



BAAL 55th Anniversary

Big Survey Report

Executive Summary

Respondent profiles

A total of 141 respondents, which amounts to approximately 10% of BAAL members, participated in the BAAL 55th Anniversary Big Survey in 2022.

The survey results need to be viewed and interpreted in relation to the profile and characteristics of respondents in terms of their geographical and gender distribution, membership duration, career stage, types of institution and specific areas of expertise. As such, the conclusions in this report refer to the sample represented in the survey (BAAL members who completed the survey) rather than BAAL membership at large:

- Geographical distribution: The respondents were geographically diverse, with 70% based in the UK and 30% outside the UK.
- Gender distribution: The survey participants exhibited a slight skew towards females, with 60% identifying as female, 36% as male and 4% choosing not to disclose their gender preferences.
- Membership duration: About 41% of respondents reported a relatively short membership of under 4 years, while the remaining participants had a longer association with BAAL. Notably, 11% had been members for over 20 years.
- Career Stage: The majority of respondents, comprising 43%, are at an early career stage, followed by 34% in the late career stage and 23% at mid-career stages.
- Affiliated institution: 96% are affiliated with universities, 1% college education and 3% freelancers.
- Areas of expertise: a spread of areas were represented among the respondents ranging from language learning and teaching to sociolinguistics, from multilingualism to intercultural communication.

Respondents' experience with BAAL

Respondents rated a high level of satisfaction with the organisation.

Among respondents, BAAL is recognised as an international and member-centred organisation that is open to a wide range of topics and approaches to Applied Linguistics. Our history, quality of scholarship and our UK connection also distinguish BAAL from other associations.

The most common motivations for joining BAAL are obtaining and disseminating information, enabling networking, making professional contacts, and career development.

The most popular choices of services and activities are the BAAL mailing list and newsletter; the annual conference and Annual General Meeting (AGM); and Special Interest Groups (SIGs).

When invited to comment on areas of improvements, various suggestions are made regarding the annual conference, further support for minoritised or under-represented groups, international reach, and advocacy for the importance of Applied Linguistics.

Equality, diversity and inclusion

Three main EDI issues directly affect members at work:

- Gender and sexuality: most comments related to gender inequality, including the gender pay gap, discrimination and bias, career progression, and male dominant culture. A small number of respondents mentioned transrights, transphobia, and sexuality.
- Language-related: language-related issues included those relating to multilingualism and linguistic diversity, minority languages, native speakerism, linguistic discrimination and accent prejudice.
- Ethnicity and racism: both in relation to respondents' own status and university department, such as issues around race and career progression, and to ethnic diversity in BAAL (e.g., encouraging more people of African and Indigenous heritage to take a more active role).

Other reported issues include caring duties and childcare, nationality and immigration, decolonisation, disability and health, ageism, precarity, social class, and neurodiversity.

The responses point to three key types of activity in which BAAL could engage to address the EDI issues faced by applied linguists. They are: 1) informing members through targeted events, training, the provision of information and guidelines, external expertise and further research; 2) supporting members through improving event inclusivity, facilitating diverse research, providing mentorship and offering funding; and 3) representing members through increased lobbying and engagement with policy, and by embedding equality into all our activities.

Conference Format

As regards the format of the annual conference, the most popular choices are hybrid with equal amount of on-line and in-person participation, followed by the predominantly in person with some on-line elements option.

Covid-19 impact

The impact of the Covid-19 pandemic and lockdown restrictions on members' careers presents a mixed picture. The most mentioned challenges include increased workload, stress, and restricted networking. Respondents also face challenges to data collection and express concerns about job security. Some embrace new ways of working, such as the slower pace, new priorities, greater focus, using technology more, more time for research, a new flipped classroom model, adjusting to remote testing (data collection), and on-line interviews. Others appreciate increased access to online events, collaboration with overseas colleagues and new job mobility. Thirteen percent of the respondents reported little impact. More analysis is needed to compare the experiences of different groups.

Five areas/themes are identified in relation to what BAAL could do to support members. These are supporting early career researchers, offering more online events and hybrid conferences, advocating for better working conditions, networking and community building, and promotion and sharing of research. In addition, workshops and training for research methods, analysis and software, funding and job opportunities for research are suggested as two other possible areas BAAL could do to support career development.

Challenges of our times

Overall, there is a strong consensus on the need to raise the profile of Applied Linguistics, in particular, in the following areas: relevance and recognition of Applied Linguistics, funding, job security and student numbers. Suggestions are made regarding promotion and advocacy of Applied Linguistics in various areas including education, policy-making and promotion of language learning.



Key potential growth and priority areas

The responses identified a broad spectrum of areas for growth and priority considerations. They can be broadly grouped under language and technology, multilingualism, Applied Linguistics and society, language teaching and learning, the role of English, discourse analysis, professional communication, pandemic-related studies, corpus linguistics, forensic linguistics, (research) collaboration, research methodologies, diversity and inclusion, decolonisation, social justice, career and professional development, and professional organisation development.

Overall recommendations

To address challenges collectively together through BAAL, there is a strong consensus among the respondents on the following:

- Mentoring: providing support for early career researchers and new members;
- Promotion and advocacy: advocating for Applied Linguistics across diverse fields, including education, policy-making and the promotion of language learning
- Network and community building: hosting more informal networking events, establishing a mentorship programme, forming interest groups with specific research areas.

It is hoped that these insights will inform BAAL's collective decision making, capture the status quo of our times and identify priority areas. These will in turn contribute to the continued success and positive impact of BAAL and the field of Applied Linguistics.

Introduction

The aims of the BAAL 55th Anniversary Big Survey were:

- to seek members' views on key issues and priorities concerning the association, the community and discipline of Applied Linguistics,
- to generate a bigger picture of the status quo of our times, and
- to inform the Executive Committee's (EC) decision-making and planning.

The questions (25 in total) were organised around three main areas: 'about you', 'about the association' and 'about the field' (Appendix 3). The questionnaire was administered between November 2022 and January 2023, using the online platform SurveyMonkey. Only members of BAAL were invited to complete the questionnaire.

About the respondents (Questions 1-7)

1. Please confirm that you are a member of BAAL.

The total number of respondents was 141 members, which constituted approximately 10% of BAAL membership in 2022 (1368 members in August 2022).

2. How long have you been a member of BAAL?

The question gave participants six options to choose from, reflecting the length of their membership with BAAL. Table 1 provides a summary of the responses.

Table 1 Respondents' distribution according to length of membership

0-4 years	5-9 years	10-14 years	15-19 years	More than 20 years	Not sure
58 (41%)	34 (24%)	21 (15%)	9 (6%)	16 (11%)	3 (2%)

Out of 141 respondents, a large proportion have been a member for between 0-4 years (41%) or 5-9 years (24%). If these two figures are taken together, members with 0-9 years constitute 65% of the whole sample in this survey. This is followed by 21 members with 10-14 years (15%), 9 members with 15-19 years (6%) and 16 members with more than 20 years (11%). Three participants (2%) were not sure how long they had been a member for.

Overall, these results suggest that within the sample, respondents vary in terms of the length of their association with BAAL. The majority of the respondents have been members for relatively short periods of time while there are also long-standing members with longer periods of membership. As we do not have baseline data to assess whether this is comparable to the BAAL members' overall distribution, caution needs to be taken in interpreting the findings and generalising beyond this sample. This applies to all the other profiling questions included in the survey.

3. In which country are you based?

This question elicited information on the respondents' location. Importantly, for respondents from the UK, they were able to indicate specifically which nation they were based in. On the most general level, responses to this question show that 98 respondents (70%) were based in the UK, while 43 (30%) were located beyond the UK. We already collect country information from members when they join or renew their membership, and the data from 2019-2023 suggests that a slightly higher percentage of BAAL members are based outside the UK (nearly 40%) than those represented in the survey. This points to the global nature of the

organisation and its significance to applied linguists based across contexts as well as possible diverse perspectives represented among the respondents.

As regards the distribution of BAAL members within the UK who took part in the survey, the vast majority were based in England (84), with only 14 members based in the other three nations within the UK (1 in Northern Ireland, 7 in Scotland and 6 in Wales).

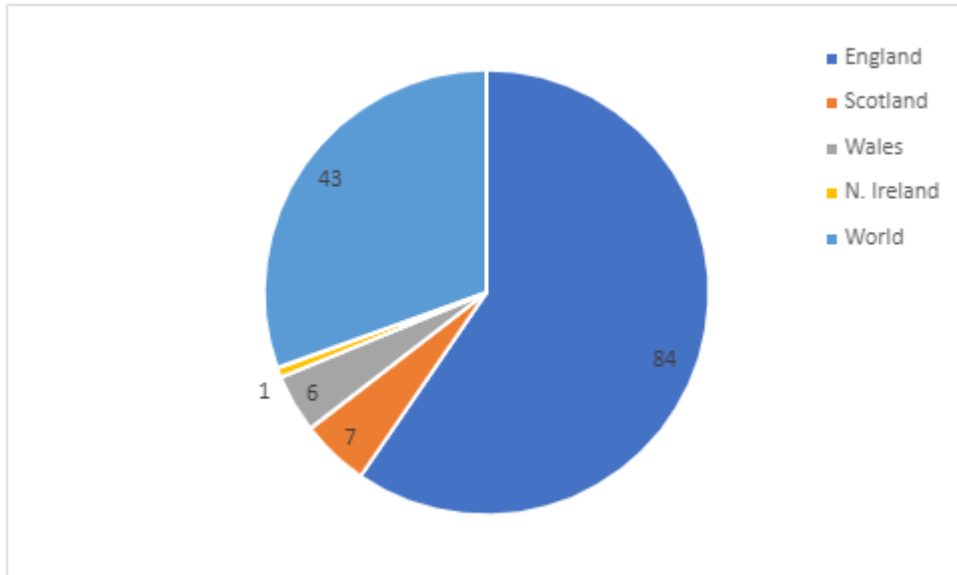


Figure 1 Respondents' country and regional backgrounds

4. How would you describe your gender?

Question 4 asked respondents to describe their gender, giving them also the option to self-describe or not reveal this information. Out of 141 respondents, 85 were female (60%), 51 were male (36%) and five members (4%) chose a different option (4 respondents preferred not to provide information on gender, while one person did not see this information as relevant). These results suggest a slight skew towards females in the sample. Additional baseline data will be needed to examine the comparability of the sample with the BAAL membership.

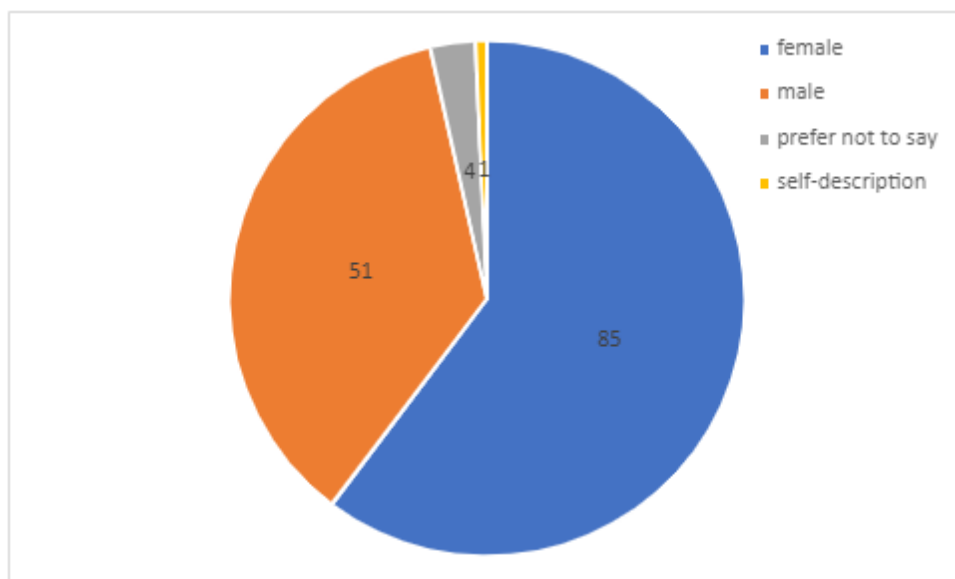


Figure 2 Respondents' distribution according to gender

5. How would you describe your career stage?

In this question, participants were able to choose from six options: Postgraduate Study, Early Career, Mid-career, Established/Senior, Retired, and Other. These categories were not defined, and respondents were able to self-define. Out of 141 respondents, the highest number of responses was found in the Established/Senior category (39 members, 28%), closely followed by Mid-career (33 members, 23%), Postgraduate Study (30 members, 21%) and Early Career (30 members, 21%). The Retired category was the smallest one (9 members, 6%).

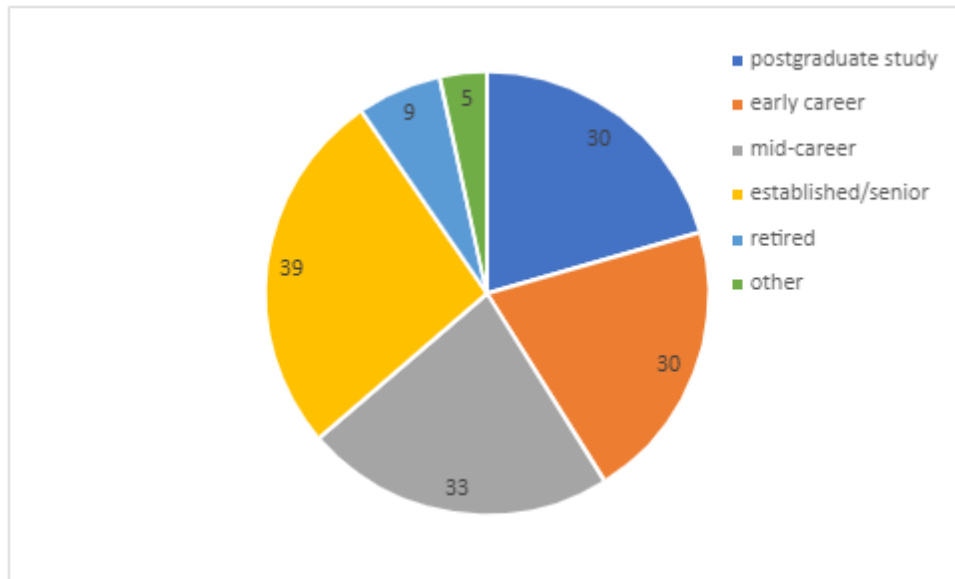


Figure 3 Respondents' distribution according to career stage

Further insights emerge when the data were grouped together under three broad categories: Early-career (Early Career Researchers, ECRs, which subsumed Postgraduate Study and Early-career), Mid-career, and Late-career (subsuming Established/Senior and Retired). Considered like this, it becomes clear that the majority of respondents represent the early career stage (60 members, 43%), followed by the late career stage (48 members, 34%). The smallest group in this categorisation is the mid-career stage, with 33 members (23%). If the breakdown is comparable with the makeup of BAAL membership, BAAL may consider what can be done to address the professional needs of its various constitutive groups, accommodate their expectations and offer more targeted forms of support. . For instance, it is likely that an early career researcher may engage in different BAAL activities or expect different forms of support and training compared to a more senior or retired colleague (for more details, see Questions 8 and 9).

6. What type of institution are you affiliated with?

Responses to this question provided a very clear finding, with the overwhelming majority of respondents being based at university (136 members, 96%). Only one respondent reported being affiliated with college education (1%) and four respondents were freelancers (3%). If this sample is treated as a window into the membership profile of the organisation, BAAL may want to use this information to shape its communications and longer-term planning as relevant to its future goals and priorities.

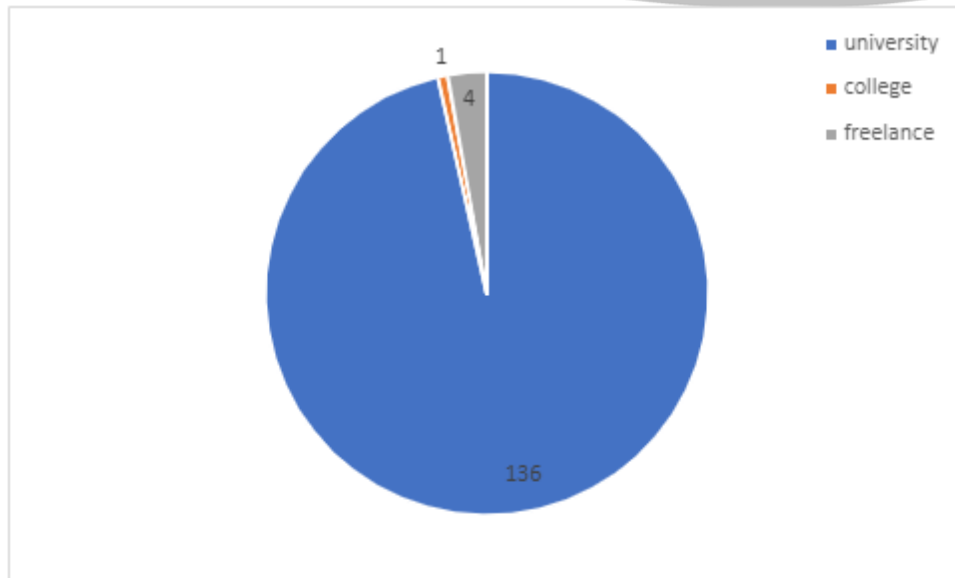


Figure 4 Respondents' distribution according to type of institution

7. Please use up to three key words to describe specific areas of your expertise/specialism.

This question attracted 140 answers as a first response, 137 answers as a second response and 118 as a third response. All these answers were grouped thematically, using self-identified research specialisms as the basis for data organisation and categorisation. Specifically, 20 different categories of research specialism were identified (see Appendix 2 for a full list), with four of them accommodating most answers when all first, second, and third responses were grouped together:

- Language learning & teaching/SLA/TESOL/ELT/language education/EAL/psychology of language learning – 75 responses in total
- Sociolinguistics/discourse analysis/gender studies/social justice/sociology of language/queer linguistics/language and power– 56 responses in total
- Multilingualism/bilingualism/biliteracy– 38 responses in total
- Intercultural communication/cultural studies/ethnography/anthropological linguistics/translanguaging/identity studies/narrative inquiry/social interaction– 34 responses in total

About the Association (Questions 8-13 & 17)

8. Why did you join BAAL in the first place?

Question 8 sought information on members' reasons for joining BAAL. Specifically, the participants were provided with a list of possible reasons, plus the 'Other' option, and they were asked to tick all answers that were relevant to them personally. In total, 487 responses were recorded, with the following frequencies for each of the reasons (Table 2).

Table 2 Reasons for joining and frequencies

Reasons for joining	Frequency
Networking & support	89
Activities by BAAL	83
Information sharing	78
SIGs	73
Career development	56
Recommendations from colleagues	39
Job seeking	32
Funding opportunities by BAAL	17
Other	20

Using this data, the most common reasons were grouped under the following three broad categories:

- Information sharing and networking (167)
- Activities sponsored/organised by BAAL and SIGs (156)
- Career development & job seeking (88)

This data generates useful insights into members' perceptions of BAAL and their motivations to join the organisation. It is clear that BAAL is seen to play an important role in obtaining and disseminating information, building a professional community and social space for networking, and providing a platform for further professional development and career advancement or change. Among further reasons for joining BAAL reported under the 'Other' response were the sense of belonging to a professional community and the need for knowledge and research skills development.

Additionally, the data on reasons for joining BAAL were further explored with respect to variables such as Years of Membership, Country, Gender or Career Stage. While most comparisons did not reveal any significant findings, some interesting patterns emerged in relation to career development. Specifically, reasons for joining BAAL were found to be related to career stage. For instance, compared to members with longer membership, more ECRs joined BAAL for the purpose of developing their careers. Similarly, as regards the relationship between job seeking opportunities and BAAL membership, although failing to reach statistical significance, Career Stage also revealed a trend pointing to fewer members at later career stages joining BAAL for the purpose of seeking employment.

9. Have you taken part in BAAL activities in last 3 years? (Please tick as many as relevant)

Building on the previous question, Question 9 asked respondents to indicate what BAAL activities they had taken part in in the last three years. The question was constructed in such a way that more than one response per person was possible (i.e. respondents were asked to tick

all relevant activities from the list provided). In total, 576 responses were recorded, with the following break-down of frequencies for specific activities (Table 3).

Table 3 Respondents' participation in BAAL activities

Activity	Frequency
Attended/presented at annual conference	84
Belonged to SIG	84
Read/shared information on BAAL mailing list	80
Read/contributed to BAAL newsletter	79
BAAL Twitter	50
BAAL Book Prize	43
Visited BAAL Members' Area	38
Organised/attended BAAL&CUP seminars	37
Attended AGM	29
Organised/attended researcher workshops	26
BAAL YouTube	14
Applying Linguistics Fund/Open Day	5
Other	7

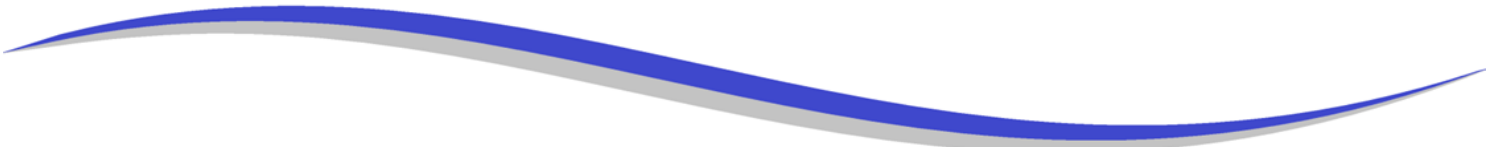
When similar BAAL activities were grouped together, there were three main areas that constituted the most popular choices for BAAL members:

- BAAL mailing list & newsletter (159)
- The annual conference & AGM (113)
- SIGs (84)

This data, in conjunction with answers to Question 8, suggest that members of BAAL value many of its activities because of the role the organisation plays in connecting people, sharing information and providing a professional community. In contrast, activities such as Applying Linguistics Fund or BAAL YouTube seem to have attracted less attention (and in fact one comment suggested that it was only thanks to the survey that they had learned about BAAL's YouTube channel), which suggests that going forward BAAL may need to do more work in terms of promoting these forms of engagement to its new and existing members. It is worth adding that some further examples of relevant BAAL activities were mentioned under the 'Other' category, including for instance the mentoring programme set up during the pandemic.

Further, when the data on participation in BAAL activities were examined in relation to other variables (Length of Membership & Career Stage), some interesting patterns emerged. For instance, when it comes to the use of the BAAL Twitter account, there was a significant relationship between Length of Membership and Career Stage, with fewer long-time members using Twitter (now X). In comparison, ECRs were found to use Twitter more frequently. Similarly, while failing to reach significance, there was a trend indicating that participation in researcher development workshops was higher amongst ECRs. Overall then, these results suggest that the diversity of activities and forms of engagement available within BAAL should be maintained as a way of addressing specific needs of particular groups of members.

10. If you have not taken part in BAAL activities or only taken part in very few activities in the last 3 years, please tell us why.



Across the 66 responses to this question, three key reasons for not taking part in BAAL activities were reported: other priorities (18 responses), being busy (17 responses) and factors relating to the Covid-19 pandemic (15 responses). Overall, the responses are unsurprising in the sense that BAAL members have to juggle multiple priorities, commitments and constraints, and that BAAL events fit into people's schedules in different ways. A small number of people mentioned a lack of information or sense of belonging.

Other priorities (18) included more immediately relevant activities and associations, often with the implication that BAAL as an association is too general in scope and they are choosing to attend events with a more specific focus, as captured in the following account of the last three years: 'I attended more specific academic conferences and symposiums in relation to my recent research such as language endangerment and multilingualism'. It is important to note that some of the comments were contradictory; for example, one member mentions BAAL's increasing focus on 'issues related to sociolinguistics' at the expense of their interests, while another puts it down to the association's focus on teaching English to speakers of other languages (TESOL). Two members who now claim a stronger sense of affiliation with the International Association of Teachers of English as a Foreign Language (IATEFL) suggest that they used to be more involved with BAAL but have since stepped back. Other members noted more generally that BAAL activities tend not to be relevant or of interest (7), one of whom specifically mentions the conference. Another described the conference as 'too much a PhD conference' and mentioned the lack of opportunity to network with 'established researchers in the UK'. Another member (a psychologist and psychotherapist) stated that 'Not being a researcher with an academic affiliation, I have not found many BAAL activities immediately relevant to me' (this relates to comments made in response to Q13 that BAAL could do more to welcome practitioners).

Many responses that mention **being busy** (17) did not specify further other than stating, for example, 'Very busy', 'Short of time'. However, seven responses flagged up the role of work commitments, with mentions of workload, leadership responsibilities and teaching. For example, one member wrote 'My current job is extremely demanding and leaves little time for activities of this nature [i.e., BAAL events]'. Another five members mentioned out-of-work commitments, largely family or child-care and other caring responsibilities. For example, one member explains that 'Caring responsibilities mean that it is difficult to travel'.

Most responses that cite the **Covid-19 pandemic** (15) did not specify why but no doubt assume it is self-evident: 'Covid', 'Partly the pandemic', 'Partly covid I think'. Only one member mentioned the lockdown restrictions specifically: 'I was unable to attend some BAAL activities because of COVID-19 lockdown'. Two responses specified the travel restrictions ('Obviously I could not travel to Europe due to covid' and 'travel restriction due to Covid mainly') and another two increased workload ('Covid and the backlog associated with it' and 'Workload and leadership responsibilities during pandemic period'). It is perhaps worth noting that only one response pointed to Covid as the only reason, with most including it alongside other issues or specifying (as in the above quotes) that Covid was 'partly' the problem. Further analysis about the impact of Covid-19 is provided in relation to Questions 21-23.

Other reasons cited include **distance** (in most cases, living abroad) and time zone conflicts (4), **own status** (either as a retired or new member) (4), a **dislike of online participation** (3) and a **lack of funding** or resources (2). As mentioned above, of particular relevance for BAAL are a final two reasons: **lack of information** (4) – for example, 'I didn't know about some of the initiatives listed above' – and a **lack of confidence or sense of belonging** (3). The three members in the last category span different career stages, from postgraduate ('Feel

that as a PhD student I don't have so much to contribute to the field as yet') through mid-career ('I never felt very much like I belong. As a minority, it often feels like a closed 'in group'. I felt disenfranchised') to senior academics ('We don't really feel we belong there and at times we feel our interest in being excluded or marginalised'). Although very few in number, these responses have some resonance with people's comments (discussed above) about prioritising other kinds of events and point to a possible need for BAAL to enhance its communication with members.

11. List up to 3 BAAL activities, initiatives or events you find most useful/interesting.

Question 11 asked respondents to list up to three BAAL activities that they considered most useful or interesting. There were 130 answers provided as initial responses, followed by 111 answers as a second response and 68 as a third response. When all the responses were summed up, the following three BAAL activities constituted the most popular answers:

- Attended/presented at BAAL annual conference (71)
- Belonged to BAAL Special Interest Group (62)
- Read/shared information on BAAL Mailing list (53)

Table 4 Activities deemed useful or interesting by respondents

	Type of activity	Response 1	Response 2	Response 3	Total
1	Attended/presented at BAAL annual conference	46	20	5	71
2	Belonged to a BAAL Special Interest Group	32	22	8	62
3	Read or shared information on BAAL Mailing list	13	23	17	53
4	Visited BAAL Members' Area , for information, recordings of talks, online recordings, webinars	5	12	7	24
5	Organised or attended BAAL/CUP Seminars	10	4	2	16
6	Organised or attended BAAL Researcher Development Workshops	9	5	2	16
7	Read or contributed to BAAL Newsletters	5	5	3	13
8	Attended BAAL Executive Committee events such as Applying Linguistics Fund information day, BAAL Open Day	1	2	2	5
9	Followed the BAAL Book Prize Competition		1	4	5
10	Followed, read or engaged with BAAL Twitter @_BAAL		2	2	4

11	Attended Annual General Meeting (AGM)		1		1
12	Subscribed to the BAAL YouTube channel		1		1
13	Other	9	13	16	38
	Total number of responses	130	111	68	

12. What is your overall level of satisfaction with BAAL? (Likert scale, with 1 being very unsatisfied and 5 very satisfied)

Question 12 was a five-point Likert scale in which participants were asked to rate their satisfaction with BAAL. Based on the data from all 141 respondents, the average score was 4.06 (SD = .78), showing members' high level of satisfaction and overall rating of the organisation. This data were explored further at a more granular level, with satisfaction of members being compared depending on their career stage. While individuals with more years of membership (> 15) have descriptively slightly lower satisfaction scores than members with fewer membership years, these differences did not reach statistical significance, suggesting that all members represent similarly high levels of satisfaction irrespective of the length of their involvement in the organisation.

Table 5 Overall satisfaction rating among different career stages: average (SD)

Postgraduate Student	Early-career	Mid-career	Established/senior	Retired	Overall
4.17 (.70)	4.20 (.66)	3.88 (.86)	3.97 (.90)	4.22 (.44)	4.06(.78)

13. What areas do you think BAAL could do differently or better?

The question invited the respondents to suggest up to three areas where BAAL could act differently or better. It attracted 88 initial responses, with 50 respondents also adding a second suggestion, and 26 a third suggestion (a total of 164 responses). Of these, eight suggested that no improvement was necessary (e.g., 'Can't think of any', 'All seems good'). The remaining 156 responses highlighted diverse potential areas of improvement with a notable emphasis on enhancing inclusivity and diversity, along with increased engagement with real-world issues.

One of the two most frequently mentioned issues was the **conference** (24), focusing on its cost, size (that it is too large) and focus (namely that it is too slanted towards education and TESOL, and could be more diverse, exciting and innovative), as well as its timing (that September is difficult for members with childcare responsibilities) and delivery (with five calls for hybrid or online options). Two respondents mentioned travel grants and low-cost options, respectively, while another requested fee waivers for SIG chairs. Four respondents referred to the delegate experience: two respondents mentioned wanting (in the words of one) a 'wider range of academics attending', with one specifying the need for more senior UK academics at the conference, another wanted more on-site networking opportunities, and another suggested introducing a mentor for those attending for the first time. Another welcomed the 2023 symposium format as a replacement for the traditional special interest group (SIG) tracks, in part because of the challenges in ensuring effective communication

between the conference local organising committee (LOC) and the SIGs. One comment simply read ‘Rethink the conference’.

The other most frequently mentioned issue was **supporting minority or under-represented groups** (24), including groups characterised by race and religion, refugees/asylum seekers, independent researchers, non-traditional, mature, working-class academics and students, women, and those with caring responsibilities, as well as students and ECRs (six comments specifically focused on supporting PhD students). One comment mentioned ‘keep ensuring all areas of UK [are] fully represented’. In terms of suggestions for how these members should be supported, respondents proposed ‘Career support’, grants and prizes, student conference fees and funding support (2), training for students (3) and ‘Q&A sessions for early career’, while others referred more generally to support, increased involvement and ‘reaching out’ as well as ‘greater diversity’.

The next most frequently cited issue was **international reach** (17), which included comments focused on ensuring participation of the global south through providing bursaries (2), organising international events (3) (e.g., ‘organising events outside the UK/Western Europe, possibly in association with universities and/or similar local organisations’) or hybrid events to cater for those overseas, building international collaborations (2), and ‘international networking’. Three respondents mentioned international grants, with one suggesting a collaboration with UK universities, and organisations such as Hornby Foundation (UK) and TetFund (Nigeria) for scholarships to study in the UK. One response specifically mentioned ‘better communication/connection with Europe’. One respondent flagged up regional interests (‘Interests as a Japan based educator aren’t much catered for but it is ok’). It is perhaps not surprising if ‘there is a very “British” feel to’ BAAL, as one respondent put it, but this should not be at the expense of our global outlook.

Another prominent issue, **lobbying** (15) included advocating for the importance of Applied Linguistics (5) in and beyond the UK, reforming the sector and impacting on policy (2), connecting with other linguistics organisations (1) and campaigning around linguistic, educational, social and environmental issues (4) including lobbying ‘for languages in schools’, ‘creating more job opportunities’ and ‘more engagement with the climate emergency’. The need for more lobbying on the part of BAAL was also raised in response to survey question (Qs 15 and 16) about what BAAL could do to address EDI issues faced by members.

Other comments mentioned specific topics, including research approaches, on which respondents wanted more information; comments about particular BAAL activities such as the BAAL YouTube channel; BAAL communications and better sharing of events; the format of events; greater diversity in terms of speakers and topics; inclusion of practitioners and establishing stronger links between theory and practice; and more funding opportunities.

Overall, while several responses spoke to individual priorities, most appeared to go beyond personal preferences to advocate for changes designed to increase inclusivity and diversity – including online conference options, supporting under-represented groups, increasing international reach, and broadening the diversity of subject areas encompassed by BAAL – as well as engagement with wider linguistic, educational, social and environmental issues (and practitioners) beyond academia. Running through the responses was a recurring mention of the need for better communication, mentoring and networking opportunities.

17. As our membership becomes increasingly international, what do you think distinguishes BAAL from other Applied Linguistics associations in other countries?

Question 17 was an open question. It solicited a total of 92 responses with a small number of respondents (5) commenting on multiple themes in their responses. Some common themes emerged from the responses and their frequencies are provided in Figure 5.

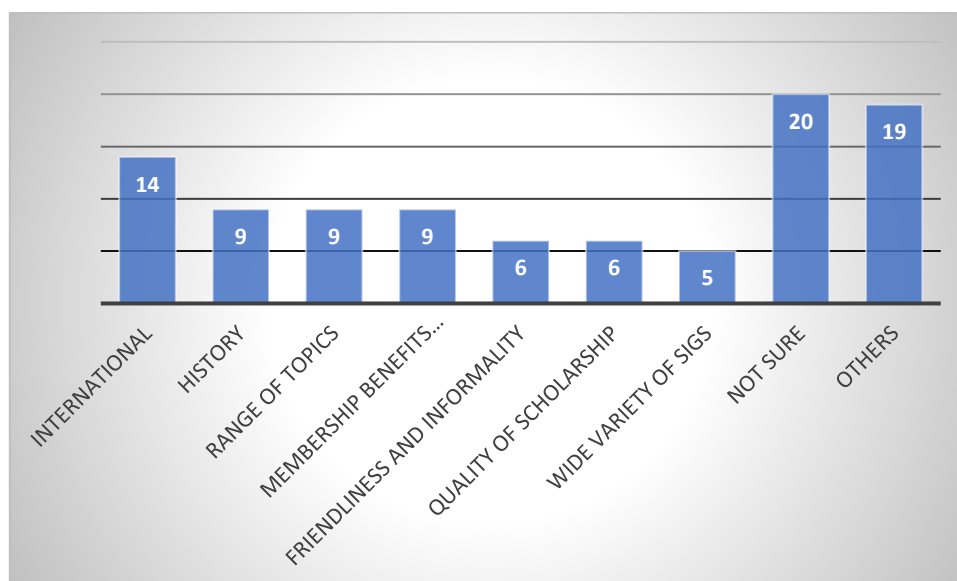


Figure 5 BAAL's distinctive characteristics and frequencies

Fourteen respondents commented on BAAL's international focus and saw BAAL as more global than other organisations. Nine respondents mentioned BAAL's long history of being at the forefront of Applied Linguistics. Another nine respondents highlighted that BAAL covers a wide range of topics, making it accessible and relevant to a diverse group of members. An additional nine respondents pointed to the membership benefits, particularly in terms of networking and information dissemination through the BAAL mailing list and events. The respondents also commented on the friendliness and informality, the quality of BAAL scholarship and standing of academics involved in the field globally, and the variety of SIGs within BAAL, facilitating connections among members with similar research interests. A notable portion of respondents (20) remained undecided as to BAAL's distinctive features, while 19 commented on other considerations such as the location (e.g., 'It is located in Europe so easier to travel from Africa and the Middle East rather than going to the USA').

The following quotes demonstrate the wide range of features that distinguish BAAL from other associations discussed above.

The quality of thinking, also BAAL leads in opening new discussions and debate e.g. translanguaging, making non-European languages visible, I feel comfortable with BAAL.

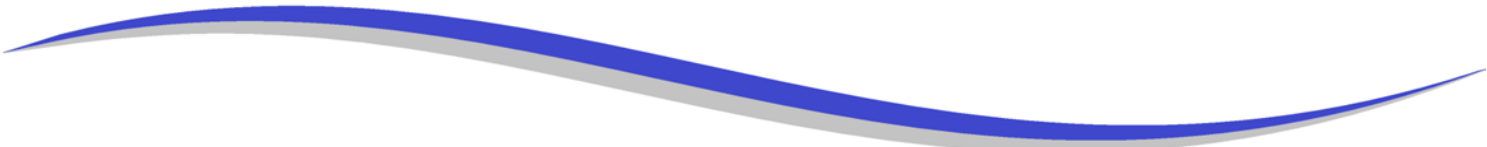
Its focus on Applied Linguistic issues that are especially important in and for the UK. At the same time, BAAL defines the role of UK Applied Linguistics within Europe, which is especially important following Brexit.

Big enough to wield influence. Small enough not to be overly corporate-size.

Commitment to applied aspects of linguistics, openness to diverse methods/approaches to linguistics.

BAAL does feel like it's both British-focussed and global in its scope.

A breadth of coverage and willingness to engage with international topics and developing perspectives.



Wide range of topics, its reachability and ability for all members to share relevant information

It is simply more international than most other ALAs [applied linguistics associations], with the exception of AILA [Association Internationale de Linguistique Appliquée. (International Association of Applied Linguistics), to which BAAL is affiliated]. It has a broader remit and is less concerned with language teaching.

Precisely that membership is wide-ranging, diverse and therefore information and events become more and more diverse.

Two respondents suggested critically revisiting the privilege of using English as the academic lingua franca within BAAL (e.g., ‘It is still very English-language focused’; ‘Not sure but has privilege in terms of use of English as academic lingua franca? Consider this critically?’ and one respondent raised the UK-centric issue (‘For me, BAAL still feels rather UK-centric and I would like to see much more in the way of reaching out.’)

Overall, BAAL is recognised as an international and member-centred organization that is open to a wide range of topics and approaches to Applied Linguistics. Its history, quality of scholarship and its UK connection also distinguish BAAL from other associations.

Equality, Diversity and Inclusion (Questions 14-16)

14. What EDI issues directly affect you at work or in your academic life? Please list any issues below.

The question asking BAAL members to comment on the EDI issues directly affecting them at work or in their academic life received 94 initial responses, with 53 respondents adding a second issue, and 31 a third (a total of 178 responses). Thirteen responses indicated that members did not face EDI issues. The most frequently cited category across the other responses was gender and sexuality (43 responses), followed by language-related issues (28 responses) and ethnicity and racism (22 responses).

Most comments in the category of **gender and sexuality** (43) relate to gender inequality, including the gender pay gap, discrimination and bias, career progression, and the predominantly male leadership and male dominant culture, with two respondents simply writing 'I am a woman' and 'being a woman'. One comment mentioned being a mother specifically as problematic, while another mentioned the menopause, and two respondents pointed to what one called 'Unfair workload distributions ... re gender'. Five comments mentioned transrights and transphobia, citing for example 'a growing hostile environment in terms of transphobia'. Seven comments mentioned sexuality, including homophobia and sexuality-related discrimination, for example 'I'd like more LGBTQIA+ representation'.

Language-related issues (28) include those relating to multilingualism and linguistic diversity, minority varieties, native speakerism and monolingual bias, linguistic discrimination and accent prejudice. These were cited as impacting on inclusivity, hiring practices and job opportunities, as well as teaching practice in class. One respondent mentioned raciolinguistics, and another linguistic citizenship. Most comments do not elaborate on the issues raised, but this would seem to be an interesting and important area on which to gain the further insights of BAAL members.

Most respondents commenting on **ethnicity and racism** (22) pointed to their own ethnicity, and their minority status in a department (e.g., 'being the only non-white person in my department'), and many did not elaborate on the challenges they face. Those that did pointed to racism, visibility ('Writing about race - often UK based, racially minoritised academics are ignored') with one suggestion that race and other characteristics do not get the same prioritisation as gender; unfair workloads ('more administrative work requests for women and people of color'), and race and career progression. Others focused on (the lack of) ethnic diversity in BAAL, with one respondent suggesting 'It would be good to encourage more people of African and Indigenous heritage to take a more active role'. It is perhaps important to note that some respondents cited what one called 'being white' as an EDI issue they faced, and that only one respondent mentioned students: 'BME attainment gap at MA level'.

Other respondents touched on **caring duties**, including childcare (11), nationality and immigration (10) and decolonisation (8). One interesting set of somewhat disparate issues were related uniquely to **research and academia** (7) and included discrimination faced due to the nature of individuals' scholarly work:

*Writing about race - often UK based, racially minoritised academics are ignored.
relative lower status of certain academic activities (eg EAP, academic literacy etc.)*

Researchism.

Dealing with distressing data, which can have an impact on my research and mental health.

positionality as a researcher.

Not having enough resource to undertake research on linguistically diverse and non-elite learners.

Career expectations, which put me off going into academia in the first place.

Other comments touched on **disability and health** (6), **ageism** (5), issues faced by **students** (5) and **early career academics** (3), **work conditions and precarity** (4), and **social class**, namely by academics claiming a working-class background, and **neurodiversity** (2). One person mentioned mobility, another ‘issues of bullying and harassment’. Three respondents mentioned a lack of (or need for) mentoring as an issue, and two a lack of tolerance. A further 15 touched on more general EDI issues – diversity, equality, inclusion, discrimination and social justice – including comments such as ‘lack of understanding of intersectionality’.

Reflecting across all the EDI issues discussed above, they were sometimes linked to:

- career progression (e.g., ‘maternity/caring responsibilities and career progression’; ‘race and career progression’);
- leadership and promotion (‘part-time working as a carer – how to gain leadership experience’; ‘unfair promotion practices (for me, re gender’) and
- workload (‘more administrative work requests for women and people of colour’; ‘very heavy teaching load on early career academics’; unfair workload distributions’).

Interestingly, there was a recognition that these issues affected everyone: ‘My institution is frequently ineffective in dealing with issues of bullying and harassment. This affects the workplace for us all’; ‘My workplace experiences significant challenges in respect of "BAME" and gender pay gaps. The lack of diversity affects us all’.

It is also worth noting that issues around addressing EDI challenges were also flagged, with respondents citing the ‘pressure to decolonise the curriculum’ and the ‘pressure to address EDI for institutional ‘window dressing’’. Another member mentioned that ‘I need to be very aware of EDI when recruiting, promoting etc’ and another was concerned with ‘EDI as an afterthought rather than universal design’. In other words, attempts to address EDI issues in ways that are judged superficial or demanding can themselves be sources of stress and injustice.

15. What do you think BAAL could do to support you with EDI issues? and 16. What do you think BAAL could do to address EDI issues more widely within Applied Linguistics?

These two questions, although slightly different in focus, attracted similar responses and so are discussed together here. The question as to what BAAL could do to support respondents with their EDI issues garnered 75 initial responses, with 28 respondents adding a second action and 15 a third (a total of 118 responses). Of these, 22 respondents suggested there was nothing BAAL either could or needed to do. The question as to what BAAL could do to address EDI issues more widely within Applied Linguistics attracted 73 responses (with 15 responding with ‘n/a’, ‘nothing’ and similar responses), bringing the total number of responses across the two questions to 191. It is interesting to note that the only key differences in the answers across the two questions were a greater focus on support and mentoring in response to Q15 (14 responses compared to only 2 responses to Q16) and some mention of consulting or bringing in expertise (4) in response to Q16, which was not mentioned in response to Q15. This may be due to the wording of the questions (with Q15 mentioning ‘supporting members’ and Q16 ‘addressing EDI issues’) but it could also be

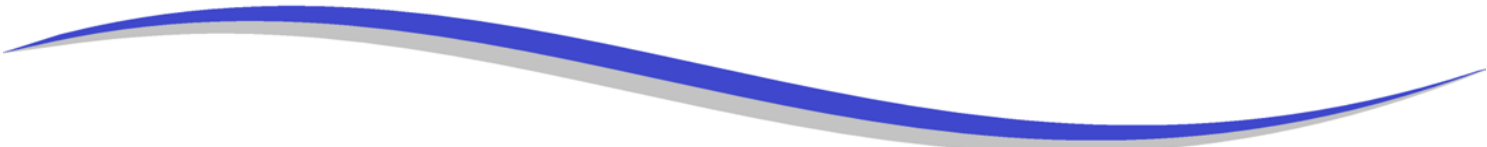
prompted by the fact that bringing in expertise may be perceived as offering a more long-term activity that is less immediate and direct than mentoring. Other than this, responses to the two questions similarly flagged up three main activities – events, education and advocacy – as well as a number of other suggestions.

The main kind of activity which respondents felt BAAL could do to support members involved their **events** (38), including the need for ‘EDI-specific events’ and targeted workshops or ‘themed events’ such as ‘member events for early career scholars’, ‘workshops and fora for conversation and engagement’, ‘serial seminars named EDI’, ‘activities with a specific focus on ethnic and LGBTQ+ issues’ and ‘maybe an event for ECR’s/Postgrads who have had a career outside of academia’. Responses focused on events also included suggestions for improving existing BAAL events through the provision of online or hybrid options, ensuring conference accessibility (in relation to fees, childcare and sign language interpreting) and speaker diversity, and the need to make event details available in advance (‘information about conference timings – including programme schedule etc is required a sensible time in advance by anyone planning childcare arrangements’).

A number of responses pointed to the **educational role** that BAAL could play in tutoring or informing its members (36), either by providing information and guidelines (19) or through training, discussion and awareness-raising events (17). The suggestions regarding information and guidelines included pleas for more communication, developing networks for information sharing, making case studies available and sharing resource lists on key topics, as well as providing explicit recommendations, and ‘official guidelines’ (rather than an EDI statement). One respondent wrote that ‘it would be good to pool expertise/research around some of those issues to produce user-friendly position statements/guidelines/case studies’. Suggestions for training included that designed for ‘working with/supporting working classes academics and students’, ‘for members from ethnic minorities and LGBTQ+ groups to take on leadership roles in BAAL’ and ‘for senior academics responsible for line management’ as well as more generally providing opportunities for discussion and collaboration around EDI issues.

The third most frequently cited activity was providing a **voice and public platform** (35), including advocacy, campaigning, policy change, press releases, with specific suggestions including ‘highlighting a few key EDI issues in Applied Linguistics and championing these, e.g. 1-2 per year’, having ‘a presence at conferences other than BAAL’ and ‘activism for more inclusive journal editorial policies’ as well as ‘more permanent posts and less “gig economy”’. As one member put it, BAAL needs to ‘consider as a body how to be a voice in the sector’. There was some mention of working with universities with this, with one suggestion to ‘support the Union in the fight for better work conditions’. These comments parallel similar calls for greater lobbying for Applied Linguistics as a discipline and other issues made in response to the more general question about what BAAL could do better or differently (Q13).

Twenty responses pointed to the need for **future research**. This category included the suggestion that BAAL facilitate or fund members’ diverse research agendas (‘Support more research on linguistically diverse and non-elite learners’; ‘Engage members in participant research’, create more research opportunities’, ‘Fund research widely for range of voices’; ‘Encourage research on minority languages’) as well as the proposal that BAAL carry out its own research (‘collect data, originate research’) into wider institutional and discipline-related EDI issues, with suggestions including to promote a greater diversity of linguists to replace the currently predominantly white and male canon, ‘examine whether universities pay equal wages to male and female staff’ and ‘find out which structures are in place to prevent wider



representation and dismantle them’. One respondent suggested ‘employing Applied Linguistics expertise to shine light on practices, experiences, describe and explain EDI phenomena’, pointing to the particular role that applied linguists can play in tackling EDI issues.

A further 17 respondents suggested that BAAL do more to **embed equality in all its activities**, with comments focusing on the need to be inclusive when selecting speakers and participants in events, as well as suggestions to , ‘advertise code of conduct/respect before conferences and meetings’, ‘support SIGs to do recruitment drives attracting more BAME [Black, Asian and minority ethnic] academics and language practitioners’ and ‘lead by example with policies/statements, and putting these into practice’.

Another key issue was **support and mentorship** (16), including the development of networks, information sharing, outreach to minority groups, and capacity building. Responses suggesting the latter included the following suggestions:

Provide support for members from ethnic minorities and LGBTQ+ groups to take on leadership roles in BAAL.

Work with unis to support women into senior roles.

Providing support to women on how to progress within workplaces – workshops, fora, CV advice etc.

One respondent spoke about this issue in terms of providing leadership: ‘take stronger leadership in promoting ethnicity and LGBTQ+ issues as language issues and educational issues’.

A further 12 made suggestions related to **funding**, five mentioned creating **special interest groups** (SIGs) or working groups and, as mentioned above, four suggested **bringing in external expertise**.

Overall, the responses point to three key types of activity in which BAAL could engage in any initiative to address the EDI issues faced by applied linguists: that of **informing** members through targeted events, training, the provision of information and guidelines, external expertise and further research; **supporting** members through improving event inclusivity, facilitating diverse research, providing mentorship and offering funding; and **representing** members through increased lobbying and engagement with policy, and by embedding equality into all our activities.



Conference format (Question 18)

18. How would you like our conference to be available in the future?

Question 18 enabled participants to choose from five options. The most popular one was 'Hybrid with equal amount of online & in-person' (84), followed by 'Predominantly in person with some online options' (68), 'In-person only' (6), and 'Online only' (2). Such results are a clear indication of members' preference for hybrid options of delivering the annual conference.

Examples of answers provided under 'Other suggestions' (21):

I think on-line is good because it is ecofriendly. I have found hybrid exhausting. So I think having the online bit starting the week before or after the face-to-face bit is better.

*I would suggest that plenaries should be live-streamed and then *different* opportunities for online and in-person participation e.g. one day online and one day in person.*

It would be good if all if not most plenaries can be recorded and uploaded online - even if they are restricted for members only.

About the field (Questions 19-24)

19. What is the biggest challenge facing Applied Linguistics in general from the perspective of your current role?

This open question received 118 responses. Overall, there is a strong consensus on the need to raise the profile of Applied Linguistics (see Figure 6 for themes and their frequencies). Two challenges were mentioned most frequently. They are:

- Relevance and recognition of Applied Linguistics: the need for Applied Linguistics to demonstrate and uphold its relevance across diverse audiences, including society (e.g., policy-makers, funding organisations), professions (e.g., school teachers, clinicians), other disciplines, and within university settings.
- Funding, job security and student numbers: securing funding for Applied Linguistics research, addressing the decline in MA student enrolment, and ensuring job security and opportunities for doctoral students and early career researchers (ECRs).

The following selected examples draw attention to the lack of awareness of Applied Linguistics within and beyond universities (the first theme above):

Applied Linguistics has a very relevant role to play in a great variety of disciplines; however, I think our voices are still not present (or heard) enough at interdisciplinary level. Very few scholars in fields that are not Applied Linguistics realise that their own research area is influenced by how studies are construed through language. I think our contribution is not yet valued enough at interdisciplinary level.

Understood as v specialised but value for everyday practice in professions etc not in public awareness, seen as simply about language which many educated individuals associated with grammar and writing and speaking well, or trad rhetoric. We need to get the message with excellent cases demonstrating immediate relevance for example for decision-making in emergency healthcare settings or understanding misinformation in the public realm.

One of the biggest challenges facing Applied Linguistics is to fully exploit the potentials of using applied linguistic skills to aid development in diverse areas of many economies across the world. This is because, in many countries, outside the UK, people think Applied linguistics is a theoretical discipline that focuses only on the grammar, structure and phonetics of a language without options for practical application in solving real life issues. This attitude has led to the massive reduction of funding for Applied Linguistics research in some countries.

Other themes related to the challenges of Applied Linguistics are:

- Vision of what Applied Linguistics is and what kind of research the respondents value.
- Role of applied research and practice: the need to support empirical work, to make a link between theory and practice, to be consulted in areas where Applied Linguistics could be really helpful, to maintain a societal view of the importance of Applied Linguistics, and to bring together research practice and activism.
- Technology and artificial intelligence (AI): the need to respond to technological advancements and transform accordingly, and also the lack of understanding of the impact of AI and its implications for funding and the UK's research evaluation framework (REF).

- Multilingualism and diversity: the need to be inclusive of all linguistic varieties and to challenge the monolingual mindset in language education and in society.
- Interdisciplinary approach: developing interdisciplinary capacity to contribute productively and systematically to key societal challenges, embracing new perspectives and cross-disciplinary views/research.
- Career-related issues: supporting emerging scholars, students, and community members with research methodology, materials, and academic writing; the pressure faced by academic staff and the expectations that institutions place on them for success; the expectation for early career researchers to sacrifice their free time for career development; advocating for healthy workload expectations in academia.
- Identity of the field: how to distinguish Applied Linguistics from other related fields such as Theoretical Linguistics, how to define Applied Linguistics as a distinct subject area compared to General Linguistics, and how to develop degree programs that accurately reflect the scope and focus of Applied Linguistics.
- Adapting to the changes in the way we share and do research: the need to keep up with information and debates, new platforms and regular upskilling with regards to rapid development in research methods.

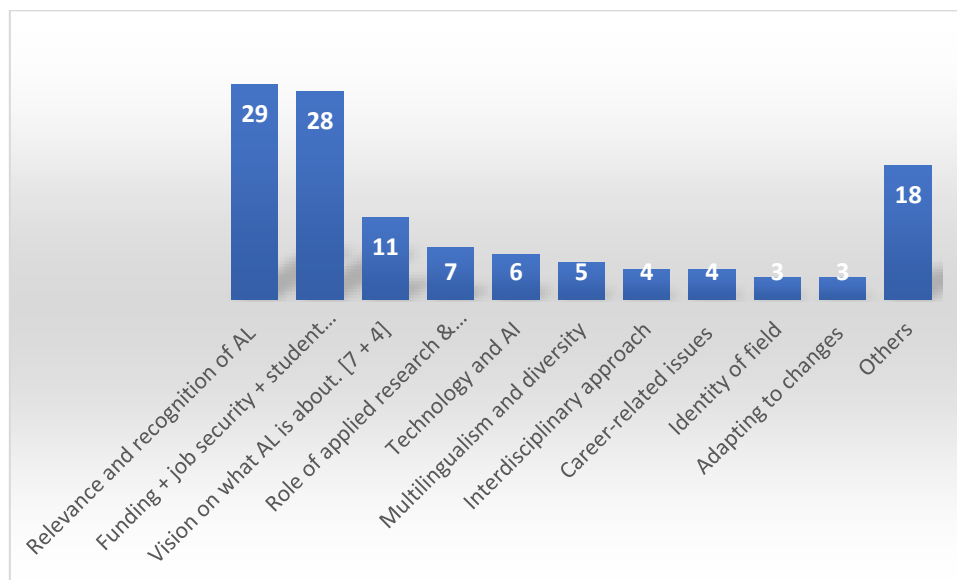


Figure 6 Challenges facing Applied Linguistics perceived by respondents

20. What do you think we could do to meet the above challenge as an association?

105 responses are recorded. A significant number of suggestions (27) were put forward around the theme of promotion and advocacy of Applied Linguistics. The themes and frequencies are available in Figure 7 and listed below.

- Promotion and advocacy of Applied Linguistics in various fields, including education, policy-making and promotion of language learning.
- Engagement with the public and media to increase awareness and understanding of Applied Linguistics; Communication and dissemination of Applied Linguistics research.
- Encouraging practical applications and impact-focused initiatives.
- Promoting lesser-known areas of AL.
- Collaboration with other associations.
- Interdisciplinary collaboration to widen the scope of Applied Linguistics research.

- Provide more opportunities for sharing and networking through BAAL conferences and events.
- Support and mentorship for new members and early career researchers.
- Consideration of work/life balance and job security for members.

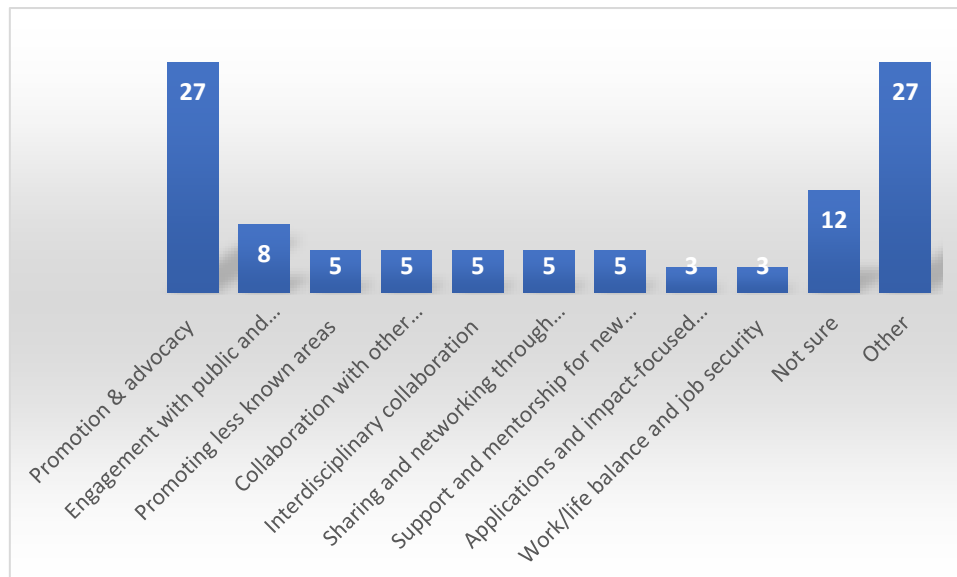


Figure 7 Suggested ways of meeting challenges by respondents

Some selective quotes to illustrate the above themes:

More purpose-oriented collaborative networking/working group activity which represents and embraces disciplinary diversity and at the same time 'speaks to' other disciplines. Communication - improving channels of communication internally but also become more outward facing. Include different constituents within BAAL more meaningfully. Develop meaningful BAAL roles to support the above activity. Think creatively around BAAL leadership roles to ensure representation (around protected characteristics as well as disciplinary paradigms) at all times. Rethink the purpose of BAAL conferences. With hybrid format possible, new options are opening up and therefore new options for sharing/networking as well as career development.

BAAL should create a campaign using verifiable research work done to create awareness about the role and impact of Applied linguistics in solving societal problems and boosting economies.

Dedicate space and resources to those who do this work. I also think there is far too much saturation of the same academics occupying these spaces.

Be involved in national and international debates. Lobby decision-makers. Fund research whose benefits are clearly understood by the public (but of course I know that there is little cash for this).

Mentioning/encouraging the possibility of doing independent research so that we can still follow our own research interests in addition to what our institution wants/needs.

The impact of Covid-19 (Questions 21-23)

21. In what ways has Covid-19 pandemic impacted your career/study (either negatively or more positively, e.g., prompted you to engage in a new area of research)?

115 respondents submitted responses, showing a mixed picture of impact of Covid-19. The shift to online working brings both challenges and opportunities. Figure 8 summarises areas of impact and the frequency of mentions by the respondents.

The most frequently mentioned negative impact is increased workload, stress, mental health issues and caring duties (26 mentions), followed by restricted networking, conference experience and access to support (21 mentions, e.g., isolated, less connected). The respondents also talked about challenges to data collection and increased concerns for career and job security (e.g., cannot travel to UK to continue research/teaching; prompt one respondent to retire), negative impact on research and teaching (e.g., grant application, research productivity, less time, lose contact with students, not good with technology).

Nineteen respondents (13%) reported little impact and 18 respondents (13%) talked about new ways of working, for example, slowing down, new priorities, being more focused, using technology more, more time for research, enjoying a flipped classroom model, adjusting to remote testing (data collection), on-line interviews getting easier. Another 15 respondents appreciated more access to on-line events. Similarly, a small number of respondents (6) thought that remote working facilitated collaboration with overseas colleagues without having to travel. Another four respondents commented on the new job mobility and flexibility that came with remote working. For example, one respondent said,

It means that I could accept a role 80 miles from home and be allowed to work remotely. This has mostly continued. It has increased recognition that applied linguists do not need to be in offices. It has changed data collection in most of my projects as we use online methods e.g., Teams interviews, online surveys much more now. This is more convenient for everyone and yields a video record of every interview for better analysis.

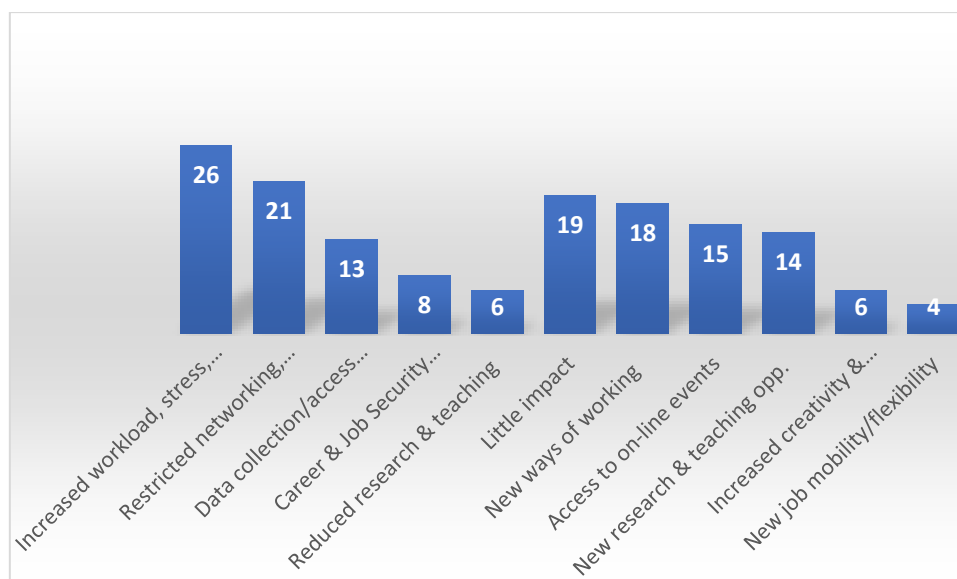


Figure 8 Areas impacted by Covid-19

Some respondents reflected on the kind of impact Covid had on their work in association with their career stage. For example, in the following quote, a PhD student discusses new research opportunities during the pandemic, acknowledging the trade-off of overwork and the experience of imposter syndrome:

Because a senior academic had more time, they invited me to work on a new research project they wouldn't have otherwise carried out, and it provided me the time to do so, which has proved very fruitful career-wise. It also normalised conducting interviews online, which I find much easier and more accessible than in-person interviews. But it also interfered with my (attempts at) development of work-life balance, and the rhetoric that PGR students 'had nothing better to do' has exacerbated overwork and imposter syndrome. From that perspective, while I was lucky in that the pandemic presented me new opportunities, it has been difficult to recover from. I'd also say that for many of my PhD peers it destroyed their study design and derailed their careers, presenting them with significantly less opportunities (e.g. teaching, etc.). My department stopped offering teaching opportunities to postgraduates, and I'm not sure where I'm expected to get that experience prior to entering the job market.

Some respondents talked about the challenges facing PhD students -fewer opportunities and derailment from their careers. Further analyse may be needed to compare experiences of different groups, for example, career stage or those with caring duties.

22. What do you think BAAL can do to support you in relation to the above challenges?

A total of 68 responses were received. Among them, 27 either indicated that they are not sure or they did not think that BAAL could do anything differently (e.g. 'BAAL does a lot considering it is run on goodwill and limited funds'). Among those who replied with specific suggestions, the answers pointed to a need for more support, guidance, and opportunities for early career researchers, along with a focus on online events, networking, and community building. Advocacy for better working conditions and promotion of research in the area were also important to some respondents. These are reflected in the following quote:

Encourage SIGs to reach out and connect colleagues with similar interests and complementary skills; mentors for those seeking new positions, or change of work environment; actively support members in understanding challenges and opportunities; be explicit that it's OK to be finding it tough and others are there to encourage professionals in our field to move forward well.

Some common themes emerged from the responses. They are:

1. Supporting early career researchers: the need for mentorship programs, guidance, and support for new members (e.g., cheaper fees for early career researchers to attend events).
2. Online events and hybrid conferences: offering more of them, making them available asynchronously, and encouraging hybrid events that allow greater access to wider membership.
3. Advocating for better working conditions: the need to advocate and campaign against academic precarity for early career researchers, supporting strikes for better working conditions, and raising awareness of the costs of working from home. One respondent commented, 'As a professional association, remind the world that academics are human beings and not teaching machines, and be more active in supporting our strikes. We strike for better working conditions because we need them.'

4. Networking and community building: hosting more informal networking events, building a mentorship program, and creating interest groups with specific research areas to accommodate new research areas in Applied Linguistics.
5. Promotion and sharing of research: a few respondents suggest promoting and sharing research in the area of how to work with digital data or offering ideas / publications about effective online teaching methods and approaches.

One respondent encouraged BAAL to look forward through sharing reflections on how we have all adapted our work because of the pandemic.

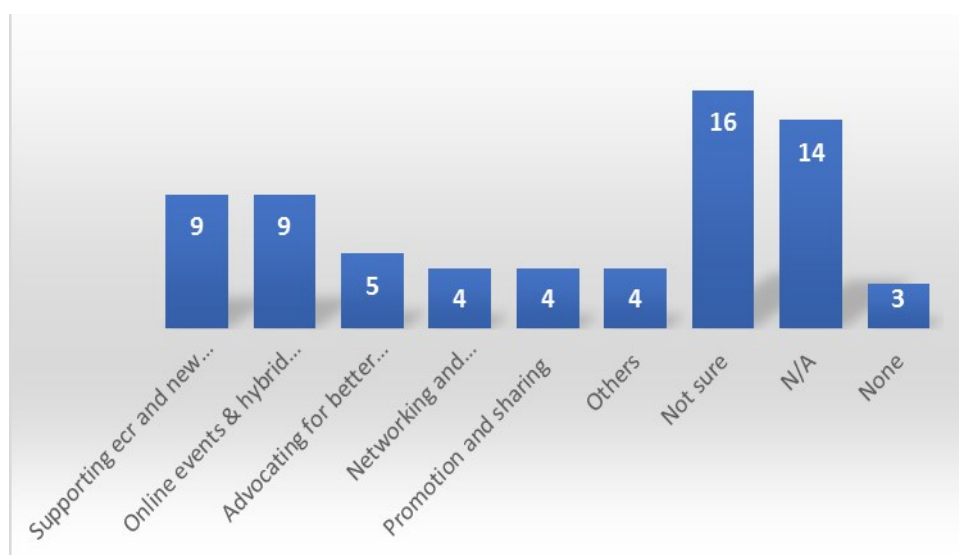


Figure 9 Suggested areas of support in overcoming Covid-19-related challenges

23. Apart from Covid-related support, what else do you think BAAL can do to support your career development/study?

A total of 72 responses were received. Among them, 27 indicated that they did not have any suggestions, and four were happy with what is offered by BAAL. A range of suggestions were offered along the following themes. They echo the themes which emerged from the previous question.

- Mentorship, networking opportunities, collaboration, and support for career development/study (the needs of different groups are highlighted: non-standard academic trajectories, non-traditional/working class backgrounds; part-time routes; mid-career; under-represented). This is most frequently mentioned.
- Workshops and training for research methods, analysis, and software.
- Funding and job opportunities.
- Continuing to organise conferences, seminars, workshops, and events and to encourage PhD students' participation.

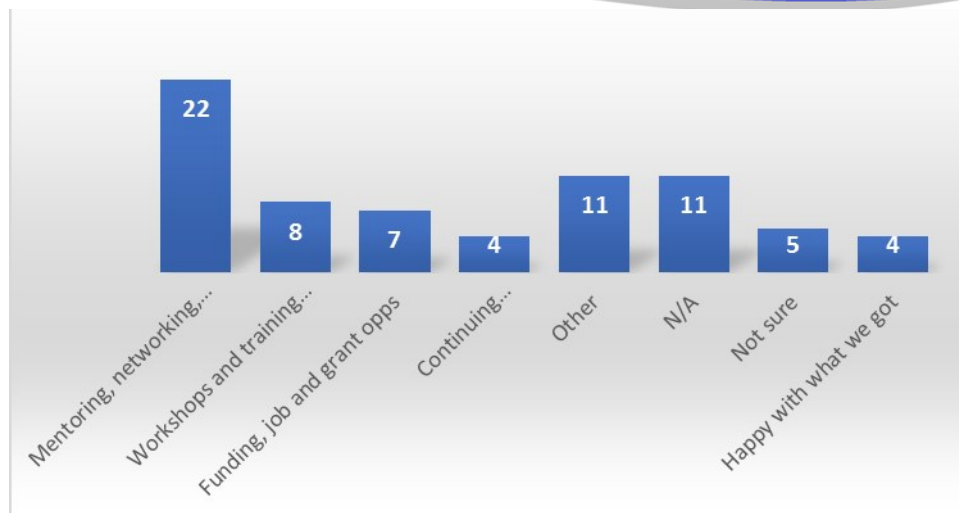


Figure 10 Suggested areas of support for career development

Some examples of suggestions are as follows:

Funding is the hardest part. I had a career prior to studies, so I don't need help with the basics, but money is the toughest part.

Look at non-standard academic trajectories more (eg look at scholarship and teaching only colleagues working in language(s) education but using the insights of Applied Linguistics research in teaching.

It will be good if there are some sessions to learn the general overviewing Applied Linguistics in the world. Choosing both senior and young researchers as plenary to show the diverse views on Applied Linguistics.

I think the research and event grants that you offer are great. Things that support research and publishing opportunities.

I think BAAL is doing a great job to promote the mental health and wellbeing of its members. I appreciate the support groups there are for those dealing with distressing data, but feel like more can be done with them. I've not heard much from them in the past couple of months and it feels as though these groups have fizzled out a bit.

I think a mid-careers forum would be good, and perhaps one specifically for women. Lots of people get stuck when they should be advancing.

Provide support targeted at non-traditional, working class students.

Add a vacancies section to the website?

Begin collecting data about the racial and gender composition of the association and linguistics departments more broadly - they do this in the US.

24. What are the key potential growth or priority areas in the field?

The question invited up to 3 responses for areas of future growth or priority. A total of 152 responses were recorded. A word cloud is provided in Figure 11 as an illustration of the relative prominence of the key words in the response.

- Professional communication: science communication and professional communication, Mediated professional interactions and mutability of comms skills, health communication post-Covid and mental health.
- Pandemic-related research: intercultural studies during the pandemic, the impact of pandemic on language learning and learning.
- Various other areas or sub-fields: corpus linguistics, forensic linguistics, language and culture, ecolinguistics (e.g. the UN Sustainable Development Goals embedded in English Language Teaching), linguistic anthropology, new literacies.

The respondents also identified some areas of collaboration and engagement as well as research methodologies as the key growth and priority areas. These are:

- (Research) collaboration: interdisciplinary engagement, research links among colleagues, and collaborations, incorporating diverse voices in the field, role of interdisciplinary projects in exploring climate change globally, role of interdisciplinary projects in promoting multilingualism and pushing against English only/native English among policy makers, e.g., ministers of education, university heads – globally; networking on-line.
- Research methodologies: diverse methodological approaches, mixed methods, new and developing methodologies.

In addition, some areas related to equality and justice were also identified.

- Diversity and inclusion: linguistic diversity and inclusion, reducing the gender gap, lobbying for change in areas where linguistic injustice is still operating.
- Decolonisation: decolonising Applied Linguistics, decolonising universities, decolonising language teaching.
- Social justice: addressing social justice issues, raciolinguistics, EDI, and anti-racism.

And finally, some respondents pointed to the areas related to career and professional development and BAAL as an association:

- Career and professional development: supporting early career researchers, teacher training, teacher wellbeing, professional resilience and professional digital literacies, researcher mental health.
- Professional organisation: expanding membership, international members.

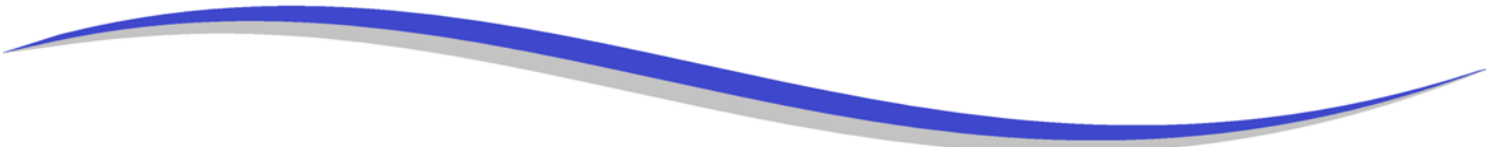
25. Please enter any other comments you may have in the box below.

A total of 46 responses were received. There was a great sense of community. Many responses revolved around gratitude and appreciation for the work of the BAAL EC. Respondents expressed thanks for the opportunities for knowledge development, collaboration, and the broad variety of topics presented by BAAL. There was recognition of the challenges and efforts involved in volunteering, as well as positive remarks about the inclusive nature of BAALs remit.

Some encouraging quotes to conclude the report:

Thank you BAAL for the broad variety of topics you present regularly. Much appreciated.

For a long time I wasn't sure that BAAL was for me. However, even if my research does not meet the conventional 'AL' model, the increasing breadth of BAAL's remit



has made me feel welcome, and has encouraged me to myself think more broadly about what I do in my research and teaching.

Thank you, I love BAAL.

Many of the comments I've given here are equally applicable to me - it's about being reflexive and striving to grow together in critical friendship :)

Conclusion

In conclusion, the findings from the BAAL 55th Anniversary Big Survey offer valuable insights into the perspectives of 141 respondents, representing approximately 10% of BAAL members. It is hoped that these insights will inform BAAL's collective decision making, capture the status quo of our times and identify priority areas. These will in turn contribute to the continued success and positive impact of BAAL and that of the field of Applied Linguistics.

The respondents, diverse both geographically and in terms of areas of expertise, expressed a high level of satisfaction with BAAL. They appreciated the organisation's international and member-centred approach, recognising its distinguished history, quality of scholarship, and UK connection. Motivations for joining BAAL primarily revolved around information dissemination, networking, professional contacts, and career development.

While the survey identified areas for improvement, particularly related to the annual conference, support for under-represented groups, international outreach, and advocacy for the importance of Applied Linguistics, the overall feedback towards BAAL remains positive.

The respondents reported three main EDI issues at work. They are related to gender and sexuality, language-related issues, and ethnicity and racism. The respondents outlined three key areas of action for BAAL to address these EDI issues: knowledge and awareness raising, supporting members, and representing members through lobbying and policy engagement.

The preferred conference format among respondents is hybrid, with an equal balance of online and in-person options. The impact of the Covid-19 pandemic on members' careers varied, with challenges such as increased workload and restricted networking, but also opportunities including increased access to online events and collaboration with overseas colleagues.

The respondents collectively emphasised the need to raise the profile of Applied Linguistics, focusing on relevance, recognition, funding, job security, and student numbers. The overall recommendations included providing mentoring support for early career researchers, advocating for Applied Linguistics in diverse fields, and enhancing network and community-building initiatives through informal events and mentorship programs.

The responses identified a broad spectrum of areas for growth and priority considerations, ranging from the impact of AI and technology to addressing linguistic injustice, and from promoting multilingualism to supporting early career researchers.

And finally, during the analysis of the results, it became evident that there is a need for systematic baseline data to generate a comprehensive overview of BAAL members' profiles and to track changes in the composition over time.

Acknowledgements

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Appendix 1 Abbreviations

AGM Annual General Meeting

BAAL British Association for Applied Linguistics

EC Executive Committee

ECR Early Career Researcher

EDI Equality, Diversity and Inclusion

HE Higher Education

LOC Local Organising Committee

REF Research Excellence Framework

SIGs Special Interest Groups

Appendix 2

A full list of respondents' research specialisms provided in response to Question 7

	Categories of research specialisms
1.	Language learning & teaching; SLA; TESOL; ELT; language education; language acquisition; EAL; psychology of language learning
2.	Corpus linguistics (inc. formulaic language & phraseology)
3.	Multilingualism; bilingualism; biliteracy
4.	Sociolinguistics; discourse analysis; gender studies; social justice; sociology of language; queer linguistics; language & power
5.	Language testing & assessment
6.	Political discourse; media
7.	Forensic linguistics; authorship analysis
8.	Phonetics; speech; dialectology; language change
9.	EAP; ESP: academic literacies; genre studies; literacy studies
10.	Intercultural communication; cultural studies; ethnography; anthropological linguistics; translanguaging; identity studies; narrative inquiry; social interaction
11.	Language planning & policy; revitalisation
12.	Psychology; mental lexicon; language & cognition; emotions; psycholinguistics
13.	Early childhood; children's language development; L1
14.	Professional communication; health communication; aviation communication; career messaging; legal communication; professional literacies; counselling settings
15.	English-medium instruction; Global & World Englishes; English as a lingua franca; CLIL
16.	Translation & translation studies
17.	Education; teacher education & training; teacher cognition; educational linguistics; primary education; bilingual education
18.	Technology; computer-assisted communication & learning; e-learning; multi-modality; human-computer interaction
19.	Migration; refugees; family language
20.	Other (language in HE; research methods; origins of language; management; grammar; vocabulary; SFL; linguistic landscape; artificial languages; contrastive linguistics; eco-linguistics; nationalism; mental health)

Appendix 3

BAAL 55th Anniversary Big Survey

Section 1 - About You

Question Title

*** 1. Please confirm that you are a member of BAAL. Only BAAL members are invited to complete the questionnaire.**

- Yes
- No

Question Title

2. How long have you been a member of BAAL?

- 0-4 years
- 5-9 years
- 10-14 years
- 15-19 years
- More than 20 years
- Not sure

Question Title

*** 3. In which country are you based?**

- England
- Northern Ireland
- Scotland
- Wales
- China
- Germany
- Hong Kong (SAR China)
- Ireland
- Italy
- Japan

- Macao (SAR China)
- Saudi Arabia
- Spain
- Turkey
- USA
- Other (please specify)

Question Title

*** 4. How would you describe your gender?**

- Female
- Male
- Prefer not to say
- Let me self describe:

Question Title

*** 5. How would you describe your career stage?**

- Postgraduate study
- Early Career
- Mid-career
- Established/senior
- Retired
- Other (please specify)

Question Title

6. What type of institution are you affiliated with? (please choose the answer that best describes your institution)

- University

- College
- School
- Publisher
- Non-profit organisation
- For-profit organisation
- Freelance
- Other (please specify)

Question Title

7. Please use up to three key words to describe specific areas of your expertise/specialism (e.g. multilingualism, translation, language learning, testing, corpus linguistics).

Key word 1:

Key word 2:

Key word 3:

Section 2 - About the Association

BAAL offers a range of activities that support and bring together members and is currently engaging with a number of strategic priorities including multilingualism, Equality, Diversity and Inclusion (EDI), Covid-related support, policy engagement, and expanding our international outlook. Your answers to the following questions will help the EC to finetune our strategic priorities and forward planning.

Question Title

8. Why did you join BAAL in the first place? (Please tick as many as relevant)

- Information sharing
- Job seeking
- Funding opportunities provided by BAAL
- Activities sponsored or organised by BAAL
- Special Interest Groups affiliated to BAAL
- Networking and support
- Career development

- Recommendation from colleagues
- I don't remember
- Other (please specify)

Question Title

9. Have you taken part in the following activities or initiatives organised or supported by BAAL in the last 3 years? (Please tick as many as relevant)

- Attended/presented at BAAL Annual conferences either in person or on-line
- Attended Annual General Meeting (AGM)
- Read or contributed to [BAAL Newsletters](#)
- Followed, read or engaged with BAAL Twitter [@_BAAL](#)
- Organised or attended [BAAL/CUP Seminars](#)
- Organised or attended BAAL Researcher Development [Workshops](#)
- Belonged to a BAAL [Special Interest Group](#)
- Attended BAAL Executive Committee events such as [Applying Linguistics Fund](#) information day, BAAL Open Day
- Followed the [BAAL Book Prize](#) Competition
- Visited BAAL [Members' Area](#), for example, for information and recordings of talks
- Subscribed to the BAAL [YouTube](#) channel.
- Read or shared information to BAAL Mailing list
- Other (please specify)

Question Title

10. If you have not taken part in BAAL activities or only taken part in very few activities in the last 3 years, please tell us why.

Question Title

11. List up to three BAAL activities, initiatives or events which you find most useful/interesting.

Response 1:

Response 2:

Response 3:

Question Title

12. What is your overall level of satisfaction with BAAL?

Very unsatisfied	Unsatisfied	Neutral	Satisfied	Very satisfied
<input type="radio"/> Very unsatisfied	<input type="radio"/> Unsatisfied	<input type="radio"/> Neutral	<input type="radio"/> Satisfied	<input type="radio"/> Very satisfied

Question Title

13. Which areas do you think BAAL could do differently or better?

Response 1:

Response 2:

Response 3:

BAAL has started engaging with the Equality, Diversity and Inclusion (EDI) initiative more systematically since 2020. The BAAL [statement on EDI within Applied Linguistics](#) is now available on the BAAL website. We welcome new ideas and perspectives which enrich and challenge the field. BAAL is committed to ongoing discussions about how we can address issues of equality, diversity and inclusion both within the association and the field of Applied Linguistics more broadly.

Question Title

14. What EDI issues directly affect you at work or in your academic life? Please list any issues below:

Response 1:

Response 2:

Response 3:

Question Title

15. What do you think BAAL could do to support you with EDI issues?

Response 1:

Response 2:

Response 3:

Question Title

16. What do you think BAAL could do to address EDI issues more widely within Applied Linguistics?

Response 1:

Response 2:

Response 3:

Question Title

17. As our membership becomes increasingly international, what do you think distinguishes BAAL from other Applied Linguistics associations in other countries?

Question Title

18. How would you like our annual conferences to be available in the future?

- Online Only
- In-person only
- Predominantly in person, with some online options, e.g. live-streaming of plenaries
- Hybrid, with equal opportunities for online and in-person participation
- Please let us know if you have any suggestions regarding BAAL's on-line activities or virtual presence

Section 3 - About the field

Question Title

19. What is the biggest challenge facing Applied Linguistics in general from the perspective of your current role?

Question Title

20. What do you think we could do to meet the above challenge as an association?

Question Title

21. In what ways has Covid-19 pandemic impacted your career/study (either negatively or more positively, e.g. prompted you to engage in a new area of research)?

Question Title

22. What do you think BAAL can do to support you in relation to the above challenges?

Question Title

23. Apart from Covid-related support, what else do you think BAAL can do to support your career development/study?

Question Title

24. What are the key potential growth or priority areas in the field?

Response 1:

Response 2:

Response 3:



Question Title

25. Please enter any other comments you may have in the box below.

Question Title

Thank you for completing the survey! If you are willing for us to contact you to further explore any of the questions and answers, please write your name, organisation and email below:

Name

Organisation

Email Address