

ORDER FORM

Conference AILA 2023
 Date 17-21 July 2023
 Discount 30%
 Valid until 21 September 2023

We are happy to discuss book and journal proposals.
 Please contact acquisition editor Kees Vaes at kees.vaes@benjamins.nl.

All Prices are in EUR, excl. VAT, and valid for conference participants only.

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Ado, Derib, Almaz Wasse Gelagay and Janne Bondi Johannessen † (eds.): <i>Grammatical and Sociolinguistic Aspects of Ethiopian Languages</i> . 2021. viii, 415 pp.	IMPACT 48 HB	978 90 272 0833 0	OPEN ACCESS	
<input type="checkbox"/> Armon-Lotem, Sharon and Kleantes K. Grohmann (eds.): <i>Language Impairment in Multilingual Settings: LITMUS in action across Europe</i> . 2021. vi, 333 pp.	TILAR 29 HB	978 90 272 0979 5	99.00	69.00
<input type="checkbox"/> Avram, Larisa, Anca Sevcenco and Veronica Tomescu (eds.): <i>L1 Acquisition and L2 Learning: The view from Romance</i> . 2021. vi, 380 pp.	LALD 65 HB	978 90 272 2819 2	99.00	69.00
<input type="checkbox"/> Ayoun, Dalila (ed.): <i>The Acquisition of Gender: Crosslinguistic perspectives</i> . 2022. xi, 282 pp.	SIBIL 63 HB	978 90 272 1009 8	99.00	69.00
<input type="checkbox"/> Bednarek, Monika: <i>Language and Characterisation in Television Series: A corpus-informed approach to the construction of social identity in the media</i> . 2023. xii, 265 pp.	SCL 106 HB	978 90 272 1295 5	99.00	69.00
<input type="checkbox"/> Benati, Alessandro G. and John W. Schwieter (eds.): <i>Second Language Acquisition Theory: The legacy of Professor Michael H. Long</i> . 2022. xxiv, 276 pp.	BPA 14 HB	978 90 272 1256 6	99.00	69.00
<input type="checkbox"/> Biber, Douglas, Stig Johansson, Geoffrey N. Leech, Susan Conrad and Edward Finegan: <i>Grammar of Spoken and Written English</i> . 2021. xxxv, 1220 pp.	Z 232 HB	978 90 272 0796 8	250.00	175.00
<input type="checkbox"/> Boas, Hans C. and Steffen Höder (eds.): <i>Constructions in Contact 2: Language change, multilingual practices, and additional language acquisition</i> . 2021. vii, 437 pp.	CAL 30 HB	978 90 272 0862 0	99.00	69.00
<input type="checkbox"/> DeKeyser, Robert M. (ed.): <i>Aptitude-Treatment Interaction in Second Language Learning</i> . 2021. v, 202 pp.	BCT 116 HB	978 90 272 0889 7	90.00	63.00
<input type="checkbox"/> Durrant, Philip, Anna Siyanova-Chanturia, Benjamin Kremmel and Suhad Sonbul: <i>Research Methods in Vocabulary Studies</i> . 2022. xv, 325 pp.	RMAL 2 PB	978 90 272 1109 5	36.00	25.00
<input type="checkbox"/> Dyson, Bronwen Patricia: <i>Dynamic Variation in Second Language Acquisition: A language processing perspective</i> . 2021. xv, 274 pp.	PALART 8 HB	978 90 272 1052 4	99.00	69.00
<input type="checkbox"/> Economidou-Kogetsidis, Maria, Milica Savić and Nicola Halenko (eds.): <i>Email Pragmatics and Second Language Learners</i> . 2021. vii, 258 pp.	P&BNS 328 HB	978 90 272 1001 2	95.00	66.00
<input type="checkbox"/> Elgort, Irina, Anna Siyanova-Chanturia and Marc Brysbaert (eds.): <i>Cross-language Influences in Bilingual Processing and Second Language Acquisition</i> . 2023. vi, 321 pp.	BPA 16 HB	978 90 272 1291 7	99.00	69.00
<input type="checkbox"/> Erlam, Rosemary and Constanza Tolosa: <i>Pedagogical Realities of Implementing Task-Based Language Teaching</i> . 2022. ix, 282 pp.	TBLT 14 PB	978 90 272 1079 1	OPEN ACCESS	
<input type="checkbox"/> Fernandez, Leigh B., Kalliopi Katsika, Maialen Iraola Azpiroz and Shanley E.M. Allen (eds.): <i>Psycholinguistic Approaches to Production and Comprehension in Bilingual Adults and Children</i> . 2021. vi, 272 pp.	BCT 117 HB	978 90 272 0922 1	95.00	66.00
<input type="checkbox"/> Fogal, Gary G. and Marjolijn H. Verspoor (eds.): <i>Complex Dynamic Systems Theory and L2 Writing Development</i> . 2020. xvii, 304 pp.	LL< 54 PB	978 90 272 0558 2	33.00	23.00



JOHN BENJAMINS PUBLISHING COMPANY

www.benjamins.com

ORDER FORM

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Forker, Diana and Lenore A. Grenoble (eds.): <i>Language Contact in the Territory of the Former Soviet Union</i> . 2021. vi, 386 pp.	IMPACT 50 HB	978 90 272 0858 3	99.00	69.00
<input type="checkbox"/> Forshaw, William: <i>The Acquisition of Complex Morphology: Insights from Murrinhpatha</i> . 2021. xvi, 171 pp.	TILAR 30 HB	978 90 272 1011 1	99.00	69.00
<input type="checkbox"/> Frobenius, Maximiliane: <i>A Pragmatic Approach to Fluency and Disfluency in Learner Language: Cofluencies as sites of accountability, sequentiality, and multimodality</i> . 2022. ix, 260 pp.	P&BNS 332 HB	978 90 272 1269 6	95.00	66.00
<input type="checkbox"/> Grenoble, Lenore A. and Jessica Kantarovich: <i>Reconstructing Non-Standard Languages: A socially-anchored approach</i> . 2022. xv, 354 pp.	IMPACT 52 HB	978 90 272 1257 3	99.00	69.00
<input type="checkbox"/> Grin, François, László Marác and Nike K. Pokorn (eds.): <i>Advances in Interdisciplinary Language Policy</i> . 2022. xxvi, 570 pp.	WLP 9 HB	978 90 272 1015 9	99.00	69.00
<input type="checkbox"/> Guillén-Galve, Ignacio and Ana Bocanegra-Valle (eds.): <i>Ethnographies of Academic Writing Research: Theory, methods, and interpretation</i> . 2021. xi, 162 pp.	RMAL 1 PB	978 90 272 1007 4	33.00	23.00
<input type="checkbox"/> Gurzynski-Weiss, Laura (ed.): <i>Cross-theoretical Explorations of Interlocutors and their Individual Differences</i> . 2020. xii, 270 pp.	LL< 53 PB	978 90 272 0488 2	33.00	23.00
<input type="checkbox"/> Gurzynski-Weiss, Laura and YouJin Kim (eds.): <i>Instructed Second Language Acquisition Research Methods</i> . 2022. xxiv, 388 pp.	RMAL 3 PB	978 90 272 1268 9	36.00	25.00
<input type="checkbox"/> Herschensohn, Julia: <i>Bilingualism, Language Development and Processing across the Lifespan</i> . 2022. xxi, 292 pp.	BPA 15 HB	978 90 272 1165 1	99.00	69.00
<input type="checkbox"/> Jansen, Lisa: <i>English Rock and Pop Performances: A sociolinguistic investigation of British and American language perceptions and attitudes</i> . 2022. ix, 188 pp. + index	IMPACT 51 HB	978 90 272 1094 4	95.00	66.00
<input type="checkbox"/> Jeon, Eun Hee and Yo In'nami (eds.): <i>Understanding L2 Proficiency: Theoretical and meta-analytic investigations</i> . 2022. xi, 388 pp.	BPA 13 HB	978 90 272 1117 0	99.00	69.00
<input type="checkbox"/> Kaan, Edith and Theres Grüter (eds.): <i>Prediction in Second Language Processing and Learning</i> . 2021. xiii, 234 pp.	BPA 12 HB	978 90 272 0970 2	95.00	66.00
<input type="checkbox"/> Kawaguchi, Satomi, Bruno Di Biase and Yumiko Yamaguchi (eds.): <i>Processability and Language Acquisition in the Asia-Pacific Region</i> . 2023. vii, 309 pp.	PALART 9 HB	978 90 272 1287 0	99.00	69.00
<input type="checkbox"/> Kayi-Aydar, Hayriye and Jonathon Reinhardt (eds.): <i>Language Teacher Development in Digital Contexts</i> . 2022. x, 196 pp.	LL< 57 PB	978 90 272 1058 6	33.00	23.00
<input type="checkbox"/> Kirkova-Naskova, Anastazija, Alice Henderson and Jonás Fouz-González (eds.): <i>English Pronunciation Instruction: Research-based insights</i> . 2021. xix, 388 pp.	AALS 19 HB	978 90 272 0935 1	99.00	69.00
<input type="checkbox"/> Lázaro-Ibarrola, Amparo: <i>Child L2 Writers: A room of their own</i> . 2023. xi, 236 pp.	TILAR 32 HB	978 90 272 1292 4	99.00	69.00
<input type="checkbox"/> Leal, Tania, Elena Shimanskaya and Casilde A. Isabelli (eds.): <i>Generative SLA in the Age of Minimalism: Features, interfaces, and beyond. Selected proceedings of the 15th Generative Approaches to Second Language Acquisition Conference</i> . 2022. vii, 318 pp.	LALD 67 HB	978 90 272 1144 6	99.00	69.00
<input type="checkbox"/> Leeser, Michael J., Gregory D. Keating and Wynne Wong (eds.): <i>Research on Second Language Processing and Processing Instruction: Studies in honor of Bill VanPatten</i> . 2021. viii, 359 pp.	SIBIL 62 HB	978 90 272 0844 6	99.00	69.00
<input type="checkbox"/> Leńko-Szymańska, Agnieszka and Sandra Götz (eds.): <i>Complexity, Accuracy and Fluency in Learner Corpus Research</i> . 2022. vi, 327 pp.	SCL 104 HB	978 90 272 1258 0	99.00	69.00
<input type="checkbox"/> Levis, John M., Tracey M. Derwing and Murray J. Munro (eds.): <i>The Evolution of Pronunciation Teaching and Research: 25 years of intelligibility, comprehensibility, and accentedness</i> . 2022. v, 234 pp.	BCT 121 HB	978 90 272 1137 8	90.00	63.00
<input type="checkbox"/> Li, Mimi and Meixiu Zhang (eds.): <i>L2 Collaborative Writing in Diverse Learning Contexts</i> . 2023.	LL< 59 PB	978 90 272 1400 3		



JOHN BENJAMINS PUBLISHING COMPANY

www.benjamins.com

ORDER FORM

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Lo, Yuen Yi and Angel M.Y. Lin (eds.): <i>Teaching, Learning and Scaffolding in CLIL Science Classrooms</i> . 2021. v, 183 pp.	BCT 115 HB	978 90 272 0888 0	85.00	59.00
<input type="checkbox"/> Luk, Gigi, John A. E. Anderson and John G. Grundy (eds.): <i>Understanding Language and Cognition through Bilingualism: In honor of Ellen Bialystok</i> . 2023. vi, 371 pp.+ index	SIBIL 64 HB	978 90 272 1374 7	99.00	69.00
<input type="checkbox"/> Maher, John C.: <i>Metroethnicity, Naming and Mocknolect: New horizons in Japanese sociolinguistics</i> . 2021. xiii, 239 pp.	IMPACT 49 HB	978 90 272 0857 6	99.00	69.00
<input type="checkbox"/> Manchón, Rosa M. (ed.): <i>Writing and Language Learning: Advancing research agendas</i> . 2020. vii, 432 pp.	LL< 56 PB	978 90 272 0775 3	36.00	25.00
<input type="checkbox"/> Martínez-Flor, Alicia, Ariadna Sánchez-Hernández and Júlia Barón (eds.): <i>L2 Pragmatics in Action: Teachers, learners and the teaching-learning interaction process</i> . 2023. xxii, 343 pp.	LL< 58 PB	978 90 272 1365 5	36.00	25.00
<input type="checkbox"/> Mattes, Veronika, Sabine Sommer-Lolei, Katharina Korecky-Kröll and Wolfgang U. Dressler (eds.): <i>The Acquisition of Derivational Morphology: A cross-linguistic perspective</i> . 2021. ix, 307 pp.	LALD 66 HB	978 90 272 0982 5	99.00	69.00
<input type="checkbox"/> Messenger, Katherine (ed.): <i>Syntactic Priming in Language Acquisition: Representations, mechanisms and applications</i> . 2022. viii, 226 pp.	TILAR 31 HB	978 90 272 1163 7	99.00	69.00
<input type="checkbox"/> Nation, I. S. P. and Averil Coxhead: <i>Measuring Native-Speaker Vocabulary Size</i> . 2021. xiii, 160 pp.	Z 233 PB	978 90 272 0813 2	33.00	23.00
<input type="checkbox"/> Papageorgiou, Spiros and Venessa F. Manna (eds.): <i>Meaningful Language Test Scores: Research to enhance score interpretation</i> . 2023. x, 170 pp. + index	ILLA 1 HB	978 90 272 1384 6	99.00	69.00
<input type="checkbox"/> Pérez-Paredes, Pascual and Geraldine Mark (eds.): <i>Beyond Concordance Lines: Corpora in language education</i> . 2021. ix, 255 pp.	SCL 102 HB	978 90 272 0989 4	99.00	69.00
<input type="checkbox"/> Pérez-Vidal, Carmen and Cristina Sanz (eds.): <i>Methods in Study Abroad Research: Past, present, and future</i> . 2023. ix, 393 pp.	RMAL 4 PB	978 90 272 1285 6	36.00	25.00
<input type="checkbox"/> Plonsky, Luke (ed.): <i>Professional Development in Applied Linguistics: A guide to success for graduate students and early career faculty</i> . 2020. vi, 204 pp.	Z 229 PB	978 90 272 0712 8	33.00	23.00
<input type="checkbox"/> Prinz, Patricia and Birna Arnbjörnsdóttir: <i>The Art and Architecture of Academic Writing</i> . 2021. x, 299 pp.	Z 231 PB	978 90 272 0751 7	33.00	23.00
<input type="checkbox"/> Rühlemann, Christoph: <i>Visual Linguistics with R: A practical introduction to quantitative Interactional Linguistics</i> . 2020. ix, 258 pp.	Z 228 PB	978 90 272 0710 4	36.00	25.00
<input type="checkbox"/> Rutten, Gijsbert: <i>Language Planning as Nation Building: Ideology, policy and implementation in the Netherlands, 1750–1850</i> . 2019. x, 312 pp.	AHS 9 HB	978 90 272 0240 6	OPEN ACCESS	
<input type="checkbox"/> Salazar-Orvig, Anne, Geneviève de Weck, Rouba Hassan and Annie Rialland (eds.): <i>The Acquisition of Referring Expressions: A dialogical approach</i> . 2021. xix, 372 pp.	TILAR 28 HB	978 90 272 0835 4	99.00	69.00
<input type="checkbox"/> Silleresi, Silvia: <i>Developmental Profiles in Autism Spectrum Disorder: Theoretical and methodological implications</i> . 2023. xxi, 265 pp.	LALD 68 HB	978 90 272 1293 1	99.00	69.00
<input type="checkbox"/> Smith, Richard and Tim Giesler (eds.): <i>Innovation in Language Learning and Teaching: Historical perspectives</i> . 2023. x, 217 pp. + index	AALS 20 HB	978 90 272 1370 9	95.00	66.00
<input type="checkbox"/> Suzuki, Wataru and Neomy Storch (eds.): <i>Languageing in Language Learning and Teaching: A collection of empirical studies</i> . 2020. vii, 313 pp.	LL< 55 PB	978 90 272 0744 9	33.00	23.00
<input type="checkbox"/> Tamburelli, Marco and Mauro Tosco (eds.): <i>Contested Languages: The hidden multilingualism of Europe</i> . 2021. vi, 271 pp.	WLP 8 HB	978 90 272 0804 0	99.00	69.00
<input type="checkbox"/> Twardzisz, Piotr: <i>English Complex Words: Exercises in construction and translation</i> . 2023. xi, 390 pp.+ index	Z 242 PB	978 90 272 1392 1	36.00	25.00
<input type="checkbox"/> Van den Branden, Kris: <i>How to Teach an Additional Language: To task or not to task?</i> . 2022. xiii, 292 pp.	TBLT 15 PB	978 90 272 1096 8	36.00	25.00



JOHN BENJAMINS PUBLISHING COMPANY

www.benjamins.com

ORDER FORM

To order copies of the print edition, please tick the book(s) of your choice on this form, fill in your name and address, and return this form to bookorder@benjamins.nl. You can also obtain the 30% conference discount using the code **AILA2023** at the checkout on www.benjamins.com. The discount is valid for individuals only, not institutions, until **21 September**.

To buy the ebook edition of any of the books on this form, go to jbe-platform.com. Log in to your personal account (or create an account if you do not have one), select the relevant book and add it to your shopping cart. On checkout you will obtain 30% conference discount with this code: **AILA2023-Fr7aS**. The discount is valid for individuals only, not institutions, until **21 September 2023**.

Name (please print): _____

Address: _____

Email: _____

Please send this form to bookorder@benjamins.nl:

or: **John Benjamins Publishing Company**

P.O. Box 36224, 1020 ME Amsterdam, The Netherlands

Tel: +31 20 6304747, Fax: +31 20 6739773

JOURNALS

AILA Review

Edited by Ee-Ling Low

National Institute of Education, Singapore

AILA Review is the official journal of AILA, *the International Association of Applied Linguistics*. It is Scopus-indexed and addresses cutting-edge topics such as inter- and transdisciplinary issues in Applied Linguistics. Founded in 1989, AILA Review has always been an excellent publication platform for peer-reviewed contributions addressing socially relevant problems in which language learning, research, and practice play a key role.

Up to Volume 16, the journal was published by AILA itself. From Volume 16 onwards, AILA Review has been published by John Benjamins.

All articles are published under the Creative Commons license CC BY.

From Volume 34 onwards, AILA Review is published in two issues per volume: an open issue based on articles by scholars responding to open calls – and a special issue guest-edited by AILA Research Networks. AILA Review will be freely accessible to members of AILA.

ISSN 1461-0213 | E-ISSN 1570-5595

Editorial Board

Markus Bieswanger, *University of Bayreuth*

Masaki Oda, *Tamagawa University*

Andrea Sterzuk, *University of Regina*

Lawrence Jun Zhang, *University of Auckland*



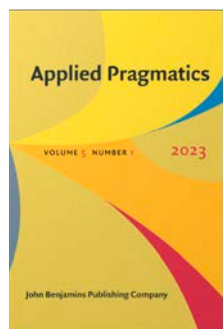
JOHN BENJAMINS PUBLISHING COMPANY

www.benjamins.com

Applied Pragmatics

Edited by Zia Tajeddin and Naoko Taguchi

Tarbiat Modares University / Northern Arizona University



Applied Pragmatics aims to enhance research on acquisitional pragmatics and hence accepts studies which have strong implications for teaching, learning, and assessing L2 pragmatics, including L2 English and other languages. We encourage submissions from a wide range of topics falling within the scope of the journal. The topics can be approached from various interdisciplinary perspectives like globalization, world Englishes, teacher education, critical pedagogy, and conversation analysis.

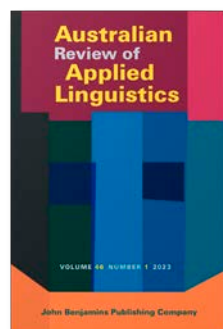
Applied Pragmatics publishes its articles Online First.

ISSN 2589-109X | E-ISSN 2589-1103

Australian Review of Applied Linguistics

Edited by Sender Dovchin

Curtin University



The *Australian Review of Applied Linguistics* (ARAL) is the preeminent journal of the Applied Linguistics Association of Australia (ALAA). ARAL is a peer reviewed journal that promotes scholarly discussion and contemporary understandings of language-related matters with a view to impacting on real-world problems and debates. The journal publishes empirical and theoretical research on language/s in educational, professional, institutional and community settings. ARAL welcomes national and international submissions presenting research

related to any of the major sub-disciplines of Applied Linguistics as well as transdisciplinary studies. There are three issues of ARAL per year including a special issue focusing on critical aspects and developments in the field.

ARAL publishes its articles Online First.

ISSN 0155-0640 | E-ISSN 1833-7139

ITL - International Journal of Applied Linguistics

Edited by Elke Peters

KU Leuven



ITL - International Journal of Applied Linguistics is a refereed journal devoted to studies in the field of language acquisition in a multilingual society. It is particularly interested in manuscripts reporting on studies that apply a multidisciplinary approach to research on second/foreign language acquisition of any language, mother tongue education, educational linguistics, computer-assisted language learning, classroom-based research, language policy, and language assessment. ITL welcomes manuscripts that critically discuss the

pedagogical or policy implications of research results. The journal publishes reports of empirical studies, critical position papers and ground-breaking theoretical articles.

ITL publishes its articles Online First.

ISSN 0019-0829 | E-ISSN 1783-1490

International Journal of Learner Corpus Research

General Editor: Sandra Götz and Magali Paquot

Philipps University Marburg /
Université catholique de Louvain

The *International Journal of Learner Corpus Research* (IJLCR) is a forum for researchers who collect, annotate, and analyse computer learner corpora and/or use them to investigate topics in Second Language Acquisition and linguistic theory in general, inform foreign language teaching, develop learner-corpus-informed tools (e.g. courseware, proficiency tests, dictionaries and grammars) or conduct natural language processing tasks (e.g. annotation, automatic spell- and grammar-checking, L1 identification). IJLCR aims to highlight the multidisciplinary and broad scope of practice that characterizes the field and publishes original research covering methodological, theoretical and applied work in any area of learner corpus research. IJLCR features research articles, review articles, replication studies, corpus reports, materials & methods reports, software reports, shared task reports, position papers and reviews of books, corpora and software tools. All contributions are peer-reviewed.

ISSN 2215-1478 | E-ISSN 2215-1486



Journal of English for Research Publication Purposes

Edited by Pejman Habibie and Sue Starfield

The University of Western Ontario / University of New South Wales

The *Journal of English for Research Publication Purposes* will provide a scholarly venue for the construction and dissemination of discourses related to the fast-expanding field of English for research publication purposes (ERPP). This will help academics and practitioners working in (sub)disciplines such as Applied Linguistics, EAP, ESP, Education, and Writing Studies to communicate their relevant scholarly works and perspectives with international members of their community of practice, keep current with the new discourses and practices within and surrounding this domain, and contribute to the further enrichment and development of this field of scholarship. The Journal will publish conceptual and empirical articles, book reviews, and academic discourses and exchanges on a wide range of topics including writing for scholarly publication, graduate writing, pedagogy of ERPP, writing centers, mentorship, ERPP teacher education, international policies and practices related to ERPP, evaluation and review processes, discourse analysis of academic output, needs analysis, ERPP curriculum design and materials development, research communication support services, and international ERPP initiatives and programs.

ISSN 2590-0994 | E-ISSN 2590-1001



Journal of English-Medium Instruction

Edited by Diane Pecorari and Hans Malmström

City University of Hong Kong / Chalmers University of Technology

Around the globe, varied instructional settings use English for teaching and learning purposes, despite the fact that it is not the first language of some or all participants. The *Journal of English-Medium Instruction* provides a home for research on this important and rapidly growing phenomenon. The journal adopts a broad understanding of what constitutes English-medium instruction (EMI), while differentiating it from other multilingual pedagogies. EMI is an inherently interdisciplinary field, spanning multiple branches of applied linguistics and (higher) education pedagogy and didactics. A key objective of *JEMI* is to unite these strands of EMI research and enable scholarly work in one corner of this interdisciplinary area to reach both researchers and practitioners in others. *JEMI* welcomes contributions on a range of topics of relevance to EMI, e.g., forms of instruction, translanguaging, language policy, assessment, support for instructors, the transition from content and language integrated learning to EMI, and the development of academic as well as disciplinary literacy.

JEMI publishes its articles Online First.

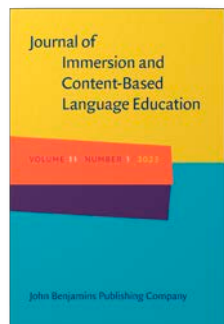
ISSN 2666-8882 | E-ISSN 2666-8890



Journal of Immersion and Content-Based Language Education

Edited by Laurent Cammarata and Pádraig Ó Duibhir

University of Alberta / Dublin City University



The Journal of Immersion and Content-Based Language Education (JICB) invites research and theoretical papers related to all levels (from pre-Kindergarten to university) of language education contexts in which language is used as the vehicle to teach subject matter content, including but not limited to: bi- and multilingual education; all forms of language immersion education that strive for additive bilingualism; subject-matter driven minority, heritage, and Indigenous language education; dual language education; content-based language instruction (CBI); content and language integrated learning (CLIL); English-medium instruction (EMI); language across the curriculum; sheltered English as a second language (ESL); language for specific and academic purposes. More details can be found in the general submission guidelines.

JICB editors welcome submissions that report on empirical research and/or offer theoretical discussions, with a preference for innovative submissions that push the field forward and generate new knowledge. The content of the journal is geographically broad and multidisciplinary (e.g., education; applied linguistics; anthropology; sociology; psychology; speech, language, hearing sciences; language policy and planning; etc.). The JICB supports the use of a wide range of research methodologies (qualitative, quantitative, mixed methods, action research).

Peer Review Policy: All articles submitted to this journal undergo rigorous peer review, based on initial editor screening and blind review by at least three anonymous referees.

JICB publishes its articles Online First.

ISSN 2212-8433 | E-ISSN 2212-8441

Journal of Second Language Pronunciation

Edited by John M. Levis

Iowa State University



The Journal of Second Language Pronunciation is a scholarly journal devoted to research into the acquisition, perception, production, teaching, assessment, and description of prosodic and segmental pronunciation of second languages in all contexts of learning. The journal encourages research that connects theory and practice, enhances our understanding of L2 phonological learning processes, and provides connections between L2 pronunciation and other areas of applied linguistics such as pragmatics, CALL, and speech perception.

The Journal publishes papers in four main areas: experimental, instructed, and naturalistic research about second language pronunciation; review articles that synthesize research perspectives of key pronunciation issues from different disciplines; teaching-oriented papers detailing successful practices and research-based instruction; and reviews of technology and books focused on second language pronunciation.

The Journal of Second Language Pronunciation publishes its articles Online First.

ISSN 2215-1931 | E-ISSN 2215-194X

Journal of Second Language Studies

General Editor: Boping Yuan

University of Cambridge, UK



Journal of Second Language Studies (JSL) is an international refereed journal that is dedicated to promoting scholarly exchanges, advancing theoretical knowledge, and exploring pedagogical implications in second language acquisition and teaching. The journal particularly welcomes interdisciplinary research dealing with theoretical and practical issues of second language learning and acquisition in relation to linguistics, psychology, cognitive science, neuroscience, and social cultural studies. It also seeks to promote scientific studies on the learning and teaching of Chinese as a second (foreign) language.

JSL publishes its articles Online First.

ISSN 2542-3835 | E-ISSN 2542-3843

Language Problems and Language Planning

Edited by François Grin

Université de Genève



Language Problems and Language Planning (LPLP) is a peer-reviewed international and multilingual journal which focuses on language issues and the challenges they raise for contemporary societies at various levels and for various actors, with a particular emphasis on how these issues are addressed and processed through language policies.

LPLP cultivates a strongly interdisciplinary spirit. Scholars from the full range of the social sciences and humanities are invited to submit work that contextualizes and analyzes the ways in which language functions in modern societies, particularly as an object of regulation, management, and contestation. LPLP therefore welcomes work from a wide array of disciplines, such as (but not limited to) political science, policy analysis, public administration, economics, normative political theory, psychology, geography, history and law.

LPLP maintains a longstanding interest in interlinguistics, encompassing all planned languages and questions arising from their development and use. A specific section of the journal is devoted to historical and contemporary aspects of interlinguistics, including but not limited to Esperanto. The same criteria of rigour and interdisciplinarity apply.

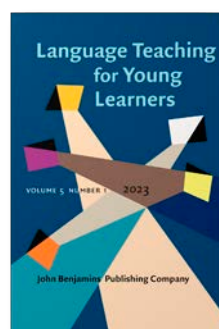
LPLP publishes its articles Online First.

ISSN 0272-2690 | E-ISSN 1569-9889

Language Teaching for Young Learners

Edited by Dingfang Shu, Rod Ellis and Janet Enever

Shanghai International Studies University / Curtin University / Umeå University Sweden / King's College London



Language Teaching for Young Learners is an academic, refereed journal, which publishes articles relating to the teaching and learning of foreign / second languages for young learners. 'Young' is defined as including both children and adolescents. Although some young learners receive language instruction in out-of-school contexts, in the main the journal publishes articles reporting on teaching languages in state and private elementary and secondary school contexts. This journal publishes articles about a range of foreign/second languages – not just English.

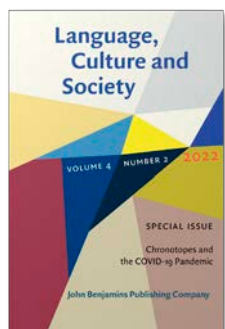
LTYL publishes its articles Online First.

ISSN 2589-2053 | E-ISSN 2589-207X

Language, Culture and Society

General Editor: Alfonso Del Percio, Patricia Baquedano-López, Miguel Pérez-Milans and Cécile B. Vigouroux

University College London, UK / University of California, Berkeley, USA / Simon Fraser University, Canada



Language, Culture and Society provides an international platform for cutting-edge research that advances thinking and understanding of the complex intersections of language, culture and society, with the aim of pushing traditional disciplinary boundaries through theoretical and methodological innovation. Contributors are encouraged to pay close attention to the contextualized forms of semiotic human activity upon which social conventions, categories and

indexical meanings are constructed, actualized, negotiated and disputed vis-à-vis wider social, cultural, racial, economic and historical conditions. The journal is open to analysis focusing on different spatio-temporal scales; it also welcomes contributions addressing such issues through the lens of any of the analytical paradigms stemming from the sociolinguistic and anthropological study of language, discourse and communication. Exploration of new communicative contexts and practices is considered particularly valuable, and research that breaks new ground by making connections with other disciplines is highly encouraged. Thinking-aloud pieces, reactions and debates, and other alternative formats of contributions are also welcome.

Language, Culture and Society publishes its articles Online First.

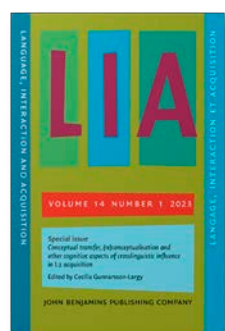
ISSN 2543-3164 | E-ISSN 2543-3156

Language, Interaction and Acquisition

Langage, Interaction et Acquisition

Edited by Sandra Benazzo, Marianne Gullberg, Henriëtte Hendriks and Georges Daniel Véronique

Université Paris 8 / Lund University / University of Cambridge / Université d'Aix-Marseille



LIA is a bilingual English-French journal that publishes original theoretical and empirical research of high scientific quality at the forefront of current debates concerning language acquisition. It covers all facets of language acquisition among different types of learners and in diverse learning situations, with particular attention to oral speech and/or to signed languages. Topics include the acquisition of one or more foreign languages, of one or more first lan-

guages, and of sign languages, as well as learners' use of gestures during speech; the relationship between language and cognition during acquisition; bilingualism and situations of linguistic contact – for example pidginisation and creolisation. The bilingual nature of *LIA* aims at reaching readership in a wide international community, while simultaneously continuing to attract intellectual and linguistic resources stemming from multiple scientific traditions in Europe, thereby remaining faithful to its original French anchoring. *LIA* is the direct descendant of the French-speaking journal *AILE*.

ISSN 1879-7865 | E-ISSN 1879-7873

Linguistic Approaches to Bilingualism

Edited by Holger Hopp and Tanja Kupisch

University of Braunschweig / University of Konstanz & UiT The Arctic University of Norway

LAB offers online submission. More details can be found below in the **Submission** section and in the **guidelines**.

LAB is an international peer-reviewed journal which provides an outlet for cutting-edge studies on linguistic aspects of bilingualism. *LAB* assumes a broad definition of bilingualism, including work on: adult L2 acquisition/processing, simultaneous child bilingualism, child L2 acquisition/processing, adult and child heritage language bilingualism, L1 attrition in L2/Ln environments, and adult/child L3/Ln acquisition/processing. *LAB* publishes original research with a linguistic focus on the understanding of bilingual language acquisition and processing and the effects bilingualism has on cognition and the brain. *LAB* does not publish papers predominantly dealing with educational, psychological or social topics.

To mark its 10-year anniversary, *LAB* granted the first Junior Research *LAB* Award at EuroSLA 30 in Barcelona in 2021. We are offering this award again at EuroSLA 32 in Birmingham in 2023. Please see EuroSLA 32 website for more information.

ISSN 1879-9264 | E-ISSN 1879-9272



Linguistic Landscape

An international journal

Edited by Elana Shohamy and Robert Blackwood

Tel Aviv University, Israel / University of Liverpool, UK

In this day and age languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. The peer reviewed journal, *Linguistic Landscape. An international journal* (LL), publishes highly rigorous research anchored in a variety of disciplines. It is open to all research methodologies (e.g., qualitative, quantitative and others) and concerned with all domains and perspectives of LL. It will also include thematic issues around a given topic, book reviews and discussion forums.

LL publishes its articles Online First.

ISSN 2214-9953 | E-ISSN 2214-9961



Pedagogical Linguistics

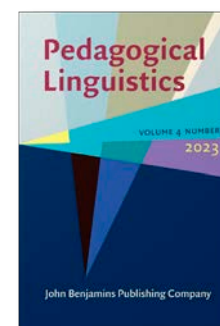
Edited by Andreas Trotzke and Tom Rankin

Universität Konstanz / Masaryk University, Brno

Pedagogical Linguistics publishes work on educational applications of theoretical and descriptive linguistics. The general aim of the journal is to bring the formal and the functional strands of linguistics together in order to establish a forum where they can cross-fertilize each other with the aim of discussing and developing linguistics' potential contribution to language pedagogy. *Pedagogical Linguistics* publishes research originating in theoretical linguistics, psycholinguistics, and linguistic approaches to acquisition which outlines the didactic and educational relevance of recent research findings. The primary audience for this journal are researchers interested in state-of-the-art approaches to questions of language acquisition and linguistic theory that find applications in pedagogy, as well as a more general audience whose training is in education and pedagogy.

Pedagogical Linguistics publishes its articles Online First.

ISSN 2665-9581 | E-ISSN 2665-959X



Register Studies

Edited by Jesse Egbert and Bethany Gray

Northern Arizona University / Iowa State University



Register Studies is a refereed journal devoted to the publication of high-quality research on register and its relationship to all aspects of language use, variation, change, and learning. This journal focuses primarily on empirical linguistic studies related to: spoken or written registers in any language or time period; language variation across registers and detailed analyses of single registers; diachronic linguistic change within or across registers; language for specific purposes and English for academic purposes; methodological approaches to the study of register; corpus design issues and new corpora for register studies; the application of register analysis in language learning, teaching, and assessment.

Register Studies is highly interdisciplinary, welcoming scholarship on register from areas such as corpus linguistics, discourse analysis, sociolinguistics, applied linguistics, Systemic Functional Linguistics, language teaching, and computational linguistics. Research on English-language registers, analyses of registers in languages other than English, and cross-linguistic comparisons of registers are welcome. *Register Studies* regularly publishes reviews of books, corpora, and research tools focused on register research. All contributions undergo double-blind peer review.

Register Studies publishes its articles Online First.

ISSN 2542-9477 | E-ISSN 2542-9485

Revista Española de Lingüística Aplicada/ Spanish Journal of Applied Linguistics

Published under the auspices of the Spanish Association of Applied Linguistics

Edited by Juana M. Liceras and Carolina Rodríguez-Juárez

University of Ottawa / Universidad de Las Palmas de Gran Canaria



The *Revista Española de Lingüística Aplicada* / *Spanish Journal of Applied Linguistics* (RESLA/SJAL) is the biannual journal of the Spanish Association of Applied Linguistics (AESLA, <http://www.aesla.org.es>). International in scope, RESLA is peer reviewed and accepts for publication original high-quality scholarly contributions from anywhere around the world. Articles must be related to one of the ten research areas of the Spanish Association of Applied Linguistics: 1. Language Acquisition and Language Learning; 2. Language Teaching; 3. Language for Specific Purposes;

4. Psychology of Language, Child Language, and Psycholinguistics; 5. Sociolinguistics; 6. Pragmatics; 7. Discourse Analysis; 8. Corpus Linguistics, Computational Linguistics and Language Engineering; 9. Lexicology and Lexicography; 10. Translation and Interpretation Studies.

RESLA publishes its articles Online First.

John Benjamins Publishing Company is the official publisher as of Volume 27 (2014).

Back-volumes (1985–2013) are available on: <http://dialnet.unirioja.es/servlet/revista?codigo=1727>

ISSN 0213-2028 | E-ISSN 2254-6774

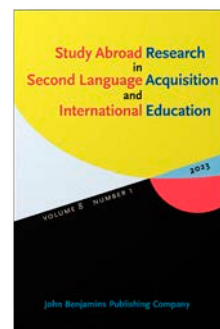
Study Abroad Research in Second Language Acquisition and International Education

Edited by Rachel L. Shively

Illinois State University

Reflecting the growth of international exchange programmes in an educational context, *Study Abroad Research in Second Language Acquisition and International Education* has as its focus the role of study abroad in language learning and educational development. In the area of language learning, articles explore all facets of second language acquisition during study abroad such as the nature of linguistic development, input engagement and interaction, and the role of contextual, social and socio-biographical factors underpinning the learner's experience abroad. The journal also explores issues beyond the linguistic, such as the relationship between study abroad and academic, professional, personal and social development. A complementary area of focus is educational policy and planning issues in study abroad exchange programmes within international education. The journal publishes peer-reviewed articles, thematic issues, invited state-of-the-art articles, and short squibs and research reports.

ISSN 2405-5522 | E-ISSN 2405-5530



TASK

Journal on Task-Based Language Teaching and Learning

Edited by Kris Van den Branden and Koen Van Gorp

KU Leuven / Michigan State University

TASK is an international refereed journal dedicated to promoting and disseminating scholarship and research in the field of Task-Based Language Teaching (TBLT) and learning. The journal welcomes reports of empirical studies, ground-breaking theoretical articles, critical position papers and practitioner papers on task-based language teaching and learning as it occurs both inside and outside the language classroom. The journal aims to bridge the gap between theory and praxis and support the development of TBLT as a researched pedagogy.

ISSN 2666-1748 | E-ISSN 2666-1756



Translation and Translanguaging in Multilingual Contexts

Edited by Sara Laviosa

University of Bari 'Aldo Moro', Italy

Translation and translanguaging are natural and complementary phenomena that occur in multilingual societies. They are advocated as valuable pedagogies that not only develop the ability to operate between languages but also, and most importantly, nourish creativity and a multilingual sense of self. They make it possible to co-construct meanings and share knowledge, skills and experiences as well as foster the capacity to critically reflect on the world and ourselves through the eyes of another language and culture. The goal of the journal is to give voice to the growing body of research into this burgeoning field of scholarly enquiry and practice. It intends to stimulate novel interdisciplinary and multidisciplinary studies that are carried out in multilingual settings as varied as pre-schooling, primary, secondary, tertiary and postgraduate education as well as vocational courses, workplaces and travels. Thus, TTMC provides a forum for innovative studies that find their place at a crossroads between translation studies and bilingual education, language teaching methodology, second language acquisition, curricular design, language policy and planning, psycholinguistics and sociolinguistics.

TTMC publishes its articles Online First.

See also: <https://www.facebook.com/Translationandtranslanguaging/>

ISSN 2352-1805 | E-ISSN 2352-1813



JOHN BENJAMINS PUBLISHING COMPANY

for more information: www.benjamins.com/catalog/serials/current