

Editorial

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From the roots to the new blossoming buds of Applied Linguistics in Europe

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Abstract: This editorial reports on the special issue “New Generation of Applied Linguists in Europe” which highlights the work of early career researchers in the field of Applied Linguistics who participated in one of the last AILA Europe Junior researchers’ Meeting (JRM). It aims to offer a reflection from the roots to the new blossoming buds of Applied Linguistics in Europe. We will review the emergence of Applied Linguistics in Europe through the challenges of creating its different affiliates. Then, we will present the levers for the emergence of a European network. We will conclude with the logic behind the selected papers.

Keywords: Applied Linguistics, AILA Europe, Junior Applied Linguists, origins of Applied Linguistics

Zusammenfassung: Die Sonderausgabe des EuJAL mit dem Titel „New Generation of Applied Linguists in Europe“ bietet einen Einblick in Forschungsprojekte von Nachwuchswissenschaftler*innen der Angewandten Linguistik, die im Rahmen der letzten AILA Europe Junior Researchers’ Meetings (JRM) präsentiert wurden. Das Editorial reflektiert die Entstehung der Angewandten Linguistik in Europa von ihren Wurzeln bis zu den neu erblühenden Knospen. Es betrachtet zuerst die Entwicklung der Angewandten Linguistik in Europa entlang den Gründungen der europäischen AILA-Gesellschaften und den damit verbundenen Herausforderungen. Anschliessend wird die Entstehung von AILA Europe näher beleuchtet. Das Editorial schliesst mit einem Abriss über den Aufbau der vorliegenden Ausgabe.

Résumé: Cet éditorial rend compte du numéro spécial “Nouvelle génération de linguistes appliqué-e-s en Europe“ qui met en lumière le travail de chercheurs et

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chercheuses en début de carrière dans le domaine de la linguistique appliquée et qui ont participé à l'une des dernières réunions de jeunes chercheurs ou chercheuses (JRM) d'AILA-Europe. Il vise à offrir une réflexion depuis les racines jusqu'aux nouveaux bourgeons de la linguistique appliquée en Europe. Nous reviendrons sur l'émergence de la linguistique en Europe à travers les défis de la création de ses différents affiliés. Ensuite, nous présenterons les leviers de l'émergence d'un réseau européen. Nous concluons par la logique qui sous-tend les articles sélectionnés.

While the recognition of Applied Linguistics took place in the heart of Europe in the mid-1960s in response to transnational issues following World War II, its implementation and its needs have always been rooted in specific local and national contexts. The European history of Applied Linguistics informs us and influences how early career researchers position themselves epistemologically and in terms of responding to real-world problems. In this editorial, we will take stock of the AILA Europe network to contextualize the selected papers in this issue better.

1 The roots of Applied Linguistics on the European soil

This introduction will rely on the papers published in the *European Journal of Applied Linguistics*, in which each European affiliate of the Association Internationale de Linguistique Appliquée – AILA is invited to present its history and vision for the future. Only two associations have not published such a paper yet. Therefore, we have based our review on notes written by Mitchell (1997)¹ updated by Myers (2017)² for BAAL (British affiliate) and for LITAKA³ (Lithuanian affiliate) on their website.

The institutionalization and internationalization of Applied Linguistics have their roots in Europe. In fact, in 1963, an expert group advising the Council of Europe met in Sweden on the issue of modern languages (Granfeldt & Gunnarsson 2016: 166). One year later, the Association Internationale de Linguistique Appliquée – AILA was created, at the same time as Association Française de Linguistique Appliquée – AFLA, during a colloquy in Nancy (France) on “Semantic infor-

1 https://www.baal.org.uk/wp-content/uploads/2017/01/history_of_baal.pdf (accessed 18 July 2022).

2 https://www.baal.org.uk/wp-content/uploads/2017/01/history_of_baal_2017d.pdf (accessed 18 July 2022).

3 <https://litaka.lt/en/about-us/> (accessed 18 July 2022).

mation in linguistics and in machine translation” (Miras et al. 2018: 2). This origin is still found in the French name of the international association and of several historical European affiliates (Table 1).

Table 1: Overview of the 14 active affiliates of ALA Europe

Full Name	Short Name	Country	Foundation	Source
Association Française de Linguistique Appliquée	AFLA	France	1964	(Miras et al. 2018)
British Association of Applied Linguistics	BAAL	Great Britain	1965	Notes
Association Suédoise de Linguistique Appliquée	ASLA	Sweden	1966	(Granfeldt and Gunnarsson 2016)
Gesellschaft für Angewandte Linguistik	GAL	Germany	1968	(Göpferich 2014)
Association Finlandaise de Linguistique Appliquée	AFinLA	Finland	1970	(Kalaja et al. 2013)
Association Néerlandaise de Linguistique Appliquée	Anéla	The Netherlands	1972	(Droop and Weltens 2014)
Cumann na Teangeolaíochta Feidhmí / Irish Association for Applied Linguistics	IRAAL	Ireland	1975	(Carson 2013)
Greek Applied Linguistics Association	GALA	Greece	1980	(Mattheoudakis and Moutzi 2017)
Asociación Española de Lingüística Aplicada	AEsLA	Spain	1982	(Carrió-Pastor 2015)
Vereinigung für Angewandte Linguistik in der Schweiz / Association Suisse de Linguistique Appliquée / Associazione Svizzera di Linguistica Applicata / Associaziun Svizra da Linguistica Applitgada	VALS/ASLA	Switzerland	1993	(Luginbühl 2018)
Verband für angewandte Linguistik	VERBAL	Austria	1994	(Vetter 2015)
Associazione Italiana di Linguistica Applicata	AltLA	Italy	1999	(Bettoni 2016)
Estonian Association for Applied Linguistics	EAAL	Estonia	2004	(Langemets 2017)
The Lithuanian Applied Linguistics Association	LITAKA	Lithuania	2007	Website

Originally and as an example, it can be noticed that four of the affiliates mention the idea that their association was created in order

- **Aesla**: “to provide a bridge between theoreticians and practitioners” (Carrió-Pastor 2015: 135)
- **AFinla**: “to bridge the gap between theoretical and Applied Linguistics” (Kalaja et al. 2013: 163)
- being involved in a process
- **GAL**: “to create a forum for the exchange of knowledge related to the analysis and solution of language-related problems in all areas of society” (Göpferich 2014: 145)
- **VERBAL**: “to mediate between theory and practice and brings together researchers, students as well as practitioners” (Vetter 2015: 335)

These statements lay the foundations of the definition of transdisciplinarity proposed by the last two presidents of AILA (Perrin & Kramersch 2018) focusing on the capacity of individuals to work together within a common project.

At the same time, and in partial opposition to these definitively transversal aspects between the different European AILA Affiliates, we see the emergence of specific local anchors that allow us to better understand the diversity of contemporary Applied Linguistics.

The landscape of language studies within the European academic field proves to be different depending on the affiliates’ perspective. It follows, from this, very specific situations whether Applied Linguistics is an autonomous discipline. Many affiliates mention that if one of the purposes of creating AILA and regionalizations was to perform the institutionalization and internationalization of Applied Linguistics, no so many European affiliates succeeded in full autonomy:

- **ASLA**: “the initial aims of ASLA was to establish Applied Linguistics as an independent subject area at university level and to create departments of Applied Linguistics. Looking back over the past 50 years, we find that this has not happened [...] the use of the actual term is rare” (Granfeldt and Gunnarsson 2016: 170).
- **AiItLA**: “the institutional status of Applied Linguistics as a separate discipline has never been solid in Italian universities” (Bettoni 2016: 339).

However, some affiliates such as Anéla relate that “the emergence of Applied Linguistics as an independent scientific domain took place in the second half of the 1970’s” (Droop and Weltens 2014: 314).

The achievement of relative autonomy seems to directly derive from the academic wildlife. In the 1970’s, Applied Linguistics had to make its way through

some dominant orientations at the time: “theoretical linguistics”, “chomskyan oriented linguistics”, “comparative linguistics” and even the emergence of “didactics” in some countries. It was also necessary for the affiliates in Applied Linguistics to locate and create a specific place for themselves among the other affiliates in language studies. This could be done within the AILA network itself: the Belgian affiliate (ABLA) was “officially incorporated into Anéla as an independent working group on 1 January 2012” (Droop and Weltens 2014: 313) and ASLA was part of ASCLA (Comité de Coopération des Associations Scandinaves de Linguistique Appliquée / Cooperation Committee of Scandinavian Associations of Applied Linguistics) together with Denmark (ADLA) and Norway (ANLA) that are no longer active today (Granfeldt and Gunnarsson 2016: 166). It is also a matter with other related associations or key institutions. AFLA had to find its own path along with at least 10 other associations (Miras et al. 2018: 7), Applied Linguistics in Ireland was fragmented the field when the ITÉ (Institiúid Teangeolaíochta Éireann / Linguistics Institute of Ireland) was closed in 2004 (Carson 2013: 294). It has to be mentioned that the institutional visibility of Applied Linguistics has always been at the heart of AILA’s actions as symbolized by the fact that VALS/ASLA was created, following the CILA (Commission interuniversitaire de linguistique appliquée/Interuniversity Commission on Applied Linguistics) on demand of AILA who asked for “a specific association for Applied Linguistics” (Luginbühl 2018: 166). Nowadays, many affiliates show the importance to claim that Applied Linguistics is more than linguistics applied and should no longer be separated from linguistics (Condamines and Narcy-Combes 2015). It remains that some applied linguists still question Applied Linguistics as being a discipline, a meta-discipline or a gathering of independent disciplines (Stegu 2011).

Finally, and going back to the initial focus of Applied Linguistics, it seems important to retrace some historical and context-related needs of the European affiliates that are mentioned in the analysed papers:

- **AFLA**: “three factors explain the emergence of Applied Linguistics : a desire for innovation [...] the joint development of linguistics theories and communication technologies [...] an institutional context favourable to change in French universities” (Miras et al. 2018: 3).
- **BAAL**: “The common use of English was seen to be an important factor in the survival of the Commonwealth [...] the first attempts to join the Common Market had encountered resistance, and led the British Government to stimulate increased proficiency in foreign languages” (Mitchell 1997: 5).
- **ASLA**: “after the end of World War 2 international mobility and cooperation increased in Europe which, in turn, put higher demands on the effectiveness of language teaching” (Granfeldt and Gunnarsson 2016: 166).

- **GAL**: “the recent establishment of a GAL section “Migration Linguistics” demonstrates that GAL is ready to face these challenges” (Göpferich 2014: 155).
- **AFinLA**: “One of the societal issues to be considered was the school reform carried out during the 1970’s. The new system of basic education made foreign language education obligatory for every child”(Kalaja et al. 2013: 164).
- **Anéla**: “Due to the migration of members of former colonies (Surinam) and labour migrations of Turks and Moroccans in the seventies and – later on – the migration of their families, research on second language acquisition of these group had a strong influence” (Droop and Weltens 2014: 314).
- **IRAAL**: “is linked to the establishment and development of the Institiúid Teangeolaíochta Éireann (Irish Linguistics Institute, ITÉ) within a context of heated national debate on efforts to revitalize the Irish language” (Carson 2013: 293).
- **GALA**: “The implementation of the Communicative Approach in the Greek foreign language teaching contexts and into the difficulties of adapting the method to the Greek school teaching culture” (Matheoudakis and Moumtzi 2017: 4).
- **AEsLA**: “its foundation was a reaction against the methodological restrictions imposed on linguistic research by associations focused on promoting theoretical and literary research” (Carrió-Pastor 2015: 135).
- **VALS/ASLA**: “motivated by the critical appraisal of language teaching in Switzerland, considered then as very outdated” (Luginbühl 2018: 164).
- **AitLA**: “which could provide both a scientific forum for new methodological and technological approaches” (Bettoni 2016: 331).
- **VERBAL**: “critical discourse studies have been one characteristic feature of applied linguistic research in Austria” (Vetter 2015: 335).
- **EEAL**: “The founding of EAAL was largely motivated by the Finnish contacts” (Langemets 2017: 147).

This non-exhaustive analysis does not aim at producing a clear diachronic or synchronic view of each affiliate but on the contrary to show the diversity that emerges from AILA Europe.

2 Regionalization within AILA

Philosophically, AILA encourages the setting up of self-organized regional networks as a basis for more intense cross-border cooperation due to AILA’s global spread to all continents in recent decades. Regionalization is a way of addressing

issues that cannot be dealt with either at a worldwide level or at the level of the individual national affiliate.

AILA's regionalization strategy aims to establish closer international cooperation among applied linguists from countries in the same region who are affiliated to AILA by fostering joint events, projects and publications. This strategy is intended to foster closer cross-border cooperation between applied linguists in neighbouring countries. This cooperation can take the forms of, for example, joint events, projects and publications in the particular region.

The initial attempts to get this kind of cooperation underway within AILA were achieving very little. The contributing factors undoubtedly included language barriers, technical communication difficulties (at that time access to the Internet and e-mails was very limited) and the high costs of travel (cut-price airlines had not yet appeared).

Karlfried Knapp instigated a meeting of several European member associations of AILA in Bolzano, Italy in September 2006. This meeting resolved to found a Network of European Applied Linguists (NEAL). NEAL was intended to form a loose framework for cooperative activities among applied linguists in Europe. Their joint activities would be organized at an annual meeting of representatives of the participating specialist associations, and in between times by a coordinator. At the third annual meeting of NEAL representatives, held during the 2008 AILA World Congress in Essen 2008, it was decided to rename NEAL as "AILA-Europe" to make the link to AILA clearer. After Karl Knapp's period of being the first AILA-Europe Coordinator, Rosa Manchon took over the post. Antje Wilton succeeded her in 2011 and handed over to Aleksandra Gnach in 2015. Finally, after a short period of joint office in 2022, Grégory Miras took over.

The example of AILA-Europe encouraged further regionalization within AILA. At the EBIC Meeting in Rio in 2013, ALAA suggested the regionalization of ALAA and ALANZ by organizing a large common conference every two years. AILA Northern America was suggested by AAAL and CAAL, and the Asian representatives of CELEA, ALAK and JAAL expressed their support for an AILA Asia. As a consequence, three new networks emerged:

- AILA East-Asia started in 2013 when the presidents of ALAK, CELEA and JACET met at the AILA EBIC meetings in Brazil, 2013.
- AILA ASEAN was launched on 3 December 2018 at the MAAL conference in Kuala Lumpur.
- AILA Ibero-America (AIALA) was created in 2020 with the support of the AILA national affiliates AMLA (Mexico), ALAB (Brazil), AESLA (Spain) and AAAL (USA).

AILA national affiliates embody traditions and represent cultures of doing, promoting, and supporting research and teaching, for example, in the way they organize conferences, award academic leadership, and interact with their individual members. Experiencing these traditions and cultures across affiliates' biotopes and boundaries can challenge routines, inspire us to think out of the box, and foster mutual learning.

To strengthen the AILA family, the AILA International Committee encourages national affiliates to collaborate in tandems of, for example, an established and a recently set up affiliate. Forms of collaboration include partnerships for joint conferences, conference strands, and workshops.

3 Objectives and activities of AILA Europe

The need for more regional cooperation among applied linguists in Europe is evident since there has always been a vast amount and a wide variety of work in Applied Linguistics. However, cross-border cooperation has taken place only on a smaller scale. In research and politics, and education, European affiliates working in Applied Linguistics have specific topics to address that are not relevant to other parts of the world.

Furthermore, if European affiliates of AILA are perceived as a network of organizations, the chances of acquiring funding from the European Union and being consulted or heard regarding pan-European issues such as language policy and the promotion of multilingualism are significantly increased. For example, AILA played a key role when the European Centre for Modern Languages of the Council of Europe established its multi-institutional Professional Network Forum (PNF) in 2009. The PNF is a think tank that advises and supports the ECML in its effort to focus its 3-year medium-term programs. It is dedicated to closer international and regional cooperation in sharing and applying relevant research in Applied Linguistics, focusing on language education and language policy⁴.

A survey led by Karlfried Knapp and Rick de Graaff in 2008 provided exciting results. The survey was sent to 13 European affiliates and received 572 responses (15% of the members). The survey was conducted in two languages: English and German.

The prominent reason for affiliates' members to join AILA Europe is the need to find a shared space where individuals can exchange information and be part of

⁴ <https://aila.info/aila-cooperation-council-of-europe-continued/> (accessed 18 July 2022).

a network. There is also a predominantly liberal attitude towards the choice of languages used at congresses (Table 2).

Table 2: Desired languages for transnational congresses and publications.

Arabic	2.4 %
German	34.4 %
English <u>only</u>	14.2 %
Finnish	3.3 %
French	32.8 %
Greek	4.4 %
Irish	3.3 %
Italian	12.0 %
Dutch	4.9 %
Swedish	3.3 %
Spanish	18.1 %
Turkish	3.1 %
Any*	68.0 %

*Any means any language used by a reasonably large group of participants.

Being part of a European network comes along with the possibility of acknowledging language diversity and multilingualism. The survey also shows the predominance of language teaching/learning-related themes, which is consistent with Applied Linguistics history.

Following the initial survey, AILA Europe defined the following objectives:

- Promote the exchange of scientific knowledge and practical experience in the field of Applied Linguistics;
- Enable researchers with limited travel resources to cooperate internationally;
- Stimulate regional cooperation;
- Promote and support research projects and publications that address issues relevant to European countries – like super-diversity or language policies – at national and EU levels;
- Foster the pluralism of languages and linguistic subjects;
- Ensure the information flow between AILA and the European affiliates;
- Support Applied Linguistics and applied linguists in European countries;
- Stimulate joint research activities within AILA-Europe and therefore strengthen the region's profile in Applied Linguistics research;
- Raise the awareness of linguistic issues in Europe at a political level.

AILA-Europe affiliates were involved in the launch of the European Journal of Applied Linguistics (EuJAL). Each affiliate named a representative to serve on the journal's Advisory Board together with the AILA-Europe Coordinator.

An additional, prominent activity of AILA Europe is the Junior Researchers Meeting (JRM). This conference enables young researchers with limited travel resources to cooperate internationally. The JRM attracts junior researchers from all around the world. "Junior Researchers" include those working on their Master's and Ph.D. theses as well as those who have graduated within the last three years.

In January 2007, the first Junior Researchers Meeting took place at the University of Groningen, Netherlands. The second followed in 2009 in Aarhus, Denmark. Since 2013, the JRM has taken place annually, with around 100 attendants from all over Europe and from overseas.

The JRM is organized by an affiliate of AILA Europe in the run-up to the affiliates' national conference. This allows junior researchers to present and discuss their work in a benevolent environment, to participate in workshops specifically designed for junior researchers, and to attend the national conference afterwards. Senior researchers participate in the JRM through keynotes, reviews, and by leading session discussions.

4 New Generation of Applied Linguists in Europe

This special issue is the result of a series of the latest Junior Researchers Meetings in Europe that provides insights into the work of the new generation of applied linguists in Europe. The Special Issue features contributions from researchers who have presented their work at the last three Junior Researchers Meetings: Sarajevo 2019, Groningen 2021, and Toulouse 2021. This is why it is entitled *New Generation of Applied Linguists in Europe*, even though it will not provide an exhaustive view of the foci of junior researchers in the field. As part of this perspective to give voice to early career researchers, two formats coexist in the issue: a short paper (3–4 pages) providing an overview paper presenting ongoing research and a full paper (15 pages) presenting completed, original and unpublished research.

4.1 Advancements in language teaching and learning

In this section, selected authors deal with advancements in language teaching and learning. Representing the history of Applied Linguistics without being representative of the diversity of work in Applied Linguistics, the papers focus on the learning of French and English as additional languages. The first three papers

look specifically at the learning of French as an additional language in three different fields. First, **Regis Kawecki** focuses on the development of writing skills among learners of French in Indonesia. A detailed analysis of 898 essays provides a better understanding of the issues surrounding the mastery of this specific academic genre. For **Terezie Nerušilová**, it is a matter of looking at another language modality, which is oral. In particular, she seeks to study the way in which fluency and accuracy develop in learners of Czech or Slovak nationality integrated into an online French course. She also discusses the lack of focus on the issue of pronunciation in this type of teaching. Concerning another competence which is interactional skills, **Clara Cousinard** reflects on the interest of oral multimodal corpora in a data-driven approach. Even if her research does not already provide analysed data, she seeks to demonstrate the interest of a platform like FLEURON⁵ in a longitudinal approach for the benefit of learners.

Going back to the origins of Applied Linguistics, which was interested in the lexicon very early on, **Jaqueline Mora** focuses on the role that semantic prototypes play in response to the production of words of a semantic category by two groups of learners differing in age and language level. Her results are consistent with a dynamic approach to language development in learners, in this case, English as an additional language. To conclude this section, **Paul Pouzergues** considers multilevel courses and blended learning as a tool for pedagogical differentiation and autonomy development. Based on different types of data (questionnaires, classroom recordings, interviews), he seeks to study the development of autonomy skills in the context of blended language courses based on the task-based approach.

4.2 Embracing social responsibility through research

This section illustrates that junior researchers in Europe want to take social responsibility and contribute to solutions with their research. **Alma Žero** analyses elementary school English language teachers' competencies in teaching students with specific learning difficulties in Bosnia and Herzegovina (BiH). Her research is crucial to raising awareness, as implementing inclusive education in BiH faces many struggles, such as the lack of national regulations on inclusive education, adequate teacher training programs, and in-depth impact evaluation. **Mariangel Carreño** carried out her research in a public secondary school with 16- to 18-year-old students in an EFL context in Uruguay. Her study aims at finding out what

5 <https://fleuron.atilf.fr/contact.php?lg=fr> (accessed 18 July 2022).

makes students use – and therefore learn – English outside the classroom. The students under investigation represent a typical population of a high school in the country, i.e., they are students who have had learning trajectories with minor interruptions, which is a national problem in Uruguayan secondary education. The results are socially relevant, as they show how English lessons at school can be enhanced in order to stimulate and motivate students and lead to fewer drop-outs in the long term.

4.3 Understanding complex societal phenomena with linguistic methodology

The first two papers in this section shed light on how linguistic methods can contribute to solving social challenges in increasingly interconnected and globalized societies. First, **Valéria Schörghofer-Queiroz** uses a multimethod approach to describe multilingual migrant parents' challenges when getting involved in their children's education. With her research, she intends to pave the way for enhancing the possibilities of school engagement by migrant multilingual parents while empowering them in their process of constructing their parental identity in a foreign culture. In the second paper, **Betül Seda Battilani** examines a multilingual workplace outside the corporate world. His linguistic ethnographic study analyses multilingualism within the migrant self-employment route by exploring translanguaging practices of migrants at two Turkish barbers in Edinburgh and Glasgow. The study shows that the semiotic repertoires of multilingual persons go far beyond linguistic resources; gestures and hand movements become equally important when negotiating and establishing meaning. The findings can be used to incorporate communicative skills in foreign language teaching and learning.

The following two contributions not only look at relevant social phenomena, they additionally trace the development of Applied Linguistics, which has increasingly been concerned with language use in media or on social media platforms. **Dajana Zečić** uses the framework of Critical Discourse Analysis (CDA) to examine the role and function of passive constructions in a traditionally conservative and anti-EU discourse in British mid-market tabloids during the pre-Brexit vote period. She identifies dominant strategies of manipulation through positive self-presentation and negative other presentations. **Sophia Burnett** analyses a contrastive corpus of tweets addressed directly to Boris Johnson and Jeremy Corbyn over four days of the UK general elections. The combination of linguistics and statistics allows her to explain and contextualize phenomena of language use online, where the potential of spoken language is missing. For example, using the

non-standard 1sg in English as vowel *i* not only signals youth but also a precautionary implementation deployed when weighing in on divisive topics, amounting to publishing a statement with a grain of salt.

The contributions of the early career researchers show that Applied Linguistics in Europe has greatly expanded its interests. The junior researchers combine linguistic methodology with methods from other disciplines and use their research to investigate phenomena that shape our networked and digital societies. In doing so, they contribute to solving current societal challenges. We hope their contributions will stimulate discussions among the European AILA Affiliates about the value of Applied Linguistics for dealing with current societal challenges.

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