## 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 (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/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

# language teaching

### **SURVEYS AND STUDIES**

#### Contents

STATE-OF-THE-ART ARTICLE

143 Brian Tomlinson

Materials development for language learning and teaching

A COUNTRY IN FOCUS

180 Suchiao Chen and Yachin Tsai

Research on English teaching and learning: Taiwan (2004-2009)

PLENARY SPEECHES

202 Diane Larsen-Freeman

Complex, dynamic systems: A new transdisciplinary theme for applied linguistics?

215 Ruth Wodak

Language, power and identity

THINKING ALLOWED

234 Stephen Stoynoff

Research agenda: Priorities for future research in second language assessment

COMPARATIVE BOOK REVIEW

250 Alex Gilmore

Materials evaluation and design in language teaching

RESEARCH IN PROGRESS

263 Yongqi Gu

National Research Centre for Foreign Language Education, Beijing Foreign Studies University

268 PUBLICATIONS RECEIVED

270 FORTHCOMING IN LANGUAGE TEACHING





