language teaching

Note from the editors

While few would argue that feedback is regarded as a key aspect for the development of L2 writing skills, its practice and effectiveness remain a subject of hot debate. In this issue, Ken Hyland and Fiona Hyland address these and other issues related to teacher written and oral responses, collaborative peer feedback and computer-mediated feedback. The research evidence is also considered to suggest how far different practices produce more effective results, whether long-term benefits have been seen to result from such approaches, if technology has a suitable role, and the extent to which culture plays a part in student responses to feedback.

We note with great sadness the death of a prominent member of the Editorial Board of the journal Language Teaching, *Professor Christopher Brumfit. Chris will be remembered by all of us who had the good fortune to have regular contact with him on the journal as one of those special people one occasionally meets in life, whose indomitable spirit inspired those around him to make ever greater efforts to advance and improve.*

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 eight 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.

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, this issue)
- 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)
- 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)

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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