

Downloadable Articles from Other Academic Journals

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1. [Foreign Language Annals](#)

This scholarly research journal is published four times each year by the American Council on the Teaching of Foreign Languages (ACTFL). A national, professional organization, ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction across all 50 states and around the world and represents 12,500 foreign language advocates, educators, students, and administrators.

With the permission of the publishers, and the journal's editor, Dr Anne Nerenz, we are reprinting below excerpts from the editor's message from the Spring 2018 50th anniversary issue [<https://onlinelibrary.wiley.com/doi/epdf/10.1111/flan.12324>]. Like every spring issue, all of the articles in this issue may be downloaded for free at <https://www.actfl.org/publications/all/foreign-language-annals>.

INTRODUCTION

—Noam Chomsky wrote, “Changes and progress very rarely are gifts from above. They come out of struggles from below.” In this message, I would like to celebrate our professional successes and call attention to some of our continuing struggles. Concerning the former, a review of the articles that have been published in Foreign Language Annals over the last 50 years demonstrates that we have made measurable and significant progress toward providing learners with the most meaningful, rich, and rewarding learning experiences (Investigate [the retrospective electronic collections](#)). However, the retrospective electronic collections also demonstrate that we have been less successful, despite our struggles, in resolving other challenges. As we look to the journal's next 50 years, I would like to share four key challenges that merit sustained and focused attention.

ADVOCACY AND POLICY

Challenge Question: **How can we engage the hearts and minds of the American public, including national and state departments of education and legislators as well as local school boards, administrators, parents, and learners and help them to embrace the many benefits of language learning?**

- [Creating a new normal: Language education for all](#) Marty Abbott and Aleidine Moeller envision ways to create “the new normal” and share a vision of foreign languages for all (see also an annotated version of this article in this issue of the SLR).

- [America's languages: The future of language advocacy](#). William Rivers and Richard Brecht argue for the feasibility of the *Languages for All* vision; they discuss activities that are already underway and those that need future action.
- [Foreign language education policy on the horizon](#). Francis Hult focuses on what the field of language policy can contribute to the field of foreign language education and how this journal can advance that agenda.

LANGUAGE TEACHING AND LEARNING

Challenge Question: **How can we best engage students in meaningful, personalized learning and support their developing proficiency and intercultural competence?**

Second Language Acquisition

- [Grand challenges and great potential in foreign language teaching and learning](#). Anne Cummings Hlas focuses on the “grand challenges”—the difficult yet solvable problems—facing our field.
- [Looking ahead: Future directions in, and future research into, second language acquisition](#). Diane Larsen-Freeman traces the evolution of second language acquisition research, including cognitive, social and sociocognitive approaches, and explores the future of research and best practices.
- [Why haven't we solved instructed SLA? A sociocognitive account](#). Paul Toth and Kara Moranski ponder why we have not “solved” instructed second language acquisition and emphasize the importance of partnerships between researchers and practitioners.

Curriculum and Instruction

- [Language education in elementary schools: Meeting the needs of the nation](#). Fernando Rubio explores the ways in which early language programs, including FLEX, FLES, and immersion, can help meet the nation's increasing demand for individuals who are proficient in English and at least one additional language.
- [Future directions in assessment: Influences of standards and implications for language learning](#). Troy Cox, Margaret Malone, and Paula Winke consider the evolution of standards-based instruction and assessment and ponder how these fundamental perspectives will continue to inform and improve language teaching and learning.

Literacy

- [Moving toward multiliteracies in foreign language teaching: Past and present perspectives ... and beyond](#). Chantelle Warner and Beatrice Dupuy trace our thinking about literacy—in particular the development of multiliteracies paradigms—and discuss emerging topics.
- [Researching literacies and textual thinking in collegiate foreign language programs: Reflections and recommendations](#). Kate Paesani argues that language

teaching and learning should focus on textual thinking and literacies development instead of on language and/or literature and/or culture.

LANGUAGE IN THE COMMUNITY

Challenge Question: How can we fully engage learners in communities in which the language is spoken?

Interculturality and Language in the Community

- [Making a difference: Language teaching for intercultural and international dialogue](#). Michael Byram and Manuela Wagner contend that language education must engage students in intercultural communication and thus prepare them for effective and meaningful lives.
- [Heritage language education: A proposal for the next 50 years](#). Maria Carreira and Olga Kagan consider ways to institutionalize heritage language teaching; they propose key questions and suggest pedagogical practices that may guide our thinking over the next 50 years.
- [Shaping the vision for service-learning in language education](#). Christelle Palpacuer-Lee, Jessie Curtis, and Mary Curran explore current approaches to service-learning and propose future research directions and program options.
- [Expanding Boundaries: Current and New Directions in Study Abroad Research and Practice](#). Silvia Marijuan and Cristina Sanz consider the complexities of research on study abroad, suggest new program designs, and pose potentially fruitful research questions.

Technology

- [Technology and the future of language teaching](#). Greg Kessler provides an overview of the ways in which technology can be used to offer ongoing, innovative, and motivating opportunities to learn and use language both within and beyond the classroom.
- [Digital games and language teaching and learning](#). Julie Sykes considers the potential that digital gaming holds for developing language and intercultural skills as well as building teamwork and cooperation.
- [Immersive technologies and language learning](#). Carl Blyth outlines the many ways in which virtual learning can be used to immerse language learners in a range of authentic tasks and contexts.
- [Redesigning technology integration into world language education](#). Julio Rodríguez imagines the impact of new technologies on world language teaching and learning.

TEACHER DEVELOPMENT AND RETENTION

Challenge Question: **How can we most effectively recruit, support, and retain a highly qualified teacher corps?**

- [Teacher leadership and the advancement of teacher agency](#). Linda Quinn Allen describes Iowa's Teacher Leadership and Compensation System, shares data on the impact of this innovative approach on teacher satisfaction as well as on student achievement, and suggests implications for preservice teacher preparation.
- [The world language teacher shortage: Taking a new direction](#). Pete Swanson and Shannon Mason offer specific strategies for addressing the world language teacher shortage.

LOOKING BACK; MOVING FORWARD

In closing, take time to look back; [the retrospective electronic collections](#) confirm that we have much to celebrate. However, please recall Chomsky's message: "Changes and progress very rarely are gifts from above. They come out of struggles from below." Make time to consider the grand challenges that remain. Take to heart the messages that the authors in this special 50th-anniversary issue have shared, both in print and in their video abstracts. The authors and I invite you to dedicate yourself to addressing the core challenge that is most pertinent to your professional interests and daily practice and to join with us in imagining our next 50 years.

Dr Anne Nerenz

Editor, *Foreign Language Annals*

NB. ACTFL also publishes a language magazine, the *Language Educator*, and you can access some interesting sample articles from each edition [here](#).

2. IRIS (Repository of) [Instruments for Research Into Second Languages](#)

3. [Language Learning & Technology \(LLT\)](#)

Open and free-access journal. Selected titles from [Volume 22 Issue 2 June 2018](#):

- Teaching Google Search Techniques in an L2 Academic Writing Context
- Enhancing Extensive Reading with Data-Driven Learning
- Data-Informed Language Learning
- Task-Based Language Teaching Online: A Guide for Teachers
- Making It Personal: Performance-Based Assessments, Ubiquitous Technology, and Advanced Learners

4. Language Learning Journal - Current Issue

LLJ is the official journal of the Association for Language Learning (ALL) and its focus is on language education in the UK. Although full access is only available to subscribers you can glean the most important details of the articles from their abstracts. The most recent issue at time of going was a special issue on *Internationalisation policies and practices in European universities: Case Studies from Catalonia*.

Most cited articles <http://tiny.cc/LLJmostread>

The list of most read articles is updated every 24 hours and based on the cumulative total of PDF downloads and full-text HTML views from the publication date (but no earlier than 25 June, 2011, launch date of the website) to the present.

Most cited articles <http://tiny.cc/LLJmostcited>

This list is based on articles that have been cited in the last 3 years. The statistics are updated weekly using participating publisher data sourced exclusively from CrossRef.

5. List.ly of online journals for language learning

Compiled by Teresa Mackinnon (University of Warwick) – some journals are available without subscription.

6. Languages, Society and Policy (LSP)

The Modern Languages Department of the University of Cambridge is leading on a large research project entitled 'Multilingualism: Empowering Individuals, Transforming Societies' ([MEITS](#)). They recently launched their own open-access, online journal, which aims to publish "*high-quality peer-reviewed language research in accessible and non-technical language to promote policy engagement and provide expertise to policy makers, journalists and stakeholders in education, health, business and elsewhere.*"

Have a look at the [policy papers](#) section.

7. Language Learning Research

Language Learning Research (formerly YazikOpen) is an online directory linking to over 4000 items of FREE open access research into the teaching and learning of modern languages.

8. Language Texts and Society

This free-access journal is published by the University of Nottingham

9. General Teaching Council for Scotland

You can access a range of educational journals via your MyGTCS login <http://www.gtcs.org.uk/research-engagement/education-journals.aspx>

10. Other

Dina Mehmedbegovic and Thomas Bak (2017) [Towards an interdisciplinary lifetime approach to multilingualism: From implicit assumptions to current evidence in European Journal of Language Policy](#)

Abstract: Many types of human behaviour, from scientific research to political decision-making, are based on implicit assumptions, considered to be so self-evident that they do not need any further justification. Such assumptions are particularly powerful in topics related to language: one of the most universal and fundamental human abilities and a prerequisite for social life, civilisation and culture. They become a driving force in the current debates about multilingualism.

We identify three central assumptions underlying key controversies related to language: (a) the “limited resources model” assuming that learning languages has a detrimental effect on learning other subjects, (b) the notion that the “normal” state of human brain, mind and society is either monolingualism, or a strong dominance of a “mother tongue”, accompanied by less relevant “additional” languages, (c) the belief that the aim of language learning is a “native-like” proficiency and anything that fails to reach it has only limited value.

Combining radically different academic backgrounds (education and cognitive neuroscience) and methodologies (qualitative and quantitative) we examine how these assumptions influence attitudes towards multilingualism. We evaluate the available empirical evidence and explore conceptual common ground, from the design of school curricula to the promotion of healthy ageing. We conclude that our perspectives complement each other, providing a valuable tool to inform language policy.