language teaching

Note from the editors

As Cynthia White points out in this issue's state-of-the-art article, recent years have seen 'a dramatic expansion of distance education with new language learning opportunities being made available to new audiences throughout the world'. In her review of distance education, she highlights the contribution made in the literature to our understanding of the nature of language learning in non-classroom settings. It is the first critical review to address important issues and debates that have developed within the field – such as the development of learners' interactive competence and the nature of optimal distance language learning environments. Throughout, the article's emphasis is on the complexity of distance language learning and teaching given the presence and interplay of human, institutional, technological and sociocultural influences. Throughout the paper, the author addresses a number of emerging trends for further research.

We are delighted to welcome the return of Richard Johnstone's research review. An article in which he reviews research published in 2004 and 2005 on language teaching, learning and policy is available online at <http://uk.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 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:

- 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, *LT* 39.2)
- The Common European Framework of Reference for Languages (David Little, *LT* 39.3)
- distance learning of foreign languages (Cynthia White, this issue)
- 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 & Russell Cross)

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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