language teaching

Note from the editors

Although there has been continuous debate over many years about the place of authentic discourse and materials in language learning, Alex Gilmore's review article in this issue is the first to review and debate many of the key issues and research in this area in a systematic way. His paper places the use of authentic material in historical context, showing how the arguments for and against the use of such material in textbooks go back a long way. After discussing the thorny issue of definition, he addresses four key areas of current concern and examines some of the reasons behind the perceived resistance to curriculum and textbook changes.

Our reviews of work in national publications return with a review by Steve Cornwell, Andrea Simon-Maeda and Eton Churchill of selected research on language education published in English in Japan from 2000 to 2006. In their article, the authors attempt to show the academic diversity and intellectual depth of current research agendas in Japan, with particular reference to current topics such as language policy issues, team-teaching, World Englishes, multilingualism, interlanguage pragmatics, and motivation.

Richard Johnstone's article in which he reviews research on language teaching, learning and policy published in 2004 and 2005 is available online in Language Teaching *39.4 (2006), at http://journals.cambridge.org/jid_LTA.*

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:

- 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, *LT* 39.3)
- 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, this issue)
- language teaching research in Japan (Steve Cornwell, Andrea Maeda & Eton Churchill, this issue)
- foreign language listening (Larry Vandergrift, *LT* 40.3)
- research on French as a second language (Michael J. Evans, *LT* 40.3)
- language awareness (Agneta Svalberg, *LT* 40.4)
- 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 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*.

Each four-part volume includes also abstracts of research articles reporting the latest developments in language education. The abstracts – concise summaries of the original articles – are grouped into the following categories: language teaching, language learning, reading & writing, language testing, teacher education, bilingual education & bilingualism, sociolinguistics, applied linguistics, pragmatics and neurolinguistics. The abstracts are selected from key international periodicals surveyed upon their publication and are accompanied by full bibliographic information.

From the 2007 volume, 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.

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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