# language teaching

## Note from the editors

*Increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates, the Common European Framework of Reference for Languages (CEFR) is basically conceived as a practical tool for setting clear standards to be attained at successive stages of learning. Of particular interest to course designers, textbook writers, testers, teachers and teacher trainers, it is also a descriptive scheme that is used to analyse L2 learners' needs, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes. In this issue, David Little summarises the content, purpose and origins of the CEFR, and discusses its impact on L2 teaching and learning, and on the assessment of L2 proficiency.*

*John Trim, who was very much a part of the process which led to the creation on the CEFR, and who has been associated with* Language Teaching *since its foundation, has recently retired from the editorial board of this journal. We would like to take this opportunity to thank him for his help and advice over these past forty years.*

## About the journal

*Language Teaching* provides professionals and academics with an up-to-date and convenient source of references on research in second and foreign language learning and teaching. Each four-part volume includes about seven hundred abstracts of research articles reporting the latest developments in language education. The abstracts – concise and informative summaries of the original articles – are grouped broadly into the following categories: language teaching, language learning, reading & writing, language testing, teacher education, bilingual education & bilingualism, sociolinguistics, applied linguistics, pragmatics and neurolinguistics. Each abstract is accompanied by full bibliographic information. The abstracts are selected from key international periodicals surveyed regularly upon their publication. Additional features of each journal issue are a state-of-the-art article, a subject index, an author index and a source index, and a list of publications received. Each volume includes a list of the periodicals surveyed for abstracting.

The editors are happy to consider advice on additional journals for abstracting.

## State-of-the-art articles

In each issue, *Language Teaching* features a state-of-the-art article on a particular topic. These are original articles specially commissioned from experts in the relevant fields, presenting a unique and authoritative overview and synthesis, with an extensive bibliography, of research on foreign and second language education. The articles cover a wide range of diverse and important topics, providing up-to-date accounts of research already carried out as well as projecting future research trends. Prior to final acceptance for publication, the articles are peer-reviewed by members of the journal's Editorial and Advisory Boards, and by external reviewers.

Selected recent and forthcoming state-of-the-art articles focus on the following topics:

- action research (Anne Burns, *LT* 38.2)
- teacher's development (Steve Mann, *LT* 38.3)
- conversation analysis (Paul Seedhouse, *LT* 38.4)
- English medium teaching in European higher education (James A. Coleman, *LT* 39.1)
- feedback on L2 students' writing (Ken Hyland & Fiona Hyland, *LT* 39.2)
- The Common European Framework of Reference for Languages (David Little, this issue)
- distance learning of foreign languages (Cynthia White, *LT* 39.4)
- learner autonomy (Phil Benson)
- authentic materials and authenticity in foreign language learning (Alex Gilmore)
- foreign language listening (Larry Vandergrift)
- language awareness (Agneta Svalberg)
- applied linguistics and language teaching research in Japan (Steve Cornwell, Andrea Maeda & Eton Churchill)
- applied linguistics and language teaching research in Australia (Jenny Miller, Cathy Elder & Russell Cross)

The editors are happy to consider proposals for state-of-the-art articles on new topics or topics not covered sufficiently in the past volumes of *Language Teaching*.



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