Access leading journals in your subject

Cambridge Core
Explore today at cambridge.org/core
The new home of Cambridge Journals

cambridge.org/core
Language and Linguistics
Books and Journals from Cambridge University Press

We are the world's leading publisher in language and linguistics, with a wide-ranging list of journals and books covering the scope of this discipline.

Our publishing encompasses theoretical, applied and sociolinguistics, and represents a breadth of subfields, including grammar and syntax, phonetics and phonology, semantics and pragmatics, historical linguistics, discourse and conversation analysis, psycholinguistics and neurolinguistics, and first and second language acquisition.

Our acclaimed book list includes state-of-the-art monographs as well as major reference works, guides to research methods, and textbooks at all levels.

For further details visit: cambridge.org/core-language-and-linguistics
language teaching surveys and studies

The International research resource for language professionals

journals.cambridge.org/ita

Founding Editorial Team
Christopher Brumfit, John Higgins, Valerie Kinell, George Perren and John Trim

Editor
Graeme Porte, University of Granada, Spain

Editorial Board
Marta Antonio, Indiana University, USA
LaRissa Aronin, Trinity College Dublin, Ireland
Guy Aston, University of Bologna, Italy
Anne Burns, Macquarie University, Australia
Fiona Copeland, University of Strirling, UK
Joanne Currin, University of the Basque Country, UPV/EHU

Cambridge University Press, 1 Liberty Plaza, Floor 20, New York, NY 10006, USA.
Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, UK. or in the USA, Canada or Mexico to Cambridge University Press.

The subscription price (which includes electronic access to institutional subscribers, but excludes VAT) of Volume Volume 52, 2019, is

Hanna Komorowska, University of Warsaw, Poland
Magda Kubiantova, University of Leeds, UK
Jo Lewkowicz, University of Warsaw, Poland
David Little, University of Dublin, Ireland
Joan Macarís, University of Victoria, New Zealand
Ernesto Macaro, University of Oxford, UK
Kevin McManus, Pennsylvania State University, USA
Marianne Nekoyo, University of Queensland, Australia
Luke Plonsky, Northern Arizona University, USA
Jenny Puppels, The Moray College, UK
Wang Qiang, Beijing Normal University, China
Andrea Revesz, University College London, UK
Angela Scarino, University of South Australia, Australia
Anna Searle, Education Development Trust, UK
David Singleton, Trinity College Dublin, Ireland
Naoko Taguchi, Carnegie Mellon University, USA
T. Ruam F. Tapas, National Institute of Education, Singapore
Emma Ushioda, University of Warwick, UK
Cynthia White, Massey University, New Zealand
Ursula Wengtge, Kings College London, London
Rosemary Wildsmith-Cromarty, North-West University, South Africa

The international research resource for language professionals journals.cambridge.org/ita

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 unstated 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 this 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 of the 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 brief.

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 authors 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 components on the format and the components of the manuscript, including the house-style for references and final version submission of text 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.

Printed in the UK by Bell & Bain Ltd.

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 full details.

FSC® C0261-4448/2006-01

Downloaded from https://www.cambridge.org/core. IP address: 54.70.40.11 on 09 Jul 2019 at 13:47:06, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/S0261444819000211
VOLUME 52   PART 2    APRIL   2019
language teaching

SURVEYS AND STUDIES

Contents

STATE-OF-THE-ART ARTICLE
143 Judith Hanks
From research-as-practice to exploratory practice-as-research in language teaching and beyond

RESEARCH TIMELINE
188 Ulugbek Nurmukhamedov and Stuart Webb
Lexical coverage and profiling

A COUNTRY IN FOCUS: AUSTRIA
201 Christianne Dalton-Puffer, Klaus-Börge Boeckmann, and Barbara Hinger
Research in language teaching and learning in Austria (2011–2017)

PLENARY SPEECHES
231 Ernesto Macaro, Anna Kristina Hultgren, Andy Kirkpatrick, and David Lasagabaster
English medium instruction: Global views and countries in focus

FIRST PERSON SINGULAR
249 John Flowerdew
The linguistic disadvantage of scholars who write in English as an additional language: Myth or reality

THINKING ALLOWED
261 Norbert Schmitt
Understanding vocabulary acquisition, instruction, and assessment: A research agenda

PEDAGOGICAL IMPLICATIONS
275 Nathan Thomas and Peter Brereton
Practitioners respond to Michael Swan’s ‘Applied Linguistics: A consumer’s view’

FORTHCOMING IN LANGUAGE TEACHING

language teaching