

# Journal of Linguistics

The Journal of the Linguistics Association of Great Britain



## Editors

Nigel Fabb, *University of Strathclyde, UK*  
 Caroline Heycock, *University of Edinburgh, UK*  
 Robert D. Borsley, *University of Essex, UK*

*Journal of Linguistics* has as its goal to publish articles that make a clear contribution to current debate in all branches of theoretical linguistics. The journal also provides an excellent survey of recent linguistics publications, with around thirty book reviews in each volume and regular review articles on major works marking important theoretical advances.

'The *Journal of Linguistics* is one of the top journals for theoretical linguistics. It's chock full of new ideas and wonderfully free of theoretical orthodoxy.' Ivan Sag, Stanford University.

## Price information

is available at: <http://journals.cambridge.org/lin>

## Free email alerts

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

## Journal of Linguistics

is available online at:  
<http://journals.cambridge.org/lin>

## To subscribe contact Customer Services

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

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

For free online content visit:  
<http://journals.cambridge.org/lin>



**CAMBRIDGE  
UNIVERSITY PRESS**

# 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, and Surveys of Ph.D./Ed.D. Theses reflect these briefs. Each state-of-the-art article is accompanied by an in-depth review of a number of recent books on a similar topic.

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.

On publication, the author(s) of the main state-of-the-art paper receive a copy of the journal issue in which their work appears and all authors receive a PDF file with 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/Ita](http://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 organization established to promote the responsible management of the world's forests. Please see [www.fsc.org](http://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

- 137 **Alan Juffs and Michael Harrington**  
Aspects of working memory in L2 learning

#### RESEARCH TIMELINE

- 167 **Rebecca L. Oxford**  
Strategies for learning a second or foreign language

#### A COUNTRY IN FOCUS

- 181 **Christiane Dalton-Puffer, Renate Faistauer and Eva Vetter**  
Research on language teaching and learning in Austria (2004–2009)

#### PLENARY SPEECHES

- 212 **Andy Kirkpatrick**  
English as an Asian lingua franca and the multilingual model of ELT

- 225 **Nina Spada**  
Beyond form-focused instruction: Reflections on past, present and future research

#### SURVEYS OF PH.D. THESES

- 237 **Sigrid Behrent, Sabine Doff, Nicole Marx and Gudrun Ziegler**  
Review of doctoral research in second language acquisition in Germany (2006–2009)

#### RESEARCH IN PROGRESS

- 262 **Celeste Kinginger, Jasone Cenoz and Durk Gorter**  
American Association for Applied Linguistics Colloquia, 2010

#### COMPARATIVE BOOK REVIEW

- 266 **David Dixon**  
Recent literature concerning the support of initiatives promoting language learner autonomy around the world

- 277 PUBLICATIONS RECEIVED

- 279 FORTHCOMING IN *LANGUAGE TEACHING*

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



**Mixed Sources**

Product group from well-managed  
forests and other controlled sources  
[www.fsc.org](http://www.fsc.org) Cert no. SA-COC-1527  
© 1996 Forest Stewardship Council

**CAMBRIDGE**  
UNIVERSITY PRESS