

Forthcoming in *Language Teaching* includes

State-of-the-Art Articles

Ali Fuad Selvi, Bedrettin Hazan and Ahmar Mahboob on Research on “Native” and “Non-Native” English-speaking teachers: Past developments, current status, and future directions

Research Timeline

Karen Risager on Analysing culture in language learning materials

Jessie Barrot on Using social networking sites as a language teaching and learning environment

A Country in Focus

Camilla Bardel, Henrik Gyllstad and Jörgen Tholin on Research on foreign language learning, teaching and assessment in Sweden

Replication Research

Kim McDonough, Rachael Lindberg, Pavel Trofimovich and Oguzhan Tekin on The visual signature of non-understanding: A systematic replication of McDonough, Trofimovich, Lu, and Abashidze (2019)

First Person Singular

Carol Griffiths on What about the teacher?

Kathleen Graves on Mind the gap: A tale of two curriculum fallacies

Thinking Allowed

Debra A. Friedman on Language socialization and academic discourse in English as a Foreign Language contexts: A research agenda

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. These 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 (editorlanguageteaching@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/Ita 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 organisation established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

Printed in the UK by Bell & Bain Ltd.

language teaching

SURVEYS AND STUDIES

Contents

CHRISTOPHER BRUMFIT AWARD

Language Teaching and Cambridge University Press
Christopher Brumfit Essay Prize 2022

CHRISTOPHER BRUMFIT ESSAY PRIZE 2021 WINNER

427 Jason Anderson

What's in a name? Why 'SLA' is no longer fit for purpose and the emerging, more equitable alternatives

REVIEW OF SCHOLARSHIP

434 Rui Yuan, Icy Lee, Peter I. De Costa, Min Yang and Shuwen Liu

TESOL teacher educators in higher education: A review of studies from 2010 to 2020

RESEARCH TIMELINE

470 Dustin Crowther, Daniel Holden and Kristen Urada

Second language speech comprehensibility

FIRST PERSON SINGULAR

490 Freda Mishan

The Global ELT coursebook: A case of Cinderella's slipper?

A COUNTRY IN FOCUS

506 Lei Lei and Jie Qin

Research in foreign language teaching and learning in China (2012–2021)

PLENARY SPEECH

533 Ernesto Macaro

English Medium Instruction: What do we know so far and what do we still need to find out?

THINKING ALLOWED

547 Anne Marie Guerrettaz, Corinne S. Mathieu, Siwon Lee and Adon Berwick

Materials use in language classrooms: A research agenda

REPLICATION RESEARCH

565 Kevin McManus

Crosslinguistic influence and L2 grammar learning: Proposed replications of Ellis and Sagarra (2011) and Tolentino and Tokowicz (2014)

574 Stephen Skalicky and Victoria Chen

Forward and backward transfer of sentence processing cues in English and Mandarin Chinese: A call for approximate replication of Liu, Bates, and Li (1992) and Su (2001)

RESEARCH IN PROGRESS

583 Yongyan Zheng, Qi Shen, Ke Zhao and Citing Li

The Shanghai alliance of multilingual researchers: Fudan University, Tongji University, Shanghai University of Finance and Economics, and Shanghai International Studies University, China

Cambridge Core

For further information about this journal
please go to the journal website at:

[cambridge.org/lt](https://doi.org/10.1017/S0261444822000398)



MIX

Paper | Supporting
responsible forestry

FSC® C007785



CAMBRIDGE
UNIVERSITY PRESS