language teaching

Note from the editors

Phil Benson's state-of-the-art review of autonomy in L2 learning and teaching is a timely response to an ever-growing interest in autonomous language learning. Focusing his attention on the recent literature, he explores how this interest in autonomy is influencing theory and practice, leading to the emergence of new research agendas in the field. He focuses particularly on the ways in which conceptions of autonomy have evolved and continue to change, and how these new conceptions fit in with broader developments in language teaching and learning theory, educational practice, and social thought.

This issue includes also a call for papers on Replication Research Studies, two features marking the publication of this fortieth volume of the journal, and reports on a series of research seminars.

Richard Johnstone's article in which he reviews research published in 2004 and 2005 on language teaching, learning and policy is available online at <http://journals.cambridge.org/jidLTA&volumeId=39&issueId=04>.

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 by 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, this issue)
- authentic materials and authenticity in foreign language learning (Alex Gilmore, *LT* 40.2)
- applied linguistics and language teaching research in Japan (Steve Cornwell, Andrea Maeda & Eton Churchill, *LT* 40.2)
- forign 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 Australia (Jenny Miller, Cathy Elder & Russell Cross, *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 regularly upon their publication and are accompanied by full bibliographic information.

From the 2007 volume, the journal includes also 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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