







Language Teaching Research

OnlineFirst

Last updated July 28, 2017

OnlineFirst articles are published before they appear in a print or online issue of a journal to deliver the latest research as quickly as possible. More details, including how to cite OnlineFirst articles, can be found here.



Preparing elementary readers to be critical intercultural citizens through literacy education

Seonmin Huh, Young-Mee Suh

DOI: 10.1177/1362168817718575 | First Published July 28, 2017

> Show Abstract









Competences for democratic culture: An empirical study of an intercultural citizenship project in language pedagogy

Leticia Yulita

DOI: 10.1177/1362168817718579 | First Published July 28, 2017

> Show Abstract









Intercultural citizenship in the (foreign) language classroom

Melina Porto, Stephanie Ann Houghton, Michael Byram

DOI: 10.1177/1362168817718580 | First Published July 19, 2017













Intercultural citizenship through participation in an international service-learning program: A case study from Taiwan

Chiu-Hui Wu

DOI: 10.1177/1362168817718573 | First Published July 14, 2017

> Show Abstract









Towards critical cultural and linguistic awareness in language classrooms in Norway: Fostering respect for diversity through identity texts

Anna Krulatz, Tove Steen-Olsen, Eivind Torgersen

DOI: 10.1177/1362168817718572 | First Published July 12, 2017

> Show Abstract









'A more inclusive mind towards the world': English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives

Fan (Gabriel) Fang, Will Baker

DOI: 10.1177/1362168817718574 | First Published July 12, 2017









Textual enhancement, grammar learning, reading comprehension and tag questions

Yoichi Meguro

DOI: 10.1177/1362168817714277 | First Published July 4, 2017

> Show Abstract





From needs analysis to task design: Insights from an English for specific purposes context

Aleksandra Malicka, Roger Gilabert Guerrero, John M. Norris

DOI: 10.1177/1362168817714278 | First Published July 4, 2017

> Show Abstract





Measuring student attention in the second language classroom

Anne Cummings Hlas, Krista Neyers, Sarah Molitor

DOI: 10.1177/1362168817713766 | First Published June 16, 2017

> Show Abstract





Openness to messages about English as a foreign language: Working with learners to uncover purpose to study

Richard J. Sampson

DOI: 10.1177/1362168817712074 | First Published June 7, 2017













Is fluency being 'neglected' in the classroom? Teacher understanding of fluency and related classroom practices

Parvaneh Tavakoli, Ann-Marie Hunter

DOI: 10.1177/1362168817708462 | First Published May 10, 2017

> Show Abstract









Anxiety in reading and listening English as a foreign language in Chinese undergraduate students

Bonnie Wing-Yin Chow, Hey Tou Chiu, Simpson W. L. Wong

DOI: 10.1177/1362168817702159 | First Published April 11, 2017

> Show Abstract









The genesis of classroom discursive practices as history-in-person processes

Richard Donato, Kristin J. Davin

DOI: 10.1177/1362168817702672 | First Published April 9, 2017

> Show Abstract









Incidental focus on form and the role of learner extraversion

Jongmin Kim, Hossein Nassaji



DOI: 10.1177/1362168817699642 | First Published March 22, 2017







> Show Abstract









The effect of planning time on cognitive processes, monitoring behavior, and quality of L2 writing

Morteza Rostamian, Ali Mohammad Fazilatfar, Ali Akbar Jabbari

DOI: 10.1177/1362168817699239 | First Published March 13, 2017

> Show Abstract









Foreign language enjoyment and anxiety: The effect of teacher and learner variables

Jean-Marc Dewaele, John Witney, Kazuya Saito, Livia Dewaele

DOI: 10.1177/1362168817692161 | First Published February 17, 2017

> Show Abstract









Computer-mediated textual and audio glosses, perceptual style and L2 vocabulary learning

Ehsan Rassaei

DOI: 10.1177/1362168817690183 | First Published February 14, 2017









Language teacher cognitions and intercultural language teaching: The New Zealand perspective

Jo Oranje, Lisa F Smith

DOI: 10.1177/1362168817691319 | First Published February 13, 2017

> Show Abstract









Research in language teaching over two decades: A retrospective of the first 20 volumes of *Language Teaching Research*

Paul Stapleton, Qing Shao

DOI: 10.1177/1362168816688929 | First Published February 1, 2017

> Show Abstract









How does prior explicit knowledge affect the efficacy of explicit instruction and feedback? The case of the personal *a* in L2 Spanish

Alyssa Martoccio

DOI: 10.1177/1362168816689802 | First Published February 1, 2017

> Show Abstract









Developing the assessment literacy of teachers in Chinese language classrooms: A focus on assessment task design

Kim Koh, Lydia E Carol-Ann Burke, Allan Luke, Wengao Gong, Charlene Tan

DOI: 10.1177/1362168816684366 | First Published January 9, 2017













Improving ASL fingerspelling comprehension in L2 learners with explicit phonetic instruction

Leah C Geer, Jonathan Keane

DOI: 10.1177/1362168816686988 | First Published January 9, 2017

> Show Abstract









Through their eyes: Israeli-Arab students speak up through participatory documentary photography projects

Rawia Hayik

DOI: 10.1177/1362168816683558 | First Published December 28, 2016

> Show Abstract









Task preference, affective response, and engagement in L2 use in a **US** university context

Linh Phung

DOI: 10.1177/1362168816683561 | First Published December 28, 2016

> Show Abstract









Affective factors influencing fluent performance: French learners' appraisals of second language speech tasks

Judit Kormos, Yvonne Préfontaine



DOI: 10.1177/1362168816683562 | First Published December 26, 2016







> Show Abstract









Learner-generated content and engagement in second language task performance

Craig Lambert, Jenefer Philp, Sachiko Nakamura

DOI: 10.1177/1362168816683559 | First Published December 25, 2016

> Show Abstract









Motivational elements of digital instructional games: A study of young L2 learners' game designs

Yuko Goto Butler

DOI: 10.1177/1362168816683560 | First Published December 25, 2016

> Show Abstract









Inter-cultural contact and flow in a task-based Japanese EFL classroom

Scott Aubrey

DOI: 10.1177/1362168816683563 | First Published December 25, 2016









Strategic and unpressured within-task planning and their associations with working memory



Shaofeng Li, Mengxia Fu

DOI: 10.1177/1362168816684367 | First Published December 25, 2016

> Show Abstract





Content familiarity, task repetition and Chinese EFL learners' engagement in second language use

Xuyan Qiu, Yuen Yi Lo

DOI: 10.1177/1362168816684368 | First Published December 25, 2016

> Show Abstract





The role of input in second language oral ability development in foreign language classrooms: A longitudinal study

Kazuya Saito, Keiko Hanzawa

DOI: 10.1177/1362168816679030 | First Published November 17, 2016

> Show Abstract





Developing conceptual understanding of sarcasm in L2 English through explicit instruction

Jiyun Kim, James P. Lantolf

DOI: 10.1177/1362168816675521 | First Published November 7, 2016













Effects of expanded vocabulary support on L2 listening comprehension

Yi-Chun Pan, Tzung-Hung Tsai, Yueh-Kuey Huang, Dilin Liu

DOI: 10.1177/1362168816668895 | First Published September 26, 2016

> Show Abstract









Manipulating task implementation variables with incipient Spanish language learners: A classroom-based study

Caroline Payant, Derek Reagan

DOI: 10.1177/1362168816669742 | First Published September 26, 2016

> Show Abstract









Understanding and addressing the challenges of learning computer-mediated Dynamic Assessment: A teacher education study

Levi McNeil

DOI: 10.1177/1362168816668675 | First Published September 23, 2016

> Show Abstract









Chunk use and development in advanced Chinese L2 learners of English



Junping Hou, Hanneke Loerts, Marjolijn H. Verspoor





> Show Abstract





Language teacher noticing: A socio-cognitive window on classroom realities

Daniel O. Jackson, Minyoung Cho

DOI: 10.1177/1362168816663754 | First Published August 9, 2016

> Show Abstract





Comparing core-image-based basic verb learning in EFL junior high school: Learner-centered and teacher-centered approaches

Satoshi Yamagata

DOI: 10.1177/1362168816659784 | First Published July 16, 2016

> Show Abstract





Situated willingness to communicate in an L2: Interplay of individual characteristics and context

Tomoko Yashima, Peter D. MacIntyre, Maiko Ikeda

DOI: 10.1177/1362168816657851 | First Published July 14, 2016





A worldwide survey of MATESOL programs in 2014: Patterns and perspectives

Paul Stapleton, Qing Shao

DOI: 10.1177/1362168816659681 | First Published July 14, 2016

> Show Abstract





L2 fluency as influenced by content familiarity and planning: Performance, measurement, and pedagogy

Gavin Bui, Zeping Huang

DOI: 10.1177/1362168816656650 | First Published July 8, 2016

> Show Abstract





The effect of learner age on the interpretation of the nonverbal behaviors of teachers and other students in identifying questions in the L2 classroom

Nobuhiro Kamiya

DOI: 10.1177/1362168816658303 | First Published July 8, 2016

> Show Abstract





Learning to mediate: Teacher appropriation of dynamic assessment

Kristin J. Davin, José D. Herazo, Anamaría Sagre

DOI: 10.1177/1362168816654309 | First Published June 14, 2016



> Show Abstract \$SAGE journals













Training with rhythmic beat gestures benefits L2 pronunciation in discourse-demanding situations

Daria Gluhareva, Pilar Prieto

DOI: 10.1177/1362168816651463 | First Published June 8, 2016

> Show Abstract









Popular video cartoons and associated branded toys in teaching English to very young learners: A case study

Danijela Prosic-Santovac

DOI: 10.1177/1362168816639758 | First Published April 22, 2016

> Show Abstract









Differential effects of instruction on the development of second language comprehensibility, word stress, rhythm, and intonation: The case of inexperienced Japanese EFL learners

Yukie Saito, Kazuya Saito

DOI: 10.1177/1362168816643111 | First Published April 13, 2016









Learning English during the summer: A comparison of two domestic programs for pre-adolescents



Elsa Tragant, Raquel Serrano, Àngels Llanes

DOI: 10.1177/1362168816639757 | First Published March 31, 2016

> Show Abstract







SAGE Video

Streaming video collections

SAGE Knowledge

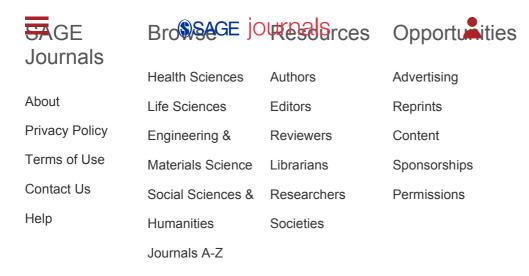
The ultimate social sciences library

SAGE Research Methods The ultimate methods library

SAGE Stats
Data on Demand

CQ Library

American political resources



Language Teaching Research

ISSN: 1362-1688

Online ISSN: 1477-0954

Copyright © 2017 by SAGE Publications