language teaching

Note from the editors

The analysis of naturally-occurring spoken interaction is an area which has attracted growing interest over the last few years. In this issue, Paul Seedhouse reviews Conversation Analysis (CA) and its application to areas of language learning and teaching, including teaching languages for specific purposes, materials design, classroom interaction and proficiency assessment. The author then examines the complex issue of what CA can contribute to the study of 'learning' and discusses the contribution of CA as a tool in existing social sciences research methodologies.

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 seven 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 and writing, language testing, teacher education, bilingual education & bilingualism, sociolinguistics and applied linguistics. Each abstract is accompanied by full bibliographic information. The abstracts are selected from some two hundred key international periodicals surveyed regularly upon their publication. Additional features of each journal issue are a state-of-the-art article and a subject index, an author index, 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:

- *writing in a foreign language* (Teresa O'Brien)
- *academic writing* (Brian Paltridge)
- *culture and language learning* (Michael Byram & Anwei Feng)
- *context and vocabulary teaching* (JoDee Walters)
- *action research* (Anne Burns)
- *teacher's development* (Steve Mann)
- *conversation analysis* (Paul Seedhouse – this issue)
- *language medium in European higher education* (James A. Coleman)
- *feedback on L2 students' writing* (Kenneth Hyland & Fiona Hyland)
- *The Common European Framework of Reference for* Languages (David Little)
- *corpus linguistics and foreign language learning* (Melinda Tan)
- *distance learning of foreign languages* (Cynthia White)
- *authentic materials and authenticity in foreign language learning* (Alex Gilmore)
- *learner autonomy* (Phil Benson)
- *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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