#### CAMBRIDGE

## JOURNALS

## ReCALL

An international journal on technologies and language learning

### Now indexed by Thomson ISI and Scopus

Published for EUROCALL (European Association for Computer-Assisted Language Learning)

#### Editors

June Thompson, University of Hull, UK Françoise Blin, Dublin City University, Ireland

The primary focus of *ReCALL* is the use of technologies for language learning and teaching, including all relevant aspects of research and development. Typical subjects for submissions include theoretical debate on language learning strategies and their influence on courseware design; practical applications at developmental stage; evaluative studies of courseware used in the teaching and learning process; exploitation and assessment of the potential of technological advances in the delivery of language learning materials; discussions of policy and strategy at institutional and discipline levels.

Price information

is available at: http://journals.cambridge.org/rec

#### Free email alerts

Keep up-to-date with new material – sign up at http://journals.cambridge.org/alerts

For free online content visit: http://journals.cambridge.org/rec







**ReCALL** is available online at: http://journals.cambridge.org/rec

#### To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

#### in New York:

Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions\_newyork@cambridge.org

## JOURNALS

# Studies in Second Language Acquisition

Editor Albert Valdman, Indiana University, USA Associate Editor Susan Gass, Michigan State University, USA

Studies in Second Language Acquisition is a refereed journal devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other articles include replication studies, State-of-the-Art articles, responses, book reviews, and book notices.



Studies in Second Language Acquisition is available online at: http://journals.cambridge.org/sla

#### To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions\_newyork@cambridge.org

Free email alerts Keep up-to-date with new material – sign up at journals.cambridge.org/register

For free online content visit: http://journals.cambridge.org/sla



## language teaching

surveys and studies

#### **Editorial policy**

language teaching is an international peer-reviewed journal dedicated to providing up-to-date surveys, commentary and insights into current and recent research agendas in second-language teaching and learning broadly understood, and to promoting replication studies in the field. Although the survey articles are commissioned, they undergo a thorough reviewing procedure by members of the journal's editorial and advisory boards and by external reviewers from the submission of a written outline of the paper to pre-final drafts of the full text. Potential authors are welcome to submit proposals for survey articles on new topics or topics not covered sufficiently in the past volumes of the journal. Papers describing replication studies are unsolicited and subject to similarly rigorous peer-review process and final editorial decision as to publication.

The survey articles fall into a number of categories, depending on whether the focus is on international research on a given topic or a specific language, or on significant research conducted in a given country or wider geographical region. The journal's sections State-of-the-Art Article, A Language in Focus, A Country in Focus, Thinking Allowed, and Surveys of Ph.D./Ed.D. Theses reflect these briefs.

The journal also publishes accounts of research in progress in the form of articles based on keynote speeches delivered at international conferences and seminars, and in the form of short reports from research groups around the world. Potential authors are welcome to submit proposals for these forms of publication.

All submissions should consist of original work that has not been previously published and is not under consideration elsewhere. Authors of articles published in *language teaching* assign copyright to Cambridge University Press (with certain rights reserved). Authors will be asked to complete an appropriate form and send it to the publisher.

Upon publication, the author(s) receive a PDF file of the final version of their contribution.

#### Submission of manuscripts

All manuscripts are to be submitted electronically in Word or PDF files to Graeme Porte (gporte@gmail.com). Following the review/editorial process, authors must be prepared to submit their work formatted in MS Word in the format specified in the Instructions for Contributors. Authors using other formatting programs will be advised by the editor as necessary.

#### Preparation of manuscripts

Please consult the Instructions for Contributors at *journals.cambridge.org/lta* before embarking on the preparation of the final version of the manuscript for publication. The Instructions include full guidelines on the components and the format of the manuscripts, including the house-style for references and final-version submission of table and figure files.

The language of the journal is English. Authors whose native language is not English are recommended to arrange for satisfactory proof-reading before submitting.

#### Proofs

Corresponding authors will be informed by e-mail that the proof of their contribution is available for collection in the form of a PDF file. Promptly afterwards, they will send their proof corrections electronically, as instructed on downloading the file.

This journal issue has been printed on FSC-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

Printed in the United Kingdom by the University Press, Cambridge

## VOLUME 45 PART 1 JANUARY 2012

# language teaching

## SURVEYS AND STUDIES

#### Contents

STATE-OF-THE-ART ARTICLE

1 Ernesto Macaro, Zöe Handley and Catherine Walter A systematic review of CALL in English as a second language: Focus on primary and secondary education

RESEARCH TIMELINE

44 Anne Barron

Interlanguage pragmatics: From use to acquisition to second language pedagogy surveys of Ph.D. THESES

- Rani Rubdy, T. Ruanni F. Tupas, Corazon D. Villareal, Maya Khemlani David and Francisco Perlas Dumanig
  Review of doctoral research in English language education in the Philippines, Singapore and Malaysia (2007–2010)
  PLENARY SPEECHES
- 89 Mary McCroarty Home language: Refuge, resistance, resource?
- 105 David I. Hanauer Meaningful literacy: Writing poetry in the language classroom
- 116 William O'Grady Language acquisition without an acquisition device RESEARCH IN PROGRESS
- 131 James Donohue; Alison Sealey BAAL/CUP Seminars 2010
- 135 Angela Chambers, David Atkinson and Fiona Farr Centre for Applied Language Studies, University of Limerick, Ireland
- 140 PUBLICATIONS RECEIVED
- 142 FORTHCOMING IN LANGUAGE TEACHING

Cambridge Journals Online For further information about this journal please go to the journal website at: journals.cambridge.org/lta



MIX Paper from responsible sources FSC<sup>®</sup> C018127



https://doi.org/10.1017/S0261444811000553 Published online by Cambridge University Press