language teaching

Note from the editors

The acceptance and encouragement of plurilingualism and multilingualism are now central to the official language policies of the European Union and Council of Europe, and – as James Coleman points out in this issue's state-of-the-art article on English-medium teaching in European higher education – the process which began in Bologna to provide for more convergence across higher education promises 'proper provision for linguistic diversity'. In his survey, Coleman first describes the global context in terms of the spread of English as a lingua franca *and of the way higher education is now being marketed. He then explores the reasons for English-medium teaching in higher education institutions across Europe and considers the extent of the phenomenon, its impact and some of the problems such policies might bring.*

Recent advances in brain-imaging techniques such as PET (positron emission topography) and fMRI (functional magnetic resonance imaging), and the detailed detection of electrical activity (electroencephalography and event-related potentials), particularly within the brain of the bilingual, are providing exciting new insights into the neurobiological factors that explain and influence L2 development. This issue sees the inclusion of a new section of abstracts, identifying research under the broad category of NEUROLINGUISTICS, *where readers can follow theoretical, methodological and experimental work on the relationship between neurolinguistics, psychology and second language acquisition which usefully complements traditional sources of knowledge such as classroom experiences and classroom-based research.*

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 and 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.

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, this issue)
- feedback on L2 students' writing (Ken Hyland & Fiona Hyland, *LT* 39.2)
- The Common European Framework of Reference for Languages (David Little, *LT* 39.3)
- distance learning of foreign languages (Cynthia White, *LT* 39.4)
- authentic materials and authenticity in foreign language learning (Alex Gilmore)
- learner autonomy (Phil Benson)
- 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)

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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