language teaching

Note from the editors

In this issue's state-of-the-art article, Larry Vandergrift suggests that L2 listening remains the least understood and the least researched of all four skills. His paper focuses on a number of areas central to the topic, including the implicit nature of the listening product and process, the cognitive dimensions of the listening skill, listening tasks and the assessment of the skill.

The present issue of Language Teaching *sees the start of a new series, surveying recent research in some of the most widely-taught L2s. It can be argued that nowadays too much L2 research is focussed on English, and there is very often an implied assumption that 'one size fits all' in methodological terms for all languages, which is clearly not the case. We also feel that this journal needs to serve its readers more comprehensively by providing an accessible and regular means of obtaining information about research into languages other than English. Michael Evans opens the series with a review of research on L2 French; reviews of research into L2 German, Spanish, Japanese, Italian and Chinese are currently being prepared.*

This issue also sees the start of another regular section, wherein we will be publishing plenary and invited speeches from recent language teaching and second language acquisition conferences around the world. Many of these speeches are of fundamental interest to a community wider than those present at such events. To begin the series, Fred Davidson with Glenn Fulcher discuss the flexible language of the Common European Framework of References for Languages and explore the pragmatic utility of such language to guide language test development, and William Littlewood discusses the problems encountered in incorporating new methodologies developed in Europe into East Asian educational institutions. In future issues, we will be presenting speeches from events as diverse as the annual conference of the American Association for Applied Linguistics and the conference of the Applied Linguistics Association of New Zealand, and papers based on the invited speakers' lecture series at the University of Berkeley and the University of Wisconsin-Madison.

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 one 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 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, *LT* 40.2)
- language teaching research in Japan (Steve Cornwell, Andrea Maeda & Eton Churchill, *LT* 40.2)
- foreign language listening (Larry Vandergrift, this issue)
- research on French as a second language (Michael Evans, this issue)
- 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*, and proposals for the new series Language in Focus and Country in Focus.

Each four-part volume includes also abstracts of research articles reporting the latest developments in language education. 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 linguistics 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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