

Bilingualism: Language and Cognition

Editor

Jürgen M. Meisel, Hamburg University, Germany

David W. Green, University College London, UK

Ping Li, Pennsylvania State University, USA

Carmen Silva-Corvalán, University of Southern California, USA

Bilingualism: Language and Cognition is an international peer-reviewed journal focusing on bilingualism from a cognitive science perspective. The aims of the journal are to promote research on the bilingual person and to encourage debate in the field. The domains covered are the following: bilingual language competence, perception and production, bilingual language acquisition in children and adults, neurolinguistics of bilingualism (in normal and brain-damaged populations), and non-linguistic cognitive processes in bilinguals. *Bilingualism* carries articles and research notes on all aspects of the bilingual person, and is published three times a year.

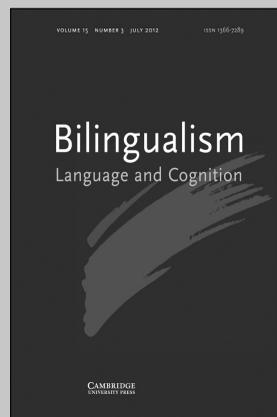
Price information

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

Free email alerts

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

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



Bilingualism: Language and Cognition

is available online at:

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

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/bil>



CAMBRIDGE
UNIVERSITY PRESS

ReCALL:

An international journal on technologies and language learning

Published for EUROCALL (European Association for Computer-Assisted Language Learning)

Editors

June Thompson, *University of Hull, UK*

Françoise Blin, *Dublin City University, Ireland*

The primary focus of *ReCALL* is the use of technologies for language learning and teaching, including all relevant aspects of research and development. Typical subjects for submissions include theoretical debate on language learning strategies and their influence on courseware design; practical applications at developmental stage; evaluative studies of courseware used in the teaching and learning process; exploitation and assessment of the potential of technological advances in the delivery of language learning materials; discussions of policy and strategy at institutional and discipline levels.

Price information

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

Free email alerts

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



ReCALL:

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

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/rec>



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

1 **Hossein Nassaji**

The role and importance of lower-level processes in second language reading

RESEARCH TIMELINE

38 **Hilary Nesi**

Dictionary use by English language learners

A COUNTRY IN FOCUS

56 **Xuesong (Andy) Gao, Yanyi Liao and Yuxia Li**

Empirical studies on foreign language learning and teaching in China (2008–2011):
A review of selected research

PLENARY SPEECH

80 **Zoltán Dörnyei**

Researching complex dynamic systems: 'Retrodictive qualitative modelling'
in the language classroom

THINKING ALLOWED

92 **Alan Waters**

Managing innovation in English language education: A research agenda

RESEARCH IN PROGRESS

111 **James Simpson and Ruth Page**

BAAL/CUP seminars 2012

INTERVIEW

118 **David Little and Lid King**

Talking with John Trim (1924–2013): Part II. Three decades of work for the Council of Europe

133 **A Passage in Time**

134 **FORTHCOMING IN LANGUAGE TEACHING**

Cambridge Journals Online

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



MIX
Paper from
responsible sources
FSC® C007785

CAMBRIDGE
UNIVERSITY PRESS