

CAMBRIDGE

JOURNALS

English Today

Editor

Clive Upton, Emeritus Professor, Leeds University

Associate Editors

Nicholas Groom, University of Birmingham, UK

Justyna Robinson, University of Sussex, UK

English Today provides accessible cutting-edge reports on all aspects of the language, including style, usage, dictionaries, literary language, plain English, the Internet and language teaching, in terms of British, American and the world's many other 'Englishes'. Its global readership includes linguists, journalists, broadcasters, writers, publishers, teachers, advanced students of the language and others with a professional or personal interest in communication. Its debates are vigorous, it's noted for its reader involvement, it's now in its third decade and remains unique in its scope and style.

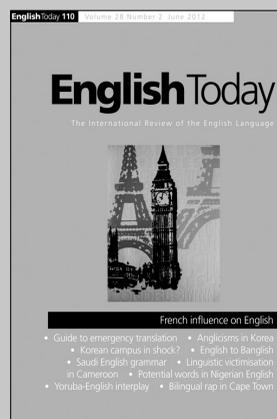
Price information

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

Free email alerts

Keep up-to-date with new material – sign up at

<http://journals.cambridge.org/eng-alerts>



English Today

is available online at:

<http://journals.cambridge.org/eng>

To subscribe contact Customer Services

in Cambridge:

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email journals@cambridge.org

in New York:

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

subscriptions_newyork@cambridge.org

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



CAMBRIDGE
UNIVERSITY PRESS

Studies in Second Language Acquisition

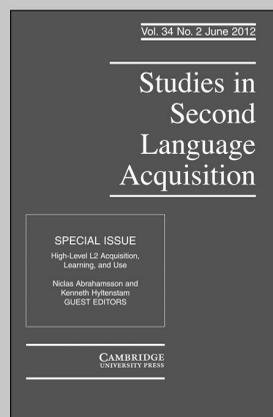
Editor

Albert Valdman, *Indiana University, USA*

Associate Editor

Susan Gass, *Michigan State University, USA*

Studies in Second Language Acquisition is a refereed journal devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other articles include replication studies, State-of-the-Art articles, responses, book reviews, and book notices.

***Studies in Second Language Acquisition***

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

**To subscribe contact
Customer Services****Americas:**

Phone +1 (845) 353 7500
Fax +1 (845) 353 4141
Email
subscriptions_newyork@cambridge.org

Rest of world:

Phone +44 (0)1223 326070
Fax +44 (0)1223 325150
Email journals@cambridge.org

Free email alerts

Keep up-to-date with new
material – sign up at

journals.cambridge.org/register

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



CAMBRIDGE
UNIVERSITY PRESS

English Language & Linguistics

Editors

Wim van der Wurff, University of Newcastle upon Tyne, UK

April McMahon, Aberystwyth University, UK

Bernd Kortmann, University of Freiburg, Germany

Founding Editors

Bas Aarts, University College London

David Denison, University of Manchester

Richard Hogg, University of Manchester, UK

English Language & Linguistics, published three times a year, is an international journal which focuses on the description of the English language within the framework of contemporary linguistics. The journal is concerned equally with the synchronic and the diachronic aspects of English language studies and publishes articles of the highest quality which make a substantial contribution to our understanding of the structure and development of the English language and which are informed by a knowledge and appreciation of linguistic theory.

English Language & Linguistics carries articles and short discussion papers or squibs on all core aspects of English, from its beginnings to the present day, including syntax, morphology, phonology, semantics, pragmatics, corpus linguistics and lexis.

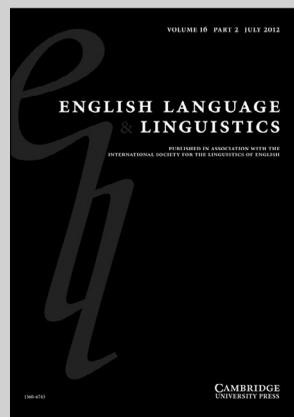
Price information

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

Free email alerts

Keep up-to-date with new material – sign up at

<http://journals.cambridge.org/alerts>



English Language & Linguistics

is available online at:

<http://journals.cambridge.org/ell>

To subscribe contact Customer Services

in Cambridge:

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email journals@cambridge.org

in New York:

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

subscriptions_newyork@cambridge.org

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



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, 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 organization 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

STATE-OF-THE-ART ARTICLE

- 135 **A. Mendi Riazi and Christopher N. Candlin**

Mixed-methods research in language teaching and learning: Opportunities, issues and challenges

RESEARCH TIMELINE

- 174 **Zhisheng Wen**

Theorizing and measuring working memory in first and second language research

A COUNTRY IN FOCUS

- 191 **Flávia Vieira, Maria Alfredo Moreira and Helena Peralta**

Research in foreign language education in Portugal (2006–2011): Its transformative potential

PLENARY SPEECHES

- 228 **Brian North**

Putting the Common European Framework of Reference to good use

- 250 **Icy Lee**

Publish or perish: The myth and reality of academic publishing

RESEARCH IN PROGRESS

- 262 **Zhisheng Wen, Arthur McNeill and Mailce Borges Mota**

Language Learning Roundtable: Memory and Second Language Acquisition 2012, Hong Kong

- 266 **A Passage in Time**

- 267 **FORTHCOMING IN LANGUAGE TEACHING**

Cambridge Journals Online

For further information about this journal
please go to the journal website at:
journals.cambridge.org/lta



www.fsc.org

MIX
Paper from
responsible sources
FSC® C007785

CAMBRIDGE
UNIVERSITY PRESS