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 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 UK by Bell & Bain Ltd.

language teaching

SURVEYS AND STUDIES

Contents

STATE-OF-THE-ART ARTICLE

439 Christina Isabelli-García, Jennifer Bown, John L. Plews and Dan P. Dewey Language learning and study abroad

RESEARCH TIMELINE

485 Olga Kagan and Kathleen Dillon

Heritage language education: Development of the field in the United States

PLENARY SPEECHES

504 Sarah Mercer

Psychology for language learning: Spare a thought for the teacher

526 Oiufang Wen

The production-oriented approach to teaching university students English in China FIRST PERSON SINGULAR

541 Scott A. Crossley

Technological disruption in foreign language teaching: The rise of simultaneous machine translation thinking allowed

553 Naoko Taguchi and Joseph Collentine

Language learning in a study-abroad context: Research agenda

567 FORTHCOMING IN LANGUAGE TEACHING



