language teaching

Note from the editors

In her review of Language Awareness (LA), Agneta Svalberg shows how its multidisciplinary nature and wide scope make it particularly suited to dealing with the complexities of language. After a brief discussion of definitions, she reviews the place of LA in teaching languages. The author considers also other aspects of LA including critical language awareness, intercultural language awareness and multilingualism.

The new series of plenary and keynote speeches from international applied linguistics and second language acquisition conferences continues in this issue with an adapted version of the speech given at the Applied Linguistics Association of New Zealand symposium in 2006 by Cynthia White and with Patricia Duff's speech given at the Pacific Second Language Research Forum and Australian Association of Applied Linguistics joint conference in the same year.

The present issue of Language Teaching *is the last one in which we include the Abstracts section. In future volumes, starting with volume 41 in January 2008, the state-of-the-art articles will continue to present research on specific topics. A new strand of articles will survey recent second language acquisition and teaching research conducted in individual countries and another new strand will survey research on the teaching of languages other than English. The plenary and keynote speeches series, and the section with annual reports from research groups around the world will continue to feature in the new-look journal. A further section will be allocated to empirical research papers which follow a replication approach in their methodology.*

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 of the four parts of a volume features at least on 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 boards and external reviewers.

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

- distance learning of foreign languages (Cynthia White, *LT* 39.4)
- learner autonomy (Phil Benson, *LT* 40.1)
- authentic materials and authenticity in foreign language learning (Alex Gilmore, *LT* 40.2)
- language teaching research in Japan (Steve Cornwell, Andrea Maeda & Eton Churchill, *LT* 40.2)
- foreign language listening (Larry Vandergrift, *LT* 40.3)
- research on French as a second language (Michael Evans, *LT* 40.3)
- language awareness (Agneta Svalberg, this issue)
- teaching a third language: trends and challenges (Ulrike Jessner, *LT* 41.1)
- applied linguistics and language teaching research in Poland (Teresa Siek-Piskozub, Aleksandra Wach & Anna Raulinajtys, *LT* 41.1)
- the L2 curriculum (Kathleen Graves, *LT* 41.2)
- applied linguistics and language teaching research in the Netherlands (Marjolijn Verspoor, *LT* 41.2)
- native and non-native teachers of L2 English (Lucie Moussu & Enric Llurda, *LT* 41.3)
- using literature in the FL classroom (Amos Paran, *LT* 41.4)
- applied linguistics and language teaching research in Singapore (Ruanni Topsie Tupas & Rani Rubdy, *LT* 41.2)

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*, and proposals for the new series Language in Focus and Country in Focus.

The journal includes also occasional reports from research groups on their projects conducted under the auspices of applied lingustics organisations and university departments. The editors invite research groups around the world to offer summaries of their current or recent research projects for consideration for publication in the journal. As usual, publishers and authors are welcome to offer books for inclusion in an annotated list of publications received.

Instructions for Contributors and further information about the journal can be found at the webpage <http://journals.cambridge.org/jid_LTA>.

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