practiced by activists, communities, parents, and teachers. It will also serve as a reminder that contemporary linguistic justice efforts are always building on previous ones, and that we can learn and take inspiration from the past. As such, the timeline is not a simple linear chronology of linguistic justice efforts, but a genealogy which shows how the 'past' continues to shape the present.

2. Community and collaboration

I might be named as the lead researcher on the project, but that does not mean I'm the only person working on it – far from it. I'll be collaborating closely with teachers and children from schools with whom I have existing relationships, and seek to address complex questions. How, for example, might schools develop linguistically just policies? How might they engage in critical pedagogies for linguistic justice? How might they foster critical knowledge about language variation to challenge dominant ideas? How might young people be positioned as language activists who have the linguistic creativity and dexterity to challenge deficit framings?

3. Grassroots activism and bottom-up change

In some of my previous work, which has focused on how the state reproduce linguistic discrimination in their own practices, I have tried to effect change by directly engaging with representatives from those institutions. But those engagements have always been disappointing, with clear evidence that the state is unwilling to invest in changes which go beyond small-scale reforms. In this project I'll do something different – I'll engage in a bottom-up theory of change which seeks to build resistance across schools and supports efforts to preserve and sustain the work of politically engaged, radical teachers who are pushing for transformational futures.

4. Local contexts and global issues

I'll be focusing on Manchester schools, adopting a place-based approach to understand how experiences of schooling are shaped by local geographies and histories of linguistic injustice. This approach will require ethnographic methods to build a rich description of how schools engage in linguistic justice struggles at a

structural level, but also how they might forge networks of solidarity across the city. But linguistic in/justice is a global issue – and so during the project, I'll also conduct extensive international fieldwork to learn and take inspiration from related efforts around the world, especially in the US and Canada.

5. Cross-movement solidarity

Linguistic justice struggles are never just about language. A child in school experiences linguistic stigmatisation not just because of how they use language, but because of how they are positioned in society more broadly. Taking an intersectional perspective on injustice, it follows from this that campaigns for linguistic justice must broaden their scope to think about how language is connected to other forms of social stigma, and how we can build resistance across different campaigns. So, for example, we'll be situating linguistic justice struggles as connected to other social justice struggles such as disability justice, racial justice, and anti-colonialism. Through cross-movement solidarity, schools can see how social justice struggles are linked and interconnected.

Futures of linguistic justice

My hope in this project is to provide an antidote to dominant discourses of linguistic deficit by re-framing marginalised youth as linguistic innovators and visionaries for linguistically just futures. Whilst linguistically just futures might feel distant and difficult to imagine, this project is about bringing those futures closer to reality. I think that is exactly the kind of work that we as applied linguists should be doing. To be continued...

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Special Issue: *Decolonial approaches to Equity, Diversity and Inclusion in Applied Linguistics – addressing local and global EDI challenges*

AILA.Review.94(2), December 2025

Marina Orsini-Jones, Coventry University

A special issue of *AILA Review* (John Benjamins), titled *Decolonial approaches to Equity, Diversity and Inclusion in Applied Linguistics – addressing local and global EDI challenges*, was published in December 2025. It was guest edited by the founders of the AILA research network *English as a Medium of Education, Multilingualism and Virtual Exchange: Equity, Diversity and Inclusion (EMEVEDI)*, Professor Kyria Finardi

(current President of AILA; Universidade Federal do Espírito Santo, Brazil), Professor Marina Orsini-Jones (EMEVEDI current coordinator and long-standing BAAL member; Coventry University, UK) and Professor Azirah Hashim (former AILA president; Universiti Malaya, Malaysia).

The issue focuses on unequal relations of power manifested in language ideologies and practices in diverse educational and social contexts in different countries located both in the Global South and in the Global North. The papers discuss the hegemony of English and Eurocentric norms from a decolonial perspective, providing examples of inclusive language education, while also highlighting the equity/equality, diversity and inclusion (EDI) challenges that can emerge. The authors explore how applied linguistics can foster EDI, identifying, interrogating and/or interrupting the legacy of coloniality in language ideologies and practices.

In the first article (*Equity, Diversity and Inclusion in Academic Production and Dissemination in Languages other than English: Possibility or Wishful Thinking?*), Finardi and França discuss how to promote multilingualism in the form of language diversity in academic publications. In the second (*Individual differences in English-medium education: Comparing multilingual identity, beliefs, motivations and perspectives in EME in Spanish and Chinese undergraduates*), Ament and Zhang focus on English medium education (EME), arguing that empowering EME students to feel like multilingual users of English rather than learners of the language could have a positive impact on their learning experience. In article three (*Redefining English Language Teaching in Punjab: Embracing Translanguaging and Plurilingual Competence for Equity, Diversity and Inclusion*), Suri and Orsini-Jones propose that, while plurilingual competence offers valuable insights for inclusive educational practices, its successful implementation will require addressing systemic challenges related to teacher training and educational policy alignment in Punjab. In article four, Salvadori, de Figueredo and Cortat Simoneli discuss *Language Teacher Education in Brazil and the place of Equity, Diversity and Inclusion,* proposing that, in Brazil, EDI initiatives often operate in curricular margins, through individualised initiatives, particularly in research and community service practices. In article five (*Heritage speakers in Switzerland: Plurilingualism and social justice in a multilingual country*), Wehrli addresses the linguistic injustice produced by monolingual views in a plurilingual country, through the lens of Diversity, Equity, Inclusion, Accessibility and Belonging (DEIAB).

Articles six, seven and eight focus on how the virtual exchange (VE) approach can support a reflection on EDI in applied linguistics. Hauck, Biondo Salomão, Satar and Primo, in their article *Internationalisation at Home through Critical Virtual Exchange,* highlight the importance of VE project design that prioritises social justice, addresses power imbalances, and fosters socio-politically relevant intercultural dialogue, providing examples from VE case studies. In article seven (*Longitudinal civic engagement: Undergraduate students' reflections on an intergenerational virtual exchange*), Fuchs and Ferguson illustrate how undergraduate students in the US engaged with older adults in Germany in an original VE exchange promoting citizenship values. In the eighth and final article (*Virtual Exchange for English Language Teaching (VEELT): Engagement and Inclusion Challenges*), Chen**,** Di Sarno García**,** Orsini-Jones and Díaz Pedroza report on the behavioural, cognitive, and affective engagement dimensions that can impact on EDI in a VE that utilises English as an International Language (EIL).
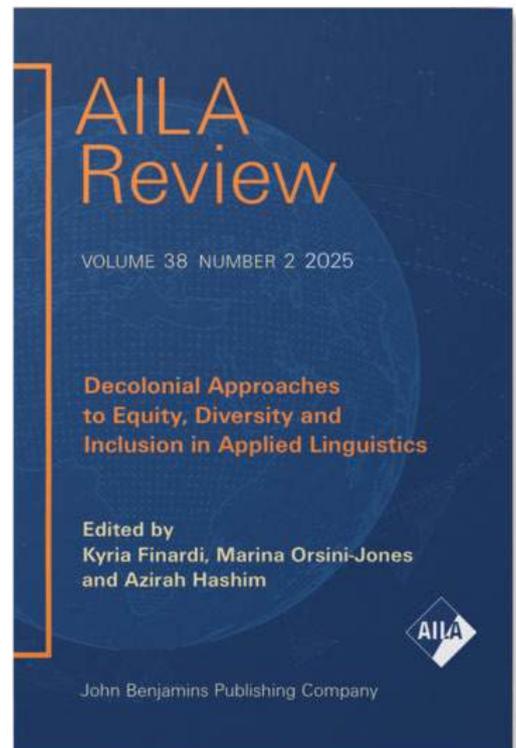
Disciplinary literacy & corpus-based pedagogy: The British Academic Written English Secondary School (BAWESS) project

Funded by: Economic and Social Research Council (ESRC), part of UK Research and Innovation (UKRI)

Duration: 1 February 2025 – 31 January 2028

Research Team:

Professor Gail Forey (PI), University of Bath

Dr Reka Jablonkai (Co-I), University of Bath

Dr Dana Therova, University of Bath

Dr David Beauchamp, University of Bath

Natalie Cheers (Consultant), Royal High School Bath, Girls' Day School Trust

Helen Handford (Consultant), Wolverhampton City Council

Project webpage: Disciplinary literacy & corpus-based pedagogy: The BAWESS project

Context

Examinations taken during secondary education (e.g. GCSEs and A Levels) play a pivotal role in shaping students' academic and professional futures. These assessments act as critical gateways to higher education and career opportunities. As they predominantly require written responses, students' literacy skills are essential for demonstrating subject knowledge and understanding. Despite the high stakes involved, there is a noticeable lack of research into the specific literacy practices and writing patterns students employ during these crucial exam years. The British Academic Written English Secondary School (BAWESS) project addresses this gap in the current body of research by systematically investigating the nature of academic writing produced by students in UK secondary school and in English-medium international schools worldwide.

Aim

The BAWESS project aims to develop the first-ever discipline-specific language corpus of student written texts in the exam years complemented by contextual metadata (e.g. region, school type, task type, subject, exam board). This resource will enable teachers, students, researchers and the public to explore disciplinary literacy, language development and writing practices in exam-related written production. The project will uncover language patterns that characterise student writing across various educational stages and disciplines. These insights will inform the creation of targeted teaching and learning resources to support disciplinary literacy. Our findings will offer unique insights into disciplinary language usage and development, with the potential for significant educational and scientific impact.

Method

Our investigation will be based on corpus-based and genre-based approaches, which provide an effective framework for analysing disciplinary language use and progression of disciplinary literacy and writing (Christie & Derewianka, 2008; Durrant, 2022). A 'top-down' approach applying a genre analysis (Martin & Rose, 2008) offers a framework for classifying student writing commonly found in schools (Rose & Martin, 2012), while a corpus-based analysis offers a 'bottom-up' approach to characterise students' disciplinary writing focusing on specific linguistic features and their constellations as conceived by the concept of register (Biber, 1988). The combination of these two strands provides a powerful conceptual framework for analysing how the communicative functions in disciplinary student writing interact with the linguistic forms prevalent within and across different subject areas. Overall, the analysis adopts a trinocular perspective (Matthiessen, 2020) to examine language at three levels:

- Above: contextual motivation (what contextual factors shape the language choices)
- Around: systemic possibilities (what linguistic resources are available in the system)
- Below: realisation and structure (how meanings are realised in grammar and lexis)

This trinocular perspective will enable us to gain insights into the development of language and of how typical disciplinary form-function relationships emerge in learners' texts in different disciplines in the exam years.

Progress so far

We have received ethics approval from the University and are actively collaborating with over 30 UK schools and more than 10 international schools across diverse regions (e.g. Azerbaijan, China, Estonia, Hong Kong, Italy, Latvia, South Africa, Thailand, UEA, Vietnam). A data collection pilot has been conducted at three schools in southwest England, and we have begun collecting consent and student writing samples. In June 2025, we hosted the Second Disciplinary Literacy Symposium, which brought together educational specialists, linguists, and academics to explore disciplinary literacy in linguistically diverse school contexts. The event featured talks on teacher professional development, academic literacy in higher education, and curriculum learning, offering rich opportunities for discussion, knowledge exchange, and networking.

Next steps

We continue to recruit schools in the UK and internationally. Interested institutions can learn more about participation via our dedicated webpage.

We are also hosting the Third Disciplinary Literacy Symposium in June 2026. This event will feature hands-on workshops and a wide range of talks focused on disciplinary literacy in school settings, with a particular focus on the following areas:

- Disciplinary knowledge and literacy
- Genres and genre-based pedagogy
- Cross-disciplinary collaboration
- Teacher-researcher collaboration
- Corpus-based pedagogy
- Data Driven Learning

Join us at this two-day event to hear about the latest thinking and developments in disciplinary literacy. This event may be of particular interest to secondary school teachers and researchers in the field of systemic functional linguistics, corpus linguistics and disciplinary literacy. There will be lots of opportunities for discussion, knowledge exchange, professional development and networking.

How to get in touch

If you would like more information about the project or how to get involved, contact us at bawess@bath.ac.uk.

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Multimodal processing in SLA: Bridging input modes and research methods

EuroSLA workshop 2026

Eva Puimège and Elke Peters, KU Leuven

We are delighted to host the EuroSLA-sponsored workshop 'Multimodal processing in SLA: bridging input modes and research methods' at KU Leuven (Belgium) on 5th May 2026. This one-day workshop will bring together researchers interested in multimodal processing in SLA. The aim is to create a space where researchers can exchange ideas, reflect critically on current research practices, and explore new avenues for investigation. We seek to inspire fresh perspectives, promote methodological advancements, and lay the groundwork for future collaborations and research projects in this field.

The workshop will consist of four plenary lectures and two one-hour poster sessions. In the plenary sessions, speakers will discuss methodological challenges and recent developments in research examining L2 learning from multimodal input. The speakers will also reflect on implications for L2 pedagogy and theory development.

We are pleased to announce the following plenary speakers:

- Prof. Ana Pellicer-Sánchez (University College London): *Vocabulary learning and processing in multimodal input: Exploring the benefits of eye-tracking, stimulated recalls, and fMRI*
- Prof. Maribel Montero Perez (Ghent University): *Eye-tracking multimodal L2 input: Methodological choices and challenges*
- Prof. Raquel Serrano (University of Barcelona): *Multimodal input in graded readers: Exploring young EFL learners' attention and comprehension through eye-tracking*
- Prof. Kathy Conklin (University of Nottingham): *The registration of brain potentials to investigate second language acquisition from listening and reading*

We look forward to seeing you there. Please check the event's website for further information.

Celebrating over five years of the Language Learning Psychology community

Siying Shen (University of Leeds) and Charlotte Morriss (University of Leicester)

About us

Established in November 2020 during the COVID-19 global pandemic, the Language Learning Psychology (LLP) community has recently celebrated its fifth anniversary. From the outset, we have enjoyed activities ranging from academic discussions to more informal wellbeing talks, shaped by members' interests and suggestions, enabling us to grow through peer support and shared experiences. As a free, international group, most of our activities take place online, resulting in a very active membership with the affordances to stay connected.

The LLP community is a space for any postgraduate (PGR) or early career researcher (ECR) who is interested in the psychology of language learning and teaching

LLP members meeting at a BAAL Researcher Development Workshop at the University of Nottingham, 2024

(PLLT). We are supported by a collaborative, rotating committee that volunteers their time to keep the space welcoming, relevant, and vibrant. The current committee includes Charlotte Morriss, Debs Kelland, Siying Shen, Sundeep Dhillon, Dr Jasrael Stokes, Dr Sunny Qing Li, Dr Sundus Alzouebi, Dr Tuğçe Temir, and Dr Veronika Derecskey. As a community, we are deeply committed to fostering an inclusive and diverse academic environment as we know that equality, diversity, and inclusion are essential in enriching our intellectual discourse and strengthening the collective experience for all members.

What have we done?

Over the past five years, the LLP community has brought together more than 70 PGRs and ECRs working in PLLT. We connect through a range of activities, including our online community meetings, research-sharing talks, co-working sessions and occasional in-person meetups. These gatherings have opened up conversations around topics such as:

- Qualitative and creative research methods
- Teacher wellbeing and burnout
- Motivation for learning languages other than English
- Wellbeing strategies during the doctoral journey
- The current climate of publishing in PLLT
- Critical approaches
- Crafting funding applications

We have also been honoured to welcome guest speakers: Prof. Ema Ushioda, Dr Christine Muir, Dr Lorena Salud Gadella Kamastra, Dr Sal Consoli, Dr Martin Lamb, and Prof. Kata Csizer.

Alongside these activities, LLP members keep in touch through our WhatsApp group, where we share information about conferences, interesting talks and new opportunities, while also celebrating successes and supporting one another.

LLP website

What's changed five years on?

Five years on, we found ourselves reflecting on how a community that began as a COVID-era support space could continue to matter in meaningful ways. Originally conceived by Denny Vlaeva and Dr Kathryn Sidaway as an online space of care and connection during a time of isolation for motivation researchers, LLP has grown alongside its members to include the many more facets of PLLT research, while remaining rooted in peer support. Over time, our activities have shifted, with fewer co-working sessions and more online community-building activities that create space for connection and reflection across different stages of the research journey. We are delighted to share members' comments highlighting what they value most about being part of the LLP Community:

> "*Having supportive, friendly and open-minded sharing between peers.*"

> "*One key benefit is the opportunity to engage with like-minded individuals who share similar goals and challenges. This sense of community has been invaluable in providing support and motivation.*"

We are glad that many members have since graduated and continue to support the community from an early-career researcher perspective.

Looking ahead

Our aim is to continue building on what has shaped our community so far: paying attention to what members bring to the space and the conversations that emerge. We value the balance between long-standing interests and new questions, and we will keep creating space for both newer and more experienced members at different stages of their academic journeys. We will also continue experimenting with formats and timing, so that members in different parts of the world can take part in ways that feel accessible and sustainable.

We are always happy to welcome new members! If you, or someone you are supervising, are working on a related topic, we would be very glad to hear from you. Our members' research interests span a wide range of areas, including (but not limited to) motivation, engagement, wellbeing, emotions, burnout, and resilience across a variety of contexts. Further information about the community, including how to join, can be found on our website.

Reflections on the afterlife of a project

Julia Gillen, Lancaster University

I have been fortunate to have been involved in several exciting funded research projects over the years. It struck me, however, that in all the methodological accounts that I have read, as well as the presentations that have mentioned challenges met along the way (understandably, we are rarely keen to discuss these so frankly in our written outputs) there has been little about what happens after a project ends.

I expect that most of us have experienced the difficulties that occur with writing up a project. The time allocated to a project is rarely, if ever, enough, but when that disappears we are usually faced with the task of composing academic articles when fully engaged with normal teaching and admin loads. Enthusiasm about the project and the sense we have findings worth writing about usually carries us through, at least to some extent. There are other aspects too to finishing a project. I have had several fascinating experiences since the conclusion of the ESRC funded project, *Understanding how very young children learn language and literacy at home in a digital age* aka *Toddlers, Tech and Talk* from 2022 to 2024. I was a Co-Investigator in this UK-wide project, led by Rosie Flewitt at Manchester Metropolitan University with Co-Investigators at Queen's Belfast, Strathclyde and Swansea as well as us at Lancaster University. This short piece is a personal view; I recommend looking at the MMU website if you are interested in the personnel and outputs so far. In the meantime, I reflect on three aspects of the project's afterlife as experienced by myself in the year since the project's end: academic, public, and policy engagement. I am not seeking to cover every aspect, as it has been a very busy year, but just reflect on a few things I learned.

Academic then, first of all, and hats off to Rosie for her quiet insistence so early on that we mapped out our publications in terms of topics and targets, and decided precisely who would lead what, with especial care to include Research Associates, including in leading roles. This has had a marvellous effect for me in that I have participated in journal authoring where others have borne the brunt of leading, and so, *relatively* easily from my point of view, I have published in such congenial journals as *Children and Society* and *Educational Review*. Moreover, I have been privileged to be involved in areas new to me such as the development of a new statistical scale published in *Child: Care, Health and Development*. In case I am making it all sound too easy, I also admit that with the agreement of the team I have just withdrawn the paper I am leading from a fairly prominent journal out of dissatisfaction with the reviewing process. So a certain amount of rewriting to target somewhere else is now urgently required.

Our project is extremely topical, constantly discussed in the media. Everyone has a view, it seems, on what very young children and their parents are doing with digital technology, and what they should and should not be doing. So there have been many public engagement opportunities with various kinds of audiences. I particularly remember a wonderful meeting in a church hall in Pimlico with the London Early Years' Advisors' Forum; being face to face, it was exceptionally lively and a genuine opportunity for dialogue. But perhaps best of all for most of us has been engagement with parents, especially when, in conversation, one hears new insights and developments in thinking. All my colleagues have also met professional and public groups, and experiences such as mine at an ESRC Festival of Social Science event in Chester have fed in to our development of infographics. Working with the wonderful Lynn Taylor, we are still working on a series of ten infographics as one method of disseminating our findings and, as often requested, sharing our recommendations. My favourite so far is shown below.

Personally, without a doubt the broadest connection to the wider world was through a short film broadcast on BBC's *Morning Live* on 10th September 2025 (if you're interested it can still be seen at the time of writing, 11 minutes in). This short film entailed enormous preparation, in large measure due to the production team's conscientious endeavours to ensure that the people they deem "experts" are indeed well informed in their areas and can express coherent views. I was aware it was going to be challenging. The overall framing was an

investigation by a presenter into the dangers of digital media as encountered by various age groups. The film first follows a highly qualified male expert into his impressive, empty office before he declaims his opinions. In contrast, I am depicted as "dropping in for a coffee" (improbably in my best dress), to chat to a parent who is concerned about the possible effects of her teenage children's use of digital media on her toddler. Despite the ways I might have thought about this, I decided in the end that the way I was positioned was fine: it did not present our work as distanced from family life and overall was positive for the project and myself.

As a UK project, my colleagues and I have been involved with policymakers in the devolved governments as well as at Westminster. Rosie Flewitt is one of the experts on the DfE's *Early years screen time and usage* panel. Supported by Lancaster University's excellent research policy impact manager, Janine Bickerstaff, I submitted evidence to the DCMS Committee's Children's TV and video content inquiry in November 2025, and to the House of Lords Communications and digital media select committee inquiry in April 2025. Both were useful opportunities to work out what from our findings and my opinions were most salient to the committees' interests, and then how best to concisely express them. A good lesson for academics!

Top tips for young children's media use. Infographic no. 1, Toddlers, Tech and Talk project.

SPECIAL INTEREST GROUP REPORTS

Corpus Linguistics SIG

BAAL Corpus Linguistics SIG event 2025 — AI.and.EAP¿New.Directions

Benet Vincent, Coventry University

This [BAAL Corpus Linguistics SIG](#) event, examining developments in GenAI use in English for Academic Purposes (EAP) and corpus linguistics, was held at Coventry University on 15th December 2025. The event brought together around 50 participants from 19 institutions across the UK and beyond to listen to a series of thought-provoking talks and engage in discussion on key issues in this area.

Key themes and presentations*

In the first talk of the day, Maggie Charles (Oxford University) explored how LLMs (e.g., ChatGPT, Copilot, Claude, Perplexity) approach corpus-based genre analysis, finding strengths and weaknesses in all the models used. Key issues remain replicability and whether prompting is becoming a new literacy for EAP. This talk was followed by Nurfitriah (Coventry University) discussed prompting strategies for generating vocabulary resources using LLMs in contexts where building a traditional corpus is not feasible, in this case for users of mining engineering software in Indonesia.

The next presentation was led by Xuechun Huang and Hongyi Zhao, researchers at the University of Leeds under the supervision of Yen Dang. Their study examined the use of GenAI in creating EAP reading materials, drawing on a corpus-based evaluation. This led to discussion about authenticity, the reliability of AI-generated texts, and the extent to which these materials can support student learning. The final talk of the morning, from Qianhui Sun (University of Edinburgh), explored students' use of GenAI while engaged in data-driven learning (DDL) in a Chinese university EAP context. This included very interesting feedback from students on their perceptions of DDL and how learning could be facilitated using LLMs.

The afternoon started with a presentation by Idara Bassey (Coventry University) with support from Siân Alsop, which focused on the use of AI tools and corpus-based methodologies within the Early Years StorY (EYSY) corpus project. This talk gave insights into the balance between AI-assisted analysis and the continued need for human expertise through the research process. The final talk of the day was given by Sheena Gardner, who focused on AI and narrative recounts, continuing the theme of authenticity and raising questions about how far AI-generated materials can and should feature in EAP pedagogy.

* for further details including abstracts and slides, see event page [here](#).

Concluding discussion

Following the talks, the final session involved group discussions based on the key issues of the day. This produced a rich debate, raising points including the following:

- **Understanding how GenAI works**

  There was general consensus that both teachers and students need a clearer grasp of how GenAI works and the limitations of commonly used tools. This points to the need for targeted CPD and shared institutional guidance.

- **Cognitive effort, autonomy, and the risk of outsourcing thinking**

Students may be tempted to take shortcuts which offload work to GenAI tools, even when using them, making them reluctant to evaluate GenAI outputs or to refine prompts. Ideas emerged concerning how to discourage over-reliance on LLMs and how to promote decision-making, critical appraisal, and reflection. It seems important to design tasks involving GenAI for process visibility (e.g. including prompt logs and comparative drafts) and to require interpretation and justification, not just text production, so that students are involved in cognitive work.

- **Authenticity**

  Groups proposed systematic comparisons between authentic and AI-generated texts to develop genre awareness and error-noticing. This approach reframes AI output as a contrastive resource, not a replacement.

- **Importance of human input**

  Tasks should remain human-led, in particular selecting purposes and audiences and defining quality criteria.

- **Prompting as a literacy**

  Treating prompting as an *assessable literacy* – with attention to planning, constraints, and evidence – was seen as both realistic and ethically defensible, provided students also demonstrate source evaluation and independent reasoning.

- **Imperfections and evolving models**

  LLMs are imperfect and changing: hallucinations, over-generalisation, and shifting behaviour complicate replication and longitudinal study. This may not be a reason to avoid use but to document processes (versioning, prompts, checkpoints) where it is used.

- **Equity and access**

  Not all students have equal access to paid tools or high-quality connectivity. Participants recommended designing some activities that do not require LLM use, offering institutional access where possible, and always providing non-AI pathways to learning outcomes.

- **Practical takeaways for EAP and corpus-informed teaching**

  - Use AI–authentic text comparisons to teach genre moves, stance, and evidence use.

  - Require prompt rationales and revision trails to keep attention on process and autonomy.

  - Position AI as a cognitive scaffold within DDL rather than a shortcut, e.g. guiding query formulation but keeping analysis and interpretation student-led.

  - Build staff capability: short workshops on model behaviour, risk diagnosis, and assessment design that resists simple outsourcing.

We thank all the speakers and participants for their contributions to an interesting and successful event. We also want to thank the Journal of EAP and the BAAL CL SIG for their support in sponsoring participant attendance.

Language Curriculum SIG

Redefining language education: SDGs and innovative teaching strategies (RELANZA)

Mercedes Querol-Julián (Universidad Internacional de La Rioja) and Darío Banegas (University of Edinburgh)

The BAAL Language Curriculum SIG, in collaboration with the PRODIGI (Personal and Professional Development through Digital Genres) research group at Universidad Internacional de La Rioja (UNIR, Spain), is currently developing the knowledge transfer project RELANZA "Redefining language education: SDGs and innovative teaching strategies" (funded by UNIR). The project is coordinated by Mercedes Querol-Julián and brings together colleagues from four universities: UNIR, Universitat Jaume I, the University of Edinburgh, and the University of Strathclyde. Its dissemination is supported by Instituto Cervantes and FAAPI.

RELANZA is an international initiative with a clear global outlook. It provides open resources designed to help language teachers and other education professionals reflect on their practice and adapt materials to a wide range of educational contexts. At its heart, the project connects language education with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education. By bringing together pedagogical research, technological innovation and social engagement, RELANZA offers accessible tools that foster critical reflection and support context-sensitive, socially responsive teaching practices.

A central premise of the project is that languages are not just tools for communication, but powerful means of promoting more equitable, inclusive and sustainable education. It foregrounds linguistic diversity, as understood as the coexistence of multiple languages and varieties reflecting different identities and ways of seeing the world, as a key dimension of sustainable development. RELANZA calls for sustainability to be integrated into the language curriculum in a meaningful and structural way, especially in teacher education. Rather than simply adding "sustainability topics" to language lessons, the project reframes how and why languages are taught, and the role they play in fostering critically aware global citizens, with equity, inclusion, intercultural awareness and social responsibility embedded in teaching and learning.

The project offers three types of openly available materials, in both English and Spanish, suitable for formal and non-formal settings. This includes a six-episode podcast series in interview format, featuring specialists in language education, adult education and education policy related to the SDGs. Each episode is accompanied by a practical guide with classroom-oriented ideas designed to prompt reflection and action. In addition, the project provides online interactive materials based on each episode, which support reflection on the issues discussed and their application in different educational and cultural contexts.

Together, these resources move beyond approaches that link language and sustainability only at the level of topic, instead promoting deeper curricular transformation.

One of RELANZA's most innovative features is the podcast. It makes use of AI-based voice cloning and dubbing, followed by careful human editing and post-production. This human oversight is crucial, providing expert and critical input to ensure high-quality outcomes. The project takes the view that technology, and AI in particular, can be a powerful ally in education when used ethically and responsibly. Here, it helps widen access to knowledge.

The podcast, which sits at the centre of the project, is hosted by Darío Banegas, who interviews leading researchers from around the world. Each episode focuses on a key area of the language curriculum as a pathway for knowledge transfer to society.

Episode	Topic	Featured guest speaker
1	Digitalisation in the language curriculum	Fernando Trujillo Sáez
2	Artificial intelligence in the language curriculum	Victor Lim
3	Multimodal literacy in the language curriculum	Noelia Ruiz-Madrid
4	Internationalisation in the language curriculum	Emma Dafouz
5	Sustainable development in the language curriculum	Paul Meighan
6	Social justice in the language curriculum	Deniz Ortactepe Hart

The project was launched through two webinars in November 2025, one in English and one in Spanish, featuring Benjamim Moorhouse and Pascual Pérez Paredes respectively. Two closing webinars will be held in June, including a presentation of results, a workshop and a talk on one of the project themes that has generated particular interest.

The first of three project newsletters was released in January, highlighting key ideas and takeaways from the initial podcast episodes and webinars.

Ultimately, RELANZA aims to position sustainability as a core, cross-cutting dimension of curriculum design and teaching practice, not an add-on. Language education offers a particularly rich space for engaging with cultural diversity, equity and global responsibility. In this sense, RELANZA represents a pioneering effort to connect language education with the major educational and social challenges of the 21st century.

To find out more about RELANZA and access the resources, visit: https://relanza.net/en/

Ethics, Sustainability, and Transparency in Publishing: Publisher Statements

Sal Consoli, BAAL Publications Secretary

In line with BAAL's new initiative to foster open and constructive dialogue between publishers and the applied linguistics community, we are pleased to introduce four statements from a range of publishers who actively support and help advance scholarship in our field. Publishers were invited to submit a short statement with a view to reflecting on their values, commitments, and practices in relation to ethical, sustainable, and transparent publishing. These contributions mark the first stage of a three-step process: following publication in this edition of *BAAL News*, BAAL members will be invited to respond in the spirit of collegial dialogue and mutual learning, after which publishers will have an opportunity to reply in a subsequent issue. Together, these exchanges aim to strengthen our understanding, accountability, and collaboration across the applied linguistics publishing and research landscape.

Bloomsbury

Bloomsbury's commitment to ethical and sustainable publishing

Bloomsbury welcomes BAAL's invitation to contribute to this important discussion on ethical, sustainable, and transparent publishing. We value the opportunity to share our commitments, learn from the applied linguistics community, and deepen our collective understanding of how publishers can support a more equitable and sustainable scholarly ecosystem. The statement that follows outlines our current practices and extends an open invitation to continued dialogue and collaboration.

At Bloomsbury, we recognise that the urgency of the climate crisis demands meaningful action and accountability. Since creating the role of Head of Sustainability in 2020, we have embedded sustainability into the heart of our business strategy, ensuring that our publishing practices reflect our values of responsibility, transparency, and innovation.

Over the past six years, we have taken significant steps to understand and reduce our environmental impact. From calculating our Scope 3 emissions and engaging suppliers on sustainability, to setting and validating Science Based Targets through the SBTi, we have committed to aligning our operations with global climate goals. As a founding signatory of Publishing Declares and an active member of industry initiatives such as the BCP, PA Taskforce, IPG Sustainability Action Group, and BIC, we champion collaboration to drive systemic change.

Our approach is grounded in transparency and continuous improvement. We have published responses to Taskforce for Climate-related Financial Disclosures (TCFD), engaged with CDP Climate and Forest disclosures, and launched internal initiatives such as Carbon Literacy Training and sustainable themed events to empower our staff. We have also taken practical steps to reduce our footprint, including switching to low-carbon paper across major UK and US printers and implementing a paper audit to ensure responsible sourcing.

In addition, Bloomsbury has undertaken a high-level nature assessment to identify our impacts and dependencies across operations and our supply chain. This work is an important step in understanding how our business interacts with biodiversity and ecosystems, and it informs our commitment to responsible sourcing and practices that avoid deforestation and degradation.

Bloomsbury's sustainability journey has been recognised through industry awards and continues to evolve. In 2025, we published a Board-approved Environmental Policy and began developing a comprehensive Sustainability Strategy. We remain committed to our goal of achieving 100% traceability with the aim of ensuring zero-deforestation in our supply chain.

Our vision is clear: to lead by example in ethical and sustainable publishing, aligning our practices with the UN Sustainable Development Goals and contributing to a resilient, low-carbon future for the industry and the planet.

Bloomsbury has a strong track record of digital innovation. The company is taking a responsible and ethical approach to AI: critically and creatively engaging with new technologies. Our approach is people- and creator-centred. We are exploring the use of AI as a tool in our publishing operations, always with human oversight. Our new partnership with Google will see us using cutting-edge technology to increase the discovery and sales of books, as well as transforming engagement with content to improve learning outcomes. Because we are highly protective of the quality of our books and our creators' livelihoods, we do not allow AI to replace human writing or design. We are opposed to the unlicensed use of creators' works for AI training and data mining. Everything we do with AI is in service of our mission to inspire, educate, and entertain readers through publications of excellence and originality.

Finally, Bloomsbury Open Collections is part of Bloomsbury's wider open access offering, which sees the release of well over 100 open access books each year. Pioneering an alternative to traditional open access models, which typically rely on an individual, their funder or institution paying a fee (or 'book processing charge') to cover the costs of publishing, Bloomsbury Open Collections' equity-led approach seeks to spread the cost across multiple institutions. Bloomsbury was the first commercial publisher to pilot such a model and, following the successful launch of the pilot programme in 2023, expanded the range of disciplines offered.

The company has opened up important new open access publishing opportunities in arts, humanities and social sciences, prioritising titles and amplifying authors based in low- and middle-income countries, unaffiliated authors, early-career researchers and those who are otherwise underrepresented in scholarly publishing.

There is also a focus is on African Studies & International Development, Environment & Climate Change and Gender & Sexuality publishing. Following the success of the 2024-25 expansion, in 2025-26 Bloomsbury Open Collections will continue to offer three collections of 20 titles in each of these areas.

Since starting as an open access book publisher in 2008, Bloomsbury's Academic division has one of the largest open access book portfolios, with over 600 open-access books, and is committed to evolving its programme as well as adapting to change as the demand for open access increases.

Other initiatives which highlight some of the ways we are creating opportunities for positive change in the publishing industry include:

- The Bloomsbury Academic Writing Fellowship, which supports Black, Asian or Ethnically Diverse (BAED) UK-based early career academics get their first book published with the help of £1,000 of financial support, editorial mentorship, access to events, networking opportunities and further resources

- Bloomsbury Academic Supporting Equity (BASE): we may offer additional financial support to cover publishing-related costs for books whose authors who may not otherwise be in a position to publish with us, for example early career scholars, scholars in precarious employment, authors for whom English is not a first language, and authors with accessibility requirements

- Partnering on the Lit in Colour campaign, which aims to increase students' access to plays by writers of colour

Bloomsbury operates with a firm belief in the freedom of speech and expression, publishing content of the highest quality that collectively demonstrates the value of diversity of thought. We are committed to helping authors, both new and established, to bring original and powerful works across a variety of subjects to readers and learners worldwide, sharing ideas, knowledge and experience, and sometimes challenging convention.

Cambridge University Press

Our commitments to ethical, sustainable and transparent publishing in applied linguistics

Rebecca Taylor, Publisher, Linguistics and Education, Cambridge University Press

As the academic publishing division of the University of Cambridge, Cambridge University Press (CUP) exists to advance knowledge, learning and research worldwide. In applied linguistics – where scholarship often involves human participants, multilingual communities, and consequential questions for education and policy – we recognise a particular responsibility to uphold ethical integrity, widen access, and foster inclusive, sustainable publishing. We therefore welcome BAAL's invitation to open dialogue and offer the following overview of our principles and practices.

Research integrity and publication ethics

We are committed to the highest standards of research integrity across our books and journals. Our Research Publishing Ethics Guidelines set out expectations for editors, authors and reviewers on core topics including authorship, research ethics approvals for human participants, conflicts of interest, data and supporting evidence, and procedures for concerns and post-publication updates. These guidelines align with best practice as set out by the Committee on Publication Ethics (COPE).

We provide clear routes for raising concerns, including a dedicated Publishing Ethics team. We continue to evolve our guidance for books and Elements (our innovative short form book format), recognising their specific workflows and correction mechanisms.

Responsible use of AI in research and publishing

CUP was among the first academic publishers to establish an AI research ethics policy. This prohibits listing AI systems as 'authors', requires disclosure of generative-AI use, and reiterates author accountability for originality, accuracy, and proper attribution – principles designed to support innovation while safeguarding scholarly standards. These requirements have been widely reported across the sector and reflect our stance of critical engagement with new technologies.

In parallel, we have taken an author-first approach to AI licensing. We have been contacting thousands of authors to request explicit opt-in consent before licensing content for training large language models, ensuring transparency, choice, and appropriate benefit-sharing. We have also discussed this programme publicly with author communities to explain goals, safeguards, and royalty treatment.

Open research and equitable access

We are committed to expanding open access (OA) while protecting quality and equity across disciplines. Through a rapidly growing global network of Read & Publish (transformative) agreements, authors at thousands of institutions can publish gold OA in CUP journals at no personal cost, supported by library

partnerships. These agreements are designed to shift from pay-to-read to pay-to-publish models responsibly, with recent expansions across major consortia and universities.

We support multiple routes to open research, including transformative journals and robust green OA and social-sharing policies for authors, while being transparent about our position on specific funder-led rights-retention mandates and the need to ensure sustainable, high-quality publishing. Our Rights & Permissions guidance and FAQs clarify how authors can reuse and share their work within our policies.

Accessibility and inclusive publishing

Accessibility is integral to our mission. Our organisation-wide Accessibility Statement targets compliance with new accessibility requirements across platforms. We publish most new titles (and many backlist titles) in accessible eBook formats and offer an established request process and service-level response for readers with print disabilities. Our accessibility commitments ensure that research outputs and learning resources are more usable for diverse audiences – including practitioners and communities – across formats and platforms.

Diversity, inclusion, and equitable representation

We aim to be a globally inclusive publisher whose people, products, and partnerships reflect the diversity of the communities we serve. Our public Equality, Diversity, Inclusion and Belonging commitments emphasise building a place of belonging and embedding inclusion in editorial practices, governance, and workforce development. Sector bodies have highlighted our staff networks, inclusion training, anti-racism resources, and early-career access programmes as examples of industry practice. In publishing itself, we are developing initiatives to broaden editorial boards, reviewer pools, and author pipelines. This is illustrated by programmes such as Cambridge Prisms that centre diversity and interdisciplinarity from inception.

Environmental sustainability

We have set ambitious environmental sustainability targets: carbon zero on energy-related emissions by 2048 and a 72% reduction by 2030, alongside a transition to sustainable paper sourcing, waste reductions, and lower-carbon logistics.

Continuing areas of focus, future challenges and invitation to dialogue

We are conscious about future challenges that demand shared solutions:

- **Equity in OA**: We will continue to expand agreements globally while exploring models that avoid creating new barriers for unfunded authors or institutions outside major consortia.

- **AI readiness with integrity**: We will refine our policies as tools and norms evolve, keeping transparency and accountability at the centre, and working with editors and authors on practical implementation in applied linguistics workflows (such as disclosure standards for transcription, coding, or translation assistance).

- **Sustainable print and digital**: We will report against our environmental targets, broaden supplier engagement, and design for longevity and accessibility in both print and digital products relevant to applied linguistics.

We regard this exchange with BAAL as an opportunity for mutual learning. We welcome feedback from editors, authors, reviewers, and readers on where our policies can better reflect the realities of applied linguistics research and pedagogy, particularly in areas such as community-based research, indigenous and minoritised languages, ethical data sharing, and multilingual accessibility.

Multilingual Matters

Multilingual Matters' Publishing Practices Statement

Anna Roderick, Editorial Director, Multilingual Matters

As one of the few proudly independent publishers left with lists in Applied Linguistics, we try to carry that independent spirit into all we do. This means that we do the things that all publishers do (or should do), a lot of which is unseen and undervalued, but without which books would struggle to reach readers, and readers would struggle to find what they need. However, being responsible only to ourselves means that we can allow our guiding question to be 'what's the best that our company can do?' rather than 'what's the least we (as a company) can get away with?'

I'll start with some of the unseen work of publishing that my colleagues do every year, day-in and day-out: the kind of work that needs skill and time to carry out. We issue takedown notices to websites with pirated copies of our books on them; we negotiate with eBook vendors so our books are available in the ways the libraries want, at a price that makes them as accessible as possible while making our business sustainable; we talk to reps who sell our books in countries around the world; we make sure that accurate bibliographic information reaches the book trade at the right time; and we manage a network of highly-skilled people that all contribute to the success of a book – from indexers to peer reviewers and copy-editors to printers.

And what of 2025 in particular? There was a lot of behind-the-scenes publishing activity last year too, of the kind that rarely gets shouted about but that we believe is a vital part of the professional and personable service we offer. We went beyond what was required of us by EU law and made close to 400 of our books available in an accessible format last year – everything published since 2020, and many key backlist titles too. We took the time to consult with our authors individually on AI licensing and shared the revenue 50/50 with those who chose to take part. And once again we achieved a BIC Gold Award (recognising the accuracy and timeliness of the information we send out to the wider publishing industry, meaning that our books are visible and available as quickly as possible). These are the kind of successes and ethical decisions that are easy to overlook, but which make a huge difference to our authors.

On to the more glamourous stuff! *The Professional Lives of Language Study Abroad Alumni* by Celeste Kinginger and Jingyuan Zhuang won the Modern Language Association's Kenneth W. Mildenberger Prize, and *Listening Without Borders: Creating Spaces for Encountering Difference* by Magdalena Kubanyiova and Parinita Shetty was joint runner up for the BAAL Book Prize – a book that it's difficult to imagine finding a home other than with an independent publisher.

2025 saw the publication of the first book funded by our own Open Access fund, which aims to make Open Access publishing available to authors with no alternative access to funding: *Memory and New Ways of Knowing: Weaving Narratives from the Armed Conflict in Colombia* by Blanca Yaneth González Pinzón and Theresa Lillis. A further book will follow early this year, and then thanks to the generosity of our authors and series editors in contributing to the fund, we will be able to pay for two Open Access books in 2027.

We continue to exhibit at and sponsor conferences around the world, including events like the Graduate Student Roundtable at the American Association for Applied Linguistics (AAAL) conference, and we give talks to graduate students which aim to demystify the publishing process. We have also continued the online events schedule we started during the pandemic, giving scholars and students around the world the opportunity to hear more from our authors and be part of the conversation.

We're very fortunate that our almost unique position as a small, independent publisher means we can put people at the heart of what we do. Our staff are treated well, which means that they stay with us for a long time (one of our 2026 authors was born when three of our nine staff were already working at Multilingual Matters).

Our authors value the continuity this gives them: the same staff member works with them from proposal to publication, and they never get 'lost' in times of transition. We have the time to develop meaningful working relationships with our authors and editors, and time and again we're told how valuable and rare this is.

To end on a personal note, Multilingual Matters is a company that I'm proud to say that I work for. Academic publishing is not an industry with a good reputation (and not without reason), but even in the wider business community it is rare to find a company where doing the right thing is as central as it is at Multilingual Matters. We don't always get everything right – who does? – but as a company and as individuals we're committed to publishing meaningful work that makes a real difference in a way that is both ethical and human. So while I'm proud of the awards our books win, I'm most proud of the importance we're able to give to the small but vital moments in the lives of our books and their authors; I'm proud when authors trust us with work that is difficult and personal, or when we can make the publishing process a little bit less intimidating for a first time author. All of this is impossible to quantify, but its loss is keenly felt when it doesn't happen.

Routledge

Ethical, sustainable and transparent publishing

Routledge, part of Taylor & Francis, has an applied linguistics publishing program that is grounded in long-term editorial relationships and close collaboration with authors, reviewers, and scholarly communities, recognising the substantial intellectual and professional labour involved in the creation of long-form research, journal articles, and teaching resources. We are committed to supporting the field through sustained list development, investment in textbooks and reference works, and active engagement with learned societies, conferences, and scholarly prizes.

Central to our role in the applied linguistics community is our mission to support rigorous, ethical, and sustainable scholarship. We aim to be a force for meaningful, positive change in society. This means delivering on our core purpose, to foster human progress through knowledge, while taking account of our social impact. Through our content, policies, and partnerships, we aim to reduce inequalities and improve access to knowledge. Some of the areas in which we are putting these ambitions into practice, across both our books and journals programmes, include:

Development initiatives

We are part of a broad range of initiatives and partnerships that support librarians, authors, and researchers in resource-constrained regions, providing access to research, support for publication, and training. These include Research4Life, giving researchers and policymakers in more than 120 countries free or low-cost access to research, and the Emergency Access Initiative, ensuring access to biomedicine titles for healthcare professionals and those affected by disasters. Our unique STAR initiative provides users in over 100 countries who do not have access to the resources of a university or research institution with free access to our journal articles. More details about our development initiatives.

Open research

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Book Reviews

Book review: *English Lexical Semantics: A Cognitive Linguistics Approach*

Zeki Hamawand (2025)

Bloomsbury Academic, ISBN 978-1-3505-2046-2

Reviewed by: Milo Coffey, Swansea University

In this textbook aimed at undergraduate students, Zeki Hamawand provides a comprehensive introduction to the field of lexical semantics from a cognitive linguistics perspective. Beginning with the fundamentals of semantics, he traces the history of the discipline and critically discusses and compares the major theoretical approaches to meaning before introducing the cognitive approach and its key principles. The book is an accessible and comprehensive introduction to lexical semantics for undergraduate students of linguistics and related disciplines and could also serve well as a quick reference text for more experienced scholars.

The book is divided into three parts. In the first, entitled *Fundamentals*, Hamawand starts by situating the field of lexical semantics in the wider discipline of linguistics, differentiating it from similar fields of study such as lexicology and introducing key concepts including sense, reference, denotation, and connotation. Each is clearly defined and well-illustrated with examples, and similar concepts are helpfully disambiguated. Hamawand also provides short practice activities for the reader to consolidate their knowledge and suggestions for further reading on each topic.

The second section, entitled *Prior approaches to lexical meaning*, takes the reader through the methodological history of lexical semantics. Hamawand begins with what he terms 'traditional lexical semantics', addressing referential theories of meaning as well as the truth-conditional approach of Davidson (1984). This is followed by a chapter on lexical semantics as understood from the structural perspective, beginning with de Saussure. Hamawand uses this discussion as a means of introducing the concepts of lexical fields and sense relations, each of which are again illustrated with numerous examples and practice activities. Finally, the generative approach as developed by Lakoff and others is introduced. Hamawand does a good job of explaining the many theories associated with this school of thought, covering componential analysis, natural semantic metalanguage, and conceptual semantics in a little over ten pages.

Hamawand critically appraises each of these prior approaches and compares them with one another as well as with the cognitive approach he advocates. This second section covers a lot of the same ground as Dirk Geeraerts' *Theories of Lexical Semantics* (2010), making Hamawand's volume a viable alternative for undergraduate students who may find Geeraerts' work too complex for their needs. This book would also make a good companion to Murphy's *Lexical Meaning* (2010), which is pitched at a similar level but takes a more generative approach.

The third and longest section of the book is dedicated to *Cognitive lexical semantics*. Again, Hamawand begins by situating this approach in the wider context of linguistics, and outlines some of its key theoretical positionings, such as how meaning is understood to be dynamic and driven by communicative needs rather than formal rules. He then takes the reader through the principal theories advanced by the cognitive school, dedicating a chapter each to prototype theory, frame semantics, and construal theory. In three further chapters, Hamawand discusses cognitive processes of conceptual mapping, in which mental connections are made between the properties of two different domains. These processes include metaphor, metonymy, and conceptual blending. The third section is rounded out with a chapter on the usage-based theory of lexical

semantics, which covers variation in lexical meaning both within an individual language user's language over time as well as between speakers and between contexts.

Hamawand succeeds in explaining these theories in an easy-to-understand way and does a good job at identifying how they can address some of the shortcomings of prior approaches to lexical semantics. However, unlike in his discussion of those other approaches, he does not attempt to critically appraise the theories of cognitive lexical semantics. It would have been useful to at least include some discussion of areas of this field in need of more research, or perhaps examples of language data that the cognitive approach struggles to accommodate.

The book concludes with a summary of the key principles of the cognitive approach to lexical semantics. This is followed by an appendix which contains three bullet-point lists which each aim to answer a specific question (e.g. *What is the difference between Cognitive Lexical Semantics and formal Lexical Semantics?*). While these may be helpful in clearing up any confusion resulting from the main text, they do not add any new information to what has already been covered in the conclusion or in the comprehensive glossary that Hamawand also includes. A similar repetitiveness surfaces at other points in the text, and while this does not detract from the overall quality of the work, a stronger editorial hand might have made for easier reading at times.

Overall, *English Lexical Semantics: A Cognitive Linguistics Approach* is a clear and concise introduction to the field of lexical semantics. All concepts are explained and illustrated with examples, and practice activities and suggestions for further reading provide students with ample opportunity to further explore this field of study. The text covers not only the cognitive approach but also other theoretical perspectives, making it a well-rounded work and a useful addition to the library of semantics textbooks aimed at undergraduates.

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Book review: *The Cambridge Handbook of Technology in Language Teaching and Learning*

Glenn Stockwell and Yijen Wang (Eds.) (2025)

Cambridge University Press, ISBN: 978-1-009-29480-5

Reviewed by: Denia Catalina Matamoros Galo, Universidad Nacional Autónoma de Honduras

This review examines *The Cambridge Handbook of Technology in Language Teaching and Learning*, a comprehensive handbook that aims at evaluating the current status of technology-mediated learning. Instead of functioning as a practical guide, it presents itself as a research-based synthesis, working at the crossroads of applied linguistics, language teaching, and educational technology. In a context that appears to be influenced by in-depth studies on education and technology, and digital abilities in language learning, this volume does not merely provide another general review; it seeks to redefine the discussion and offer an updated addition to the field.

The introduction compares the handbook to specialised publications and language handbooks, stating that, regardless of advancements in the field, literature mostly involves technology in language teaching in a limited way, focusing on tools or tailored to specific situations. This evaluation forms the basis of the editors' argument for a more coherent and comprehensive book. While the title avoids the traditional term Computer-Assisted Language Learning (CALL), the book pragmatically embraces it as a broad variety comprising various digital tools and teaching methods, while acknowledging the terms and discussions it entails. The book consists of thirty-one chapters grouped into six parts, progressing from fundamental concepts and contextual perspectives to current tools and methodologies. This organisation works particularly well for teachers, learners, researchers, or instructional designers navigating a rapidly evolving field. Nonetheless, future editions could be enhanced by adding summaries at the end of each section to highlight general themes and connections between them.

Parts I and II work together to establish the foundations and provide perspectives on the field. Part I explains fundamental concepts, situates technology-enhanced language learning within broader language teaching paradigms, and offers a structured introduction to the complexities of the subject. Chapter 3, focusing on current and emerging theories in CALL, effectively blends modern frameworks and helps to reposition technology/mediated language learning within broader theoretical discussions. On the other hand, Part II offers a contextual viewpoint, illustrating how instructional setups such as blended, distance, flipped, and low-tech environments influence the development and use of technologies in language teaching. The chapter on CALL in low-tech environments is particularly valuable as it highlights issues related to accessibility, equity, and limitations in infrastructure, often overlooked in CALL research and application. These initial sections together provide a strong foundation and will be specifically beneficial for newcomers to the field or those re-entering it. However, the analysis at times tends to be more descriptive than critical, and there is a need for a more thorough exploration of underrepresented contexts and the consequences of disruptions like COVID-19 and the rapid advancement of artificial intelligence. One strategy to address this would be to include a specific chapter on ethics, social justice, and decolonial perspectives, or to incorporate more explicit critical debates on these topics throughout the core chapters.

Parts III and IV are the main focus of the book, covering fundamental concepts to key topics as well as current research and application. Part III focuses on various digital tools, such as mobile devices, games, massive open online courses (MOOCs), adaptive instruction, and virtual reality. This chapter examines how the specific features of technology interact with teaching methods, communication, and assessment. For instance, the section on virtual reality links design elements with learner engagement, interaction patterns, and language improvement opportunities, providing a discussion that blends theory and research to enhance the handbook's value. Part IV complements these concepts by placing greater emphasis on real-world studies and social norms, highlighting how technologies are used, experienced, and analysed in specific educational and intercultural contexts. Nonetheless, the broad range of topics covered seems to lead to uneven depth and redundancy among chapters. To address this, future editions could benefit from stronger connections between chapters, brief editorial summaries, or grouping comparative discussions.

Parts V and VI shift their focus towards suggestions and perspectives related to language skills. Section V consolidates chapters on learner instruction, digital technology, and brings together chapters on learner training, digital media and interculturality, literacies for teaching, online teachers' communities, technology resistance, and task-based language teaching. These chapters specifically address the circumstances in which technology-mediated methods can be adopted and maintained. For instance, Chapter 19 on digital media and interculturality is particularly compelling as it combines essential intercultural perspectives with practical design principles for technology-mediated tasks, bridging a gap between theoretical discussions on intercultural communicative skills and the practical aspects of digital task development. This emphasis on literacy and instruction aligns with broader calls for continuous improvement in digital literacy for teachers and students in language learning. Section VI clusters chapters on speaking, listening, reading, writing, and vocabulary, providing summaries that link technological benefits, task planning, and contextualized evidence

across different skills. Looking ahead, an effective approach would be to explicitly describe, within the editorial context, how the insights gained from these skill-focused chapters could be integrated into curriculum and assessment design.

Regarded as a comprehensive work, the book presents a well-organised and comprehensive overview of a complex and ever-evolving field. It solidifies CALL and technology-enhanced language learning as a developed and multifaceted area of study, while emphasising important themes and methods for future research and applications. Its key strengths include its clear overall structure, worldwide scope, and endeavour to incorporate fundamental chapters, thematic summaries, research studies, and prospective discussions. However, while the introduction aims for integration, this goal is only partially achieved: the extensive coverage leads to uneven depth, occasional repetitions, and some fragmentation between chapters, with certain contexts and viewpoints represented. These drawbacks are common in a handbook of this magnitude, but there are suggestions for improvement, such as enhancing the representation of Global South contexts, incorporating more comprehensive analyses spanning multiple chapters, and paying more explicit attention to ethical and equitable considerations.

Book review: *How to Create a Language: The Conlang Guide*

Jessie Peterson (2025)

Cambridge University Press, ISBN: 9781108995610

Reviewed by: Susan Hunston, University of Birmingham

As the title indicates, this book is about a lesser-studied application of linguistics: creating artificial languages ('conlangs') for novels, films, and TV series. It acts as a how-to guide and is recommended for college courses on language creation. Each chapter is followed by a set of detailed exercises taking readers through the process of constructing their own fictional language.

In addition, however, the book acts as a comprehensive account of variation between natural languages ('natlangs') – the author presents the task of creating a fictional language as a series of choices between the various options presented by the vast array of human languages. As well as instructing the reader in language construction, then, it offers an overview of the structures of natural languages. In addition to its intended purpose, therefore, the book would be useful as an introduction to linguistics and might be particularly interesting for students required to take a linguistics module as part of a programme such as film, creative writing, or digital humanities, as well as students studying specific languages and needing some linguistic concepts as a background. The focus on the languages of fantasy and science fiction might sweeten the pill of the study of phonology, morphology, and grammar. Having read the book, I am convinced it would form an excellent basis for such a module.

In some ways, the book is limited in scope. It covers phonology, morphology, and basic grammatical concepts such as word class, clause structure, number, tense, and aspect. It leaves aside discourse, pragmatics, and sociolinguistics, although it does cover aspects of diachronic language change. It also avoids discussion of linguistic theories and treats linguistic concepts as the product of shared knowledge rather than as items of debate. There are references to researchers who have conducted fieldwork on the various natural languages mentioned in the book, but no references to linguistic theorists.

In other ways, though, the book is far from narrow. The range of natural (and constructed) languages it references is extensive. A section on 'morphological language type', for instance, gives examples from Katu (Vietnam), Latin, Georgian, Mandarin Chinese, Siglit Inuvialuit Eskimo, Finnish, Turkish, and Spanish. A

section on evidentials mentions Lezgian (Caucasus), Jarawara (Brazil), Qiang (Sino-Tibetan) and Tsafiki (Ecuador). The constructed languages from which examples are drawn include Tolkien's various Elvish languages (*Lord of the Rings*), Klingon (*Star Trek*), High Valyrian (*Game of Thrones*), as well as several (co-)created by the book's author.

In considering using this book in teaching, three questions might be asked. The first – *does this book have a 'hook' to capture the interest of a young person only vaguely interested in the study of language?* – has already been answered. The novelty of looking at languages invented for films and TV series is likely to engage interest, even if an individual does not follow the exercises through to the end. The possibility of adding 'language construction' to a creative skill-set is intriguing.

The second question is *is the coverage of the book appropriate?* This of course depends on the requirements of the module it is being considered for. The first few chapters are introductions to 'natlangs' and 'conlangs'. The 'natlang' chapter covers language modalities, including oral and signed languages, language features, user competencies, language families, change, and the reconstruction of extinct varieties, and language contact. The book then deals in more detail with phonology, vocabulary, basic grammar including phrases, clauses, and word order, inflections, and word classes. More detailed information is given about types of nouns and noun phrases, and aspects of the verb phrase such as tense, voice, modality, and auxiliaries. The final chapters cover word-formation, clause structure, orthography and translation. Given that the information in each case ranges across many languages, it provides an excellent introduction to the concepts required in a module on language variation or typology. Students studying a module that is more narrowly focused on the structure of one language such as English might need to be selective in terms of what they focus on, or commit to memory, and what they treat as useful context that does not need to be remembered in detail. It can only be helpful to understand that the way that English works is not inevitable, but only one set of options from the many available to human languages. It adds to the interest of the book that the many examples are taken from natural languages from six continents and also from constructed languages.

The third question is *does the book explain concepts well?* Here, I think, the book shines. The chapters on phonology ('Sound Inventories', 'Phonotactics', and 'Phonological Shifts') give particularly clear, reader-friendly accounts of material that students often find difficult. The same could be said for the information on word class and on, for example, number marking for nouns. Some of the more complex grammatical concepts such as active, passive, and ergative options are explained in less simple language, but throughout the book the author's ability to give a readable account of complex concepts is apparent. The clarity of explanation and ease of use are the main reasons I would recommend this book.

The book is aimed at people who wish to create fictional languages. This is a niche audience but, as I have suggested above, it is useful for a more general readership. Users of the book who are not intending to design languages may need to be selective. The chapter on Basic Vocabulary that tells you how to create the initial word list for your fictional language is unnecessary for the non-conlang user. Similarly, the chapter exercises might be replaced by alternatives if a group of students is not actually constructing languages. Overall, though, if you are looking for a book that explains aspects of language structure in a clear and fun way, this volume is worth exploring.

Book review: *Power, Affect, and Identity in the Linguistic Landscape: Chinese Communities in Australia and Beyond*

Xiaofang Yao (2024)

Routledge, ISBN 9781032341071

Reviewed by: Shaitan Alexandra, Chuo University

The book makes a significant contribution to linguistic landscape (LL) scholarship by presenting an empirically informed account of heterogeneity within the Chinese diaspora in Australia. It advances the field by conceptualising linguistic landscapes as dynamic sites where power, affect, and identity are produced through material, spatial, and semiotic practices across public and digital domains, thereby extending LL research into the lived realities of diasporic experience.

Chapter 1 establishes the book's conceptual and methodological focus. It positions the study within contemporary sociolinguistic and linguistic landscape debates by explicitly foregrounding power, affect, and identity as interrelated analytical concerns. Yao reconceptualises linguistic landscapes not as static collections of signs, but as materially and indexically grounded semiotic processes shaped by mobility and globalisation. Drawing on the concepts of *geosemiotics*, the *sociolinguistics of globalisation*, and *metrolingualism*, Yao challenges the field's urban bias and justifies an expanded analytical scope encompassing rural and virtual contexts. Methodologically, the chapter advances a deliberately selective, sign-centred approach that privileges material and historical dimensions of meaning-making and place-making, whilst delineating interactional data. Crucially, it frames the author's Chinese-English bilingual positionality and situated access to Chinese communities as epistemic resources, foregrounding reflexivity as integral to the book's analytical depth rather than as a methodological limitation.

Responding to persistent debates surrounding the theoretical and methodological orientation of linguistic landscape research, Chapter 2 frames them as indicative of a broader shift towards material, spatial, and historically grounded approaches to meaning-making. Through a focused discussion of geosemiotics, the sociolinguistics of globalisation, and metrolingualism, the chapter demonstrates how these perspectives illuminate different dimensions of linguistic landscapes, including "place-based semiotic organisation, social stratification, and fluid language practices" (p. 41). The chapter's central intervention lies in its argument for an integrated theoretical framework capable of capturing the inseparability of time, space, and discourse. By implicitly aligning linguistic landscapes with Bakhtin's (1981) concept of chronotope, Yao reframes them as "spatiotemporal formations that actively organise social action, shape experience, and regulate norms of legitimacy" (p. 42). From this perspective, linguistic landscapes are shown to function not merely as representations of language in place, but as scale-making semiotic environments through which identities, values, and power relations are produced and contested.

Addressing an under-researched dimension of linguistic landscape studies, Chapter 3 foregrounds affect – specifically nostalgia and conviviality – as a central analytic lens in examining rural and urban Chinese restaurants in Australia. Drawing on a visceral and materialist framework, the chapter persuasively illustrates how semiotic artefacts such as signage, décor, menus, and food contribute to the construction of affective regimes and the evocation of viewer memory and aspiration. The empirical scope of the study is a notable strength, combining extensive photographic documentation, interviews, ethnographic observations, and archival materials. However, the chapter's argument that the rural restaurant subscribes to a nostalgic affective regime raises important analytical questions. Whilst the notion of an "imagined homeland" (p. 61), is theoretically productive, the analysis offers limited engagement with *whose* memories are being invoked and *how* nostalgia is differentially experienced across different audiences and/or age groups. The alignment

between particular semiotic artefacts and nostalgia – potentially shaped by the owner's personal trajectory – remains underexplored, and the absence of interview excerpts weakens the empirical grounding of these claims. Overall, the chapter makes a valuable contribution by advancing affect-oriented approaches to linguistic landscapes, whilst at the same time inviting further reflection on the evidentiary and interpretive challenges of identifying affective regimes.

Framed around the "discursive construction of ethnic tourism" (p. 76), Chapter 4 critically interrogates power asymmetries between local authorities and the Chinese community, successfully demonstrating how institutional actors commodify Chinese language and culture for touristic consumption. A central analytical contribution lies in its treatment of the tension between top-down commodification and community-led acts of reclamation and revitalisation, which are convincingly theorised as expressions of "agency" (p. 97), rather than passive compliance. The chapter is particularly strong in recognising the heterogeneity within the "Bendigo Chinese community" and in positioning Chinese residents as "key contributors" (p. 95) to the city's cultural and historical landscape. The inclusion of visual data and interview excerpts effectively strengthens the empirical grounding of these claims. Overall, the chapter makes a substantive contribution to linguistic landscape scholarship by clarifying how power, agency, and tourism intersect in the production of ethnic space, whilst also opening up productive avenues for future research through audience-focused and "diachronic" (p. 97), spatialised approaches.

Chapter 5 extends linguistic landscape research into digitally mediated environments by examining identity construction among members of the Chinese diaspora on WeChat, deploying online ethnography, screenshots of WeChat Moments, and interviews. Yao shows that online performance of identity is performed through "deliberate choices of linguistic and visual elements drawn from the social media space" (p. 108). A key finding is that metrolingual practices function as mechanisms for self-policing, literacy development, and the re-semiotisation of physical landscapes online. Overall, the chapter contributes a spatialised, theoretically robust account of identity as dynamic and continuously negotiated at the online – offline nexus.

Yao addresses an important gap in linguistic landscape research by examining the implications of artificial intelligence (AI) for the field in Chapter 6. Framed through the "tool and collaborator metaphor" (p. 127), illustrative examples provided in the appendices demonstrate how AI may expand methodological possibilities, including machine translation and virtual reality, whilst critically foregrounding the risks of "bias, hallucination, and misinterpretation" (p. 143). Whilst adopting a cautious stance, Yao calls for a "literacy threshold rule" (p. 145) by emphasising the need for critical digital literacy.

The concluding Chapter 7 draws insights from the book's case studies to provide a reflexive discussion on the practice of linguistic landscape research. Yao cautions against fixed spatial and social categorisations such as ethnic enclaves, which may camouflage the internal diversity and shifting boundaries of Chinese communities. Yao advocates for participatory and collaborative research orientations that recognise community members as active producers of knowledge. In doing so, it reiterates the book's core claim that linguistic landscapes function as sites of social practice and transformation and calls for scholarship conducted "*with* rather than *on* communities" (p. 166).

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Book review: *Pharmaceutical Discourse in English and Italian: A Corpus-Based Comparative Study*

Nicola Pelizzari (2026)

Cambridge Scholars Publishing, ISBN 978-1-0364-6224-6

Reviewed by: Annalisa Zanola, University of Brescia

Patient information leaflets (PILs) are among the most pervasive medical texts in contemporary societies, yet they remain a recurrent site of communicative tension. They must satisfy regulatory requirements, sustain scientific accuracy, and still function as practical resources for patients who may be vulnerable, time-pressured, or unfamiliar with biomedical terminology. In *Pharmaceutical Discourse in English and Italian: A Corpus-Based Comparative Study*, Nicola Pelizzari addresses this challenge through a corpus-based comparative analysis of PILs across British and Italian contexts, examining how linguistic choices pattern within this institutional genre and their implications for patient-oriented communication.

A key strength of the volume lies in its conceptual framing. Rather than presenting PILs simply as linguistically demanding texts for non-specialist readers, Pelizzari frames them as hybrid institutional documents shaped by competing demands, including regulatory compliance, the representation of risk and uncertainty, and the provision of procedural guidance. This perspective encourages readers to interpret linguistic density not as accidental opacity, but as an outcome of genre constraints and institutional priorities. The book therefore maintains an evaluative perspective without reducing PILs to simplistic judgements of communicative success or failure.

Early chapters introduce core features of medical language, before examining PILs as a regulatory genre with a distinctive communicative purpose. This framing is further supported by a diachronic perspective, informed by archival work tracing PIL development from the earliest examples in collections held by the Royal Pharmaceutical Society (UK) and the Museo della Farmacia di Bressanone (Italy).

The discussion then turns to readability and comprehensibility as conceptual anchors for the analysis, clarifying what can be measured in texts and what remains an interpretive claim when reader outcomes are not directly observed.

The methodological chapter outlines the corpus-based comparative design and motivates a focused set of lexico-grammatical features relevant to text complexity in patient-oriented health communication. This targeted approach supports clear interpretation while keeping attention on genre-functional patterns, including passive forms, modality, negation, and conditionality, as well as specialised terminology and its explanatory management. Internal variation is also addressed through a distinction between prescription-only and over-the-counter PILs, reflecting differences in medicine type, risk profile, and assumed reader knowledge.

The empirical chapters analyse PILs within each national context before moving to a comparative synthesis. The discussion adopts a consistently functional, genre-sensitive perspective: rather than treating linguistic complexity as inherently problematic, it examines recurrent lexico-grammatical patterning in relation to PILs' communicative purpose within regulatory medical discourse. Attention is given to how lexico-grammatical resources realise obligation and precaution, calibrate certainty, and structure instructions and warnings. This discourse-oriented approach shows how features linked to readability and comprehensibility pressures may also serve institutional priorities, including precision, completeness, and legal accountability.

One of the volume's most substantial contributions concerns specialised medical terminology. Technical lexis is unavoidable in pharmaceutical communication, but the issue is not solely the presence of specialised terms; it is how technicality is mediated in a patient-facing genre. Pelizzari's focus extends to explanatory strategies that may accompany terminology, such as paraphrases, clarifications, or definitional expansions, thereby shifting attention from "technical language as a barrier" to the more analytically and practically useful question of how expert knowledge is linguistically managed for non-specialist audiences. This aspect of the book will be of particular interest to scholars working at the interface of English for Scientific and Professional Purposes (ESPP), translation and terminology studies, health literacy, and medical discourse analysis.

The comparative dimension across British and Italian contexts is handled with appropriate caution and interpretive restraint, illuminating how broadly comparable genre demands are realised through different linguistic resources and conventions. In doing so, the book contributes to a wider applied linguistic agenda: understanding how institutional settings, regulatory frameworks, and genre expectations shape discourse patterns in texts where misunderstanding can have tangible consequences. The comparative synthesis reinforces a central insight of the volume: PILs represent a complex negotiation between communicative purpose and institutional constraint.

The applied orientation of the book is consolidated in its concluding chapter, which moves from empirical description to practice-oriented recommendations. While the volume does not claim that PILs can be universally simplified without trade-offs, it does argue for improvement pathways that remain compatible with institutional realities. The emphasis on clarity, organisation, and audience sensitivity is complemented by an acknowledgement of user-centred evaluation, including testing and revision cycles, as an essential component of communicative optimisation. This translation of corpus-based evidence into concrete directions is a valuable feature, particularly in a field where critique is abundant but actionable guidance can be uneven.

A constructive limitation follows naturally from the methodological design. Corpus-based analysis is well suited to mapping linguistic patterns and describing the distribution of features associated with textual density, but it cannot by itself establish how patients interpret information or how textual change translates into improved medicine use. The book avoids overstatement on this point and is careful in its claims. Nevertheless, its findings provide a strong foundation for future work that triangulates textual evidence with reader-response methods, usability testing, or intervention studies evaluating revised materials across comparable patient groups.

Overall, *Pharmaceutical Discourse in English and Italian* offers a conceptually grounded and methodologically transparent analysis of a genre central to patient-oriented medical communication. Written by a passionate and experienced researcher in the field, this work should rightly be seen as a significant contribution to growing studies in the domain. The originality of the book is strengthened in the way Pelizzari provides a valuable evidence base for professionals involved in drafting, revising, or evaluating patient information, highlighting how linguistic form, institutional constraint, and communicative purpose converge in texts where clarity is not merely desirable, but consequential. In particular, the author takes a perspective I found to be innovative, which uses the lens of applied linguists and corpus researchers working on specialised discourse, as well as to ESPP scholars and those engaged in health communication and health literacy research.

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Burnett, S. (2026). *Analysing Environmental Discourse: A Critical Approach*. Bloomsbury Publishing.

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

Di Sarno-García, S. (2026*). Acquiring Pragmatic and Intercultural Communicative Competences in the Digital Era A Telecollaboration*. Bloomsbury Publishing.

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If any **author of a reviewed book** would like to respond to a review, please contact the Reviews Editor.

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

- reports about recent events (workshops, symposia, conferences, etc.)
- 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.

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