

Digest

Selected publications

Abstracts from and weblinks to some of the most recent publications relating to language learning.

British Council (2025) [Language Trends Scotland 2024/25: Research into the teaching and learning of modern languages](#)

The first Language Trends report for Scotland launched on Monday 3rd February 2025, and provides a comprehensive overview of modern language teaching and learning across Scottish schools.

The research, conducted by Queen's University Belfast for the British Council, offers an independent overview of modern language provision across primary and secondary schools, both local-authority and independent. It examines current teaching approaches, qualification patterns and international engagement.

The report highlights the decline in Language learning in Scotland at senior levels over the last decade, reflecting the trend across the rest of the UK.

Languages, Society & Policy (2025) [Policy Collection: Languages in UK Education: postface](#)

A collection of eleven policy papers guest-edited by Wendy Ayres-Bennett and Charles Forsdick. Special collection of Languages, Society & Policy, a journal connecting research in linguistics and languages, cultures and societies with policy and the public. Published by the Faculty of Modern & Medieval Languages and Linguistics at the University of Cambridge.

Lanvers, U. (2024) [Language Learning beyond English. Learner Motivation in the Twenty-First Century](#). Cambridge University Press.

This Element addresses the following three questions: can Global English unequivocally be framed as a 'killer' language for learning LOTEs (languages other than English)? If so, under what premises? (Section 1); what are the rationales and justifications for learning LOTE in the age of Global English? (Section 2); and what are the pedagogical and policy implications for learning LOTE in the age of Global English? What can we learn from current (best and less good) practice? (Section 3). Attempts to engage learners in learning a variety of languages – rather than just English – often fail to achieve desired results, both in Anglophone and non-Anglophone contexts. Can English be blamed? What can policymakers and educators do to address the crisis? This Element proposes a

new matrix of rationales for language learning, advocating an interconnected, socially embedded justification for language learning.

Selected articles

Free-to-download articles from other language journals.

Journal of Multilingual and Multicultural Development

Tishakov, T. and Haukås, Å. (2025) 'Highlighting spaces for enacting multilingualism as a resource: an appreciative inquiry approach', *Journal of Multilingual and Multicultural Development*, pp. 1–19. doi: [10.1080/01434632.2025.2465888](https://doi.org/10.1080/01434632.2025.2465888).

The Language Learning Journal

Volume 53, Issue 1

Morea, N. and Fisher, L. (2023) 'Multilingual teachers and teachers of multilinguals: developing pre-service teachers' multilingual identities during teacher education', *The Language Learning Journal*, 53(1), pp. 1–21. doi: [10.1080/09571736.2023.2251499](https://doi.org/10.1080/09571736.2023.2251499).

East, M. (2024) 'Taking communication to task once more – a further decade on', *The Language Learning Journal*, 53(1), pp. 71–83. doi: [10.1080/09571736.2024.2305424](https://doi.org/10.1080/09571736.2024.2305424).

Soruç, A. *et al.* (2024) 'Factors influencing EFL teachers' provision of oral corrective feedback: the role of teaching experience', *The Language Learning Journal*, 53(1), pp. 98–113. doi: [10.1080/09571736.2024.2338346](https://doi.org/10.1080/09571736.2024.2338346).

Abdolrezapour, P., Kruk, M. and Ghanbari, N. (2025) 'New horizons in emotional literacy and second language learning', *The Language Learning Journal*, pp. 1–5. doi: [10.1080/09571736.2025.2473122](https://doi.org/10.1080/09571736.2025.2473122).

Foreign Language Annals

Volume 57, Issue 4

Van Gorp, K., Uebel Heidrich, E., Kronenberg, F. A. and Murphy, D. (2024) How important is studying languages for undergraduate students and why (not) study languages? *Foreign Language Annals*, 57(4), pp.867-1114. doi: [10.1111/flan.12783](https://doi.org/10.1111/flan.12783).

Language Teaching Research

Volume 29, Issue 3

Bielak, J. (2025). To what extent are foreign language anxiety and foreign language enjoyment related to L2 fluency? An investigation of task-specific emotions and breakdown and speed fluency in an oral task. *Language Teaching Research*, 29(3), 911-941. <https://doi.org/10.1177/13621688221079319>.

Conference listings

[The Future of French en Écosse: The Way Ahead](#)

23 June 2025 - University of Edinburgh

Following last year's inaugural **Future of French en Écosse** conference held at the University of Strathclyde, we are delighted to open registration for this year's event: **The Future of French en Écosse: The Way Ahead**.

The conference aims to provide a forum for all stakeholders by offering a place and time for assessing the situation and for building a positive future for French in Scotland, with a specific focus on learner's voices.

[International Language Conferences in Europe 2025](#)

Join language conferences in Europe 2025 if you are interested in expanding your knowledge for language-based topics. These formal gatherings are attended by world's leading linguistics experts, language scholars, students, academic professionals, language technologists, and others alike.

These conferences focus on studying, discussing, and promoting a wide range of topics related to languages, for example, linguistics, language teaching, translation, language technology, linguistic theories, evolution of languages, language and emotions, cognitive Linguistics, and many more. You can engage in insightful discussions on phonetics, syntax, semantics, and other aspects of linguistics. These involve interactive presentations and workshops to learn about teaching languages, curriculum development, and more. So, check out our list of the upcoming events and grab golden opportunities to advance your career.