

language teaching

surveys and studies

The international research resource for language professionals

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Language Teaching (LT) is a long-established journal of Cambridge University Press. It is a quarterly, professional, peer-reviewed journal dedicated to providing reports on key international research in foreign and second language education (including significant coverage of EFL/ESL) to its international readership of researchers and practitioners in the field at all levels of instruction. Each quarterly issue of the journal contains commissioned state-of-the-art review articles on various aspects of L2 teaching and learning research, and a number of other features. Details of the coverage are as follows:

STATE-OF-THE-ART ARTICLES A long-established and highly-regarded feature of the journal, each of these single-theme articles is accompanied by a review article on recent key books in the area under discussion.

A LANGUAGE IN FOCUS An article series surveying recent research on the teaching and learning of a particular language.

A COUNTRY IN FOCUS An article series surveying recent research on second language teaching and learning in a particular country.

REPLICATION STUDIES This section is exclusively dedicated to empirical research papers which specifically report on replication studies carried out in an area of language teaching and learning.

PLENARY SPEECHES Keynote addresses and plenary speeches delivered at language teaching events and SLA conferences and lecture series around the world, giving readers an insight into current thinking and research agendas worldwide.

SURVEYS OF PH.D./ED.D. Theses A country-by-country overview of recent doctoral theses on mainstream topics.

RESEARCH IN PROGRESS Recent and current work by research groups in institutions worldwide.

RESEARCH TIMELINES A graphic presentation of key thought and research in the history of a particular area in SLA together with their representative bibliographical references. Designed to help the reader obtain an overview of the most significant bibliography in the area and spot the emerging tendencies, as well as monitor the development of research.

ANNUAL REVIEW OF RESEARCH An all-time-favourite with expert commentary on a selection of the most significant work on second-language.

The journal has an international circulation, mainly institutional and consortium subscriptions, and individual subscriptions, with a substantial proportion of its readership in North America (c. 25%), the UK (c. 20%) and Japan (c.14%). Its readers are predominantly teacher-researchers and students in foreign and second language learning and teaching.

Instructions for Contributors

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State-of-the-art articles

The state-of-the-art article is normally commissioned, subject to peer review, and its scope is negotiated between the author and the Editorial Board. In general, the article is a comprehensive state-of-the-art review of recent and current research or development in one particular field within the scope of the journal, including an indication of future research needs.

A short PROPOSAL document provides a starting point, indicating to the reviewers how the author proposes to deal with the topic, and detailing sections, subsections, etc., as appropriate. The PROPOSAL should contain at least the following elements: rationale for the work, why it is needed and the perceived purview, suggested sections and sub-sections, a representative selection of the works to be cited, and a CV of the authors. The final product should feature a selective but broad bibliography of some 100 works, and should interest both informed specialists and those looking for an up-to-date introduction to the field under review. The PROPOSAL bibliography, however, should be enough of a representative selection of this final bibliography to enable referees to appreciate the promise of a review that takes in the obvious works and adds a variety of international works (countries as well as other L2s apart from L2 English if possible) to be reviewed, as our audience is a wide one.

In general, the article is a comprehensive, state-of-the-art review of recent and current research or development in one particular field within the scope of the journal, including an indication of future research needs. It might also include some discussion of research methods and approaches relevant to the area in focus (e.g. recent trends, debates or controversies in researching the particular area). The article should be written in a style that is accessible to a broad readership and should interest both informed specialists and those looking for an up-to-date introduction to the field under review. Care should be taken to avoid making the text read merely as a list of research encountered. We remind authors of the need to make full use of the opportunity for synthesis that these state-of-the-art articles offer to point out contradictions and omissions – as well as agreement – in the research they review and not hold back from providing a more critical view of what has been done, in what way, and, crucially, the way the data have been obtained. It might be obvious in such a survey of research, but it is important to remember that many read these papers not only for an up-to-date and detailed overview of what is happening but also to be informed of where outcomes and/or conclusions have not been as useful as might have been expected and where improvements, new research agendas, better research methodologies and so on might help (or have helped) move the field forward. Such criticism should not be confined only to the ‘Future directions/research’ section of the paper. Finally, authors should pay attention to the way the local/national context of the research reported on has been understood and interpreted wherever appropriate or significant. Research does not exist in a vacuum, and it is often tempting to report only on outcomes and perhaps underestimate the extent to which local/national policy and education systems, research agendas or even financing may impact what is going on.

The article is required about eight months ahead of publication to allow for the peer review process, which is intended to judge the paper’s suitability for both an informed and less ‘expert’ audience, and to feed in constructively to an enhanced final version. The Editor appoints at least two reviewers with particular interest and proven experience in the field in question to assist in the process. The names of all readers are printed annually in the volume corresponding to their intervention.

A full-length article is normally AROUND 17,000 WORDS, INCLUDING REFERENCES. Please inform the Editor prior to the final draft if you feel that you are likely to exceed that limit significantly. Occasionally, if there is sufficient material to warrant double the normal length, an article may span two issues of the journal as Parts 1 and 2.

The article includes a list of references of all and only works which are either discussed or merely mentioned in the text. Such a list, of about 100 works, represents a selective but broad bibliography of the subject. It may include online publications and conference proceedings. All online publications must be CAREFULLY CHECKED for their online status prior to delivery of the final draft and confirmed at proofs (see example references below).

A shorter article (i.e. a language- or a country-specific one) is between 12,000 and 15,000 words including references, and features a correspondingly lower number of these. Geographical review articles aim to familiarise the audience with research published in a particular geographical region; it therefore tends to refer to local rather than international publications.

In addition to positive assessment by reviewers, acceptance of an article is conditional on its not previously having been published or being considered for publication elsewhere.

Comparative book review essays

Language Teaching publishes book review essays which compare a number of key, recent publications in the area of concern in a particular state-of-the-art article. The review is published in the same journal issue as the corresponding state-of-the-art article. If you are interested in writing such a review, please contact the Editor (gporte@gmail.com) with an expression of interest and a full CV which sufficiently demonstrates your ability to write such review in the field chosen. Forthcoming state-of-the-art articles are:

vol. 42 (2009)

Research on principal international ESOL exams
Developments in qualitative research
Using dictionaries in FLL
Managing innovation in language education

vol. 43 (2010)

Neurobiology and the bilingual learner
Television and language laboratories in FLL
Language teacher training and training the trainer
Memory in FLL

vol. 44 (2011)

Age-related constraints on adult FL learning
The incorporation of technology and FLL
ELT management
L2 attrition and fossilization

Book review articles should provide A DESCRIPTIVE AND EVALUATIVE COMPARISON OF THE MATERIALS, AND DISCUSS THE RELATIVE SIGNIFICANCE OF THE WORKS IN THE CONTEXT OF

CURRENT THEORY AND PRACTICE. In keeping with standard policy, we ask that the authors of book review essays keep the tone of reviews scholarly, and avoid directly attacking persons and institutions. This does not mean that the reviewer should avoid controversy or criticism, rather that the tone of that criticism should be maintained at a scholarly level. The publishable book review will be informative, fair, and well-written and intended for our international audience of L2 practitioners and researchers.

All manuscripts of book review essays are peer-assessed and if an essay does not meet the above objectives, it will not be accepted for publication. A full-length review is normally **AROUND 5000 WORDS, INCLUDING REFERENCES.** Please inform the Editor prior to the final draft if you feel you are likely to go much over that limit.

Although there is no set structure to the book review, it is useful to envisage the following **MINIMUM ELEMENTS** (a sample review is available from the Editor):

TITLE Relevant details of the books reviewed: author, title, place and publisher, year of publication, number of pages, ISBN, printed format and price – please follow the pattern of the example in section 3 below.

INTRODUCTION A brief introduction to the reasons for the choice and comparison. Which particular audience are you assuming to be interested in your review? In general, include information regarding main themes, author information with respect to where he or she stands in the academic genre or area of interest. How does the title relate to the contents? Describe the thesis of each book and situate this in the framework of its current place in the field.

COMPARATIVE SUMMARY OF CONTENT A succinct but sufficiently informative summary of each book, including aims and perceived audiences and brief contents, as in the course of assessing each book you should be using evidence from each book to back up your analysis. Please avoid the practice of structuring your book review with statements that ‘Chapter 1 begins with’, ‘Chapters 2–4 inform about’; The table of contents is ordinarily of little interest to *LT* readers. Let the substantive content structure your essay. For example, if it is a textbook, indicate what audience it is intended for, and briefly what it covers. If it is a monograph, summarise its main points without going into technical detail. If it is an edited collection of papers by various authors, state what each paper is about, and how they go together.

ANALYSIS AND EVALUATION OF THE BOOKS The key to success when writing a comparative book review is to locate several points of similarity or dissimilarity (or a few of each) and to focus your review on them. Build your review around **THE CONNECTIONS** between the books. **THIS IS THE PURPOSE OF THIS ESSAY.**

This section is best divided up into sections that deal with single aspects of the argument. For example, how does each book deal with a number of different aspects of your attention? Try to refer to all the books equally in terms of length as you comment on each aspect treated within. You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organise your paragraphs more usefully by themes, methods, or other elements of the book. Avoid excessive quotation and give a specific page reference in parentheses (see below) when you do quote. Remember that you can state many of the author's points in your own words with appropriate page references to the original words. You should attempt to appraise, not just summarise them. While a succinct restatement of the books’ points is important, part of writing a book review is making a firm judgment. One such important judgement is whether all the books considered represent a significant contribution to the field – do they all add to our knowledge in the same way?

Do not cover everything that is in the books. The most important element of a review is that it is a commentary, not merely a summary. Thus, you should not need to use the table of contents as a structuring principle for your review. Try to organise your comparison around the main arguments in each or your own arguments about the books. Similarly, try to judge the books by their professed intentions, not yours. Don't criticise the authors for failing to write the books you think that they should have written!

CONCLUDING REMARKS Balance the books' strengths and weaknesses in order to unify your evaluation. What was missing in each? Did the body of your review have mainly negative comments and few favourable ones? What do they all add up to? You can and should point out shortcomings or failures, but don't criticise the book for not being something it was never intended to be.

Replication research studies

A section of the journal is dedicated to academic studies which use a replication approach: we invite submissions of previously unpublished articles based on LITERAL, APPROXIMATE OR CONSTRUCTIVE REPLICATION OF A PREVIOUS STUDY OR STUDIES of an aspect of L2 education. In keeping with the survey characteristics of *Language Teaching*, we also encourage submissions of META-ANALYSES which attempt to combine or synthesise a series of comparable research replications. Papers can be based on a broad range of topics, including:

- language teaching
- teacher training
- curriculum design and materials development
- language learning
- language testing
- teacher education
- neurolinguistics
- bilingualism/bilingual education
- sociolinguistics
- psycholinguistics
- pragmatics

LITERAL (OR EXACT) REPLICATION is the exact duplication of a previous methodologically sound study whereby the procedures and conditions are repeated to confirm the original findings. APPROXIMATE (OR SYSTEMATIC) REPLICATION involves the duplication of the methods of the original study as closely as possible but altering some variable (e.g. with a different subject group, age group, sex, etc.). CONSTRUCTIVE (OR CONCEPTUAL) REPLICATION means beginning with a similar problem statement as the original study but creating a new means or design to verify the original findings. Exact duplication of the original procedures is deliberately avoided. Thus, for example, different, but related, measures such as observation versus self-report, or using both quantitative and qualitative measures will help add to the body of knowledge obtained in the original report by validating the outcomes using two different techniques. Successful constructive replications provide stronger support for the original theory or hypothesis since evidence is provided that the outcomes are not limited to one particular methodology used. Authors should make it clear in their texts which kind of replication has been used, why and how.

Replication study articles SHOULD NOT NORMALLY EXCEED 6000 WORDS WITH REFERENCES. Please indicate the number of words at the end of the paper.

Language Teaching's commitment to publishing replication studies reflects the editors' belief that such research should play a more significant role in the field than it has up to now. The potential for reproducing studies in order to validate results is a requirement of scientific inquiry and should become more prominent in establishing and confirming the outcomes of L2 learning and teaching studies. We encourage replication studies because we believe that such work is both useful and necessary. Firstly, replications can improve the way in which we interpret empirical research because they provide a 'second opinion' on the procedures and results presented in the original work. Secondly, replications encourage researchers to introduce further variables or contexts alongside those used originally. Thus, evidence is provided about whether different approaches produce different results. If they do, judgments must be made about why this has happened and a further contribution to our knowledge is achieved. When results are consistent across two or more non-trivial studies, the basis for observed relationship(s) is stronger than the evidence of each individual study, since results that have been replicated are considered more likely to be generalisable.

Among the principal factors reviewers consider when recommending a paper for publication are the following:

- The original replicated study is a significant contribution to the field, and so needful of replication, in terms of its content and/or its impact on the field, and has been published in a refereed-journal within the field.
- The study replicates a previous study or studies in a sound and thorough manner which helps throw more light on the validity, reliability, and/or credibility of previous results and helps the field to generalise from them. In this way, the paper can be said to make a significant contribution to the field.
- The paper is presented in a way which makes it accessible to the broad readership of the journal and not only to specialists in the area covered.
- The paper has clear implications for people working in a wide variety of different L2 learning and teaching contexts.
- The Introduction/Problem Statement section provides a satisfactory overview of the current situation in the field with respect to the object of study and explains the need for, and objectives of, the replication undertaken.
- The Methods and Analysis sections describe exactly what modifications were made with respect to the original study (or studies) and how they were carried out.
- The Methods and Analysis sections include enough detail to permit further replication.
- Results and Discussion/Conclusion sections comment sufficiently on key comparisons with the original study and/or previous replications. Suggestions are made for further research based on the findings.
- To facilitate the interpretation of the data and the future compilation of meta-analyses, reports on research using quantitative and/or statistical methods include an adequate and appropriate measure of effect size and alpha levels illustrating the main relationships highlighted in the research.

Language Teaching – submission procedure

Authors should normally allow about six months for the peer review and revision process. Manuscripts must be submitted in a format which will enable anonymous reviewing. At this stage, acknowledgements, self-references and other forms of self-identification should be avoided. Authors' names and affiliations/addresses should appear only in correspondence accompanying the submission of manuscripts. The manuscript must be reader-friendly but need not conform to the house-style of *Language Teaching*. Only papers accepted for publication should strictly follow the formatting requirements stated below. All manuscripts should be sent in electronic form to the Editor, Dr Graeme Porte (gporte@gmail.com).

The peer review process is intended to judge the paper's suitability for both an informed and less 'expert' audience, and to feed in constructively to an enhanced final version. To assist in the process, the Editor appoints at least two reviewers with particular interest and proven experience in the field in question. Authors are welcome to put forward names of potential reviewers familiar with the field under review, if they wish. The names of the reviewers are printed annually in the volume carrying the papers which they have reviewed. In addition to positive assessment by reviewers and the Editor, acceptance of an article is conditional on its not previously having been published or being considered for publication elsewhere.

Copyright

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Proofs

Authors will be asked by e-mail to download the proofs of their articles in the form of a PDF file. They will be responsible for proofreading their text and sending proof corrections as instructed within three working days of the receipt of the e-mail notification.

Language Teaching – manuscript format

Manuscripts should be double-spaced throughout (including the references), font Times 12 point. Each page should be numbered, with the page number displayed in the TOP RIGHT corner throughout the manuscript. The right margin should NOT be justified (i.e. it should be ragged).

The paper should be submitted to the Editor in the electronic form either as an e-mail attachment or on a disk. The Editor may occasionally request a hard copy of the paper.

To avoid potential problems associated with file transfers, authors should submit all the electronic material in PDF files IN ADDITION TO the files in the usual editing format (MS Word or similar). PDF files are requested especially for figure files and any material which includes IPA or other special symbols.

1. Title page

1.1 Articles

The title page should include the title, author's name, affiliation and email address; e.g.:

Recent developments in second and foreign language listening comprehension research

Larry Vandergrift University of Ottawa, Canada
lvdgrift@uottawa.ca

This should be followed by an abstract of 100–200 words and author's biographical note of up to 100 words. Both will appear in the printed article. The note should include the author's current academic position and full address, and describe his/her research interests and publications, e.g.:

ULRIKE JESSNER is Associate Professor of English at University of Innsbruck, Austria. She has published widely in the field of bilingualism and multilingualism with a special focus on the acquisition of English in multilingual contexts. She is the author of *A dynamic model of multilingualism* (Multilingual Matters, 2002) and *Linguistic awareness of multilinguals: English as a third language* (Edinburgh University Press, 2006). She is also editor of the *International Journal of Multilingualism* and a member of the editorial board of *ITL Review of Applied Linguistics* and the *International Journal of Bilingual Education and Bilingualism*, and has acted as reviewer for a number of journals and book publications in the field. Furthermore she has been engaged in the development of the research area of multilingualism both as organiser of the biennial international L3-conferences and as founding member and current Secretary of the International Association of Multilingualism.

1.2 Book reviews

The title page should include the title of the review essay, details of the books and the author's name, affiliation and email address; please follow the pattern of the example exactly:

Multilingualism, language learning and language teaching: Some recent options for teachers and researchers

Gessica De Angelis Free University of Bolzano, Italy
gessica.deangelis@unibz.it

BRITTA HUFSEIN & ROBERT J. FOUSER (eds.), *Introductory readings in L3*. Tübingen: Stauffenburg Verlag, 2005. Pp. vii + 118.

ULRIKE JESSNER, *Linguistic awareness in multilinguals: English as a third language*. Edinburgh: Edinburgh University Press, 2006. Pp. xiii + 170.

DAVID LASAGABASTER & ÁNGEL HUGUET (eds.), *Multilingualism in European bilingual contexts*. Clevedon: Multilingual Matters, 2007. Pp. xii + 251.

HÅKAN RINGBOM, *Cross-linguistic similarity in foreign language learning*. Clevedon: Multilingual Matters, 2007. Pp. viii + 144.

[Author's biographic information: up to 100 words]

2. Style and conventions

2.1 Paragraphs

The first paragraph beginning each new section should be flush with the left margin; subsequent paragraphs should be indented. Please do not use an extra blank line to separate paragraphs and do not use automatic paragraph marking.

2.2 Section headings

Both sections and subsections should be numbered, following the style of this part of the Instructions for Contributors, normally up to three levels in articles. Section divisions should be used sparingly in book reviews, which should have no more than two section levels. All section and subsection titles should be in sentence-style capitalisation. Section-heading line should be in bold and any subsection-heading lines should be in normal font type (i.e. no bold and no italics). Section/subsection numbering should be typed in manually – please do not use automatic section/subsection function to format section/subsection headings.

2.3 Emphasis

Words or phrases receiving particular emphasis, including technical terms at first mention, should be in small capitals, e.g.:

Language is AT THE SAME TIME: (a) a COMMUNICATION CODING SYSTEM that can be taught as a school subject; (b) an INTEGRAL PART OF THE INDIVIDUAL'S IDENTITY involved in almost all mental activities; and also (c) the most important CHANNEL OF SOCIAL ORGANISATION embedded in the culture of the community where it is used.

2.4 Linguistic examples and other text in languages other than English

Examples from English and other languages should be set in italics and, in the latter case, followed by an English gloss or translation, e.g.:

students find it easy to use *this* and *that* appropriately

compare Fr. *nuit* 'night', which corresponds to Sp. *noche* and It. *notte*, then Sp. *leche* 'milk' and It. *latte* correspond to Fr. *lait*

Finally, accomplishment terms are 'telic' in that they have an endpoint and they also have inherent duration (e.g. *faire un dessin* 'draw a picture').

Longer quotations from non-English sources should normally be given in the text in English translation; the original wording may appear in the accompanying footnote.

2.5 URLs

URLs should be set in angled brackets. It is the author's responsibility to ensure that URLs are supplied in accurate spelling and that they lead to active websites or web pages. All the

links should be checked at proofs and any amendments should be included in the list of proof corrections.

2.6 Footnotes and endnotes, acknowledgements and appendixes

Footnotes should be avoided as much as possible. If present, they should be formatted as ENDNOTES though they will appear as footnotes in the printed text. Automatic endnote numbering/formatting is permitted. Conventional ACKNOWLEDGEMENTS should be expressed in a paragraph just before References, in a short section headed 'Acknowledgements'; they should not be included in an endnote. If present, appendixes should be located between the main text and the acknowledgements.

2.7 References

2.7.1 Description

(i) References made IN THE BODY OF THE TEXT should give the name of the author and year of publication, and – where relevant – the page number(s). Direct citations should appear in SINGLE rounded? quotation marks. Double quotation marks are used ONLY for quotes within quotes. Where more than one work is cited in a list, they are listed CHRONOLOGICALLY, and alphabetically only if more than one work is listed for the same year. Examples follow:

A number of recent reviews and discussions (e.g. Dickinson 1995; Ushioda 1996b; Benson & Voller 1997; Ehrman & Dörnyei 1998) provide evidence that L2 motivation and learner autonomy go hand in hand, that is, 'enhanced motivation is conditional on learners taking responsibility for their own learning ... and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control' (Dickinson 1995: 173–176).

The most influential pioneering article in this vein is usually considered to be Crookes & Schmidt (1991), and a good summary of the various positions is provided by the '*Modern Language Journal* debate' (Dörnyei 1994a, b; Gardner & Tremblay 1994a, b; Oxford 1994; Oxford & Shearin 1994).

Please note the following: (a) no comma between the author's name and the year, (b) the ampersand (&) in place of the word 'and' in joint-authors' citations, (c) the page number(s) follow(s) a colon and a space, (d) page number spans are marked with a long hyphen (–), NOT an ordinary hyphen (-).

Works by three co-authors or co-editors are referred to in full at first mention (e.g. 'as is argued in Zuengler, Ford & Fassnacht (1998)') and in short subsequently throughout (e.g. 'Zuengler et al. (1998) also note'). Works by more than three authors are referred to in short even at first mention (e.g. 'Schegloff et al. (2002)'). The abbreviation 'et al.' is NOT in italics.

(ii) All references cited in the text should be listed in alphabetic order at the end of the article, with a hanging indent, and should follow the model examples given further below.

- **AUTHOR'S SURNAME** should be given before the initial(s) in the initial part of the entry only and all subsequent names should be given with the initial(s) before the surname; any adjacent initials should be separated by a space. Names should be followed by the date of publication in parentheses and by a full stop. To indicate the editor(s), use separate parentheses before the date, e.g. Smith, A. M. (1989).; Smith, F. N., R. D. Burton & J. T.

O'Reilly (eds.) (1993).; Turner, S. H. (ed.) (2004). Please note the use of '&' in place of 'and'.

- **BOOK TITLES, CHAPTER TITLES AND ARTICLE TITLES SHOULD BE IN SENTENCE-CASE** throughout, i.e. capitals only for the initial letters of the title and proper names. Titles should be followed by a full-stop. If a second (or third, etc.) edition of a book is referenced, this should be indicated in parentheses following the title, before the full stop; e.g. *Language learning outside the classroom: A curious experience* (2nd edn.).
- **BOOK TITLES AND PERIODICAL TITLES SHOULD BE IN ITALICS**, and periodical titles should be in title-case; e.g. *Reading in a Foreign Language*; *Language, Culture and Curriculum*. Please note that the full-stop immediately after a book title should not be in italic.
- **PLACE OF PUBLICATION** should be followed by a colon and the name of the publisher, followed by a full stop. The publisher's name should be given in full; e.g. Cambridge: Cambridge University Press; Oxford: Oxford University Press; Cambridge, MA: MIT Press.
- Where a **CHAPTER/ARTICLE IN AN EDITED BOOK** is cited, the author(s), date and title of the chapter should be followed by the full details of the book in which it appears, together with the article page numbers. However, if more than one chapter of a given book is cited, the book's editor(s) and the article page numbers are given in the chapter/article entry briefly, and the book itself is fully referenced elsewhere in the bibliography; e.g. In Smith et al. (eds.), 123–156. Note that page spans are presented with long hyphens.
- Where an **ARTICLE IN A PERIODICAL** is cited, the name of the periodical should be followed by the volume number and part-number, a comma and the page numbers; e.g. *Modern Language Journal* 16.3, 234–256.

2.7.2 Examples

AN ARTICLE IN A PERIODICAL

Dörnyei, Z. (1997a). Motivational factors in second language attainment: A review of research in Hungary. *Acta Linguistica Hungarica* 44.3, 261–275.

Dörnyei, Z. (1997b). Psychological processes in cooperative language learning: Group dynamics and motivation. *Modern Language Journal* 81.4, 482–493.

Dörnyei, Z. & A. Malderez (1997). Group dynamics and foreign language teaching. *System* 25.1, 65–81.

Schegloff, E. A., I. Koshik, S. Jacoby & D. Olsher (2002). Conversation Analysis and applied linguistics. *Annual Review of Applied Linguistics* 22, 3–31.

A CHAPTER/ARTICLE IN AN EDITED BOOK

Covington, M. V. & B. W. Roberts (1994). Self-worth and college achievement: Motivational and personality correlates. In P. R. Pintrich, D. R. Brown & C. E. Weinstein (eds.), *Student motivation, cognition, and learning* (3rd edn.). New York: Continuum, 157–187.

Deci, E. L. (1992). The relation of interest to the motivation of behavior: A self-determination theory perspective. In K. A. Renninger, S. Hidi & A. Krapp (eds.), *The role of interest in learning and development* (vol. 2). Austin, TX: Labyrinth Publications, 43–70.

Dörnyei, Z. (1996). Moving language learning motivation to a larger platform for theory and practice. In Oxford (ed.), 89–101.

- Ford, C. & S. Thompson (1996). Interactional units in conversation: Syntactic, intonational and pragmatic resources for the management of turns. In Ochs et al. (eds.), 134–184.
- Goodwin, C. (1996). Transparent vision. In Ochs et al. (eds.), 370–404.
- Thompson, A. (1981). *Classroom language and behavior*. In Oxford (ed.), 221–240.

A BOOK

- Ajzen, I. & M. Fishbein (1980). *Understanding attitudes and predicting social behaviour* (2 vols.). Englewood Cliffs, NJ: Prentice-Hall.
- Alatis, J. E., H. B. Altman & P. M. Alatis (eds.) (1981). *The second language classroom: Directions for the eighties*. New York: Oxford University Press.
- Arnold, J. (ed.) (in press). *Affect in language learning* (3rd edn.). New York: Cambridge University Press.
- Ochs, A., E. A. Schegloff & S. A. Thompson (eds.) (1996). *Interaction and grammar*. Cambridge: Cambridge University Press.
- Oxford, R. L. (ed.) (1996). *Language learning motivation: Pathways to the new century*. Cambridge, MA: MIT Press.

OTHER

- Cooke, M., M. L. G. Lecumberri, J. Maidment & A. Ericsson (no date). Web Transcription Tool. <http://www.Wtt.Org.Uk/Index.Html> (accessed 29/2/2008).
- Haznedar, B. (1997). Child second language acquisition of English: A longitudinal case study of a Turkish-speaking child. Ph.D. dissertation, University of Durham.
- HCMP (Humanities Computing and Methodology Programme) (2001). Hong Kong, Mainland China & Taiwan: Chinese character frequency – a transregional, diachronic survey. Chinese University of Hong Kong. <http://www.arts.cuhk.edu.hk/Lexis/chifreq/> (accessed 29/2/2008).
- Oslo Corpus of Tagged Norwegian Texts (no date). <http://www.tekstlab.uio.no/norsk/bokmaal/english.html> (accessed 29/2/2008).
- Zifonun, G., L. Hoffmann & B. Strecker (1997). *Grammatik der deutschen Sprache* [A grammar of the German language]. Berlin: de Gruyter.

Titles of books and articles in languages other than English should generally not be translated. Rather, the following note should be inserted at the beginning of the References: ‘Given space limitations, titles are given in the original language(s) only. Readers interested in their English translations should contact the author at [email address]’. This applies particularly to survey articles. Where non-English titles appear in the References sporadically, an English translation should be set in square brackets and immediately follow the title (cf. the Zifoun et al. example above). Non-English journal titles are not to be translated.

3. Tables and figures

Each table and each figure should be numbered in separate respective sequences, and each table and each figure should have a caption. Tables and figures should be formatted consistently for style (appearance). Tables should include HORIZONTAL LINES ONLY, unless vertical lines are strictly essential for the transparency of a given table.

ALL THE TABLES should be submitted within a SINGLE file, with each table on a separate page, with the table caption at the top.

Each figure should be supplied in a separate DOC file AND a corresponding PDF file, WITHOUT any captions or other annotations; the identity of the figure will be clear from the file's name, e.g. Jones-Fig1.doc, Jones-Fig1.pdf, Jones-Fig2.doc, Jones-Fig2.pdf, etc. Please use only black, white and grey in figure and table files (NO colour). Figures should be of high quality, with resolution at least 400 dpi. All figure captions should be listed in another separate file, e.g. Jones-FigureCaptions.doc.

In addition to figure files, PDF files are requested as backup for any material which includes IPA or other special symbols.

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ej&gp