

Downloadable Articles from Other Academic Journals

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1. [Foreign Language Annals](#)

Journal published by the American Council on the Teaching of Foreign Languages Inc. NB: ACTFL is a professional organisation, i.e. funded by subscription of its members, encompassing all 50 US states. The FLA journal is celebrating its 50th anniversary this year. You can read the Editor's message of the March 2017 edition [here](#), which also gives you an overview of the articles, which are all **FREE to view and download**.

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

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

Open and free-access journal. Selected titles from [Volume 21 Issue 1 February 2017](#):

- Examining Focused L2 practice: From in vitro to in vivo
- Web-based Collaborative Writing in L2 Contexts: Methodological Insights from Text Mining
- Methodological Innovation in CALL Research and its Role in Second Language Acquisition
- Scaling Up and Zooming In: Big Data and Personalization in Language Learning

3. [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.

4. [List.ly of online journals for language learning](#)

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

5. 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.

6. 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.

7. 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>

8. Forbes, Karen (2016) Doctoral Thesis

Cross-linguistic transfer of foreign language writing strategies - Developing first and foreign language writing through metacognitive strategy use

In an increasingly multilingual world, the way in which learners draw on their mother tongue (L1) and knowledge of other languages when learning an additional language (L2), and the role of L2 in supporting use of L1 in various ways is an important topic. This PhD study examines how an explicit focus on metacognitive strategy use within a secondary school L2 (German) classroom impacts students' development of writing strategies in German, and whether any such effects transfer to another language (L3-French) context and/or to L1 (English). The study is based on a quasi-experimental research design which involved a two-phase intervention of strategy-based instruction primarily in the German classroom and later also in the English classroom of a Year 9 (age 13-14) class in a secondary school in England. Data were collected using writing strategy task sheets and questionnaires. Key findings indicate that while there was a high level of transfer from one L2 or L3 context to another across all areas, L2/3 to L1 transfer was especially evident in relation to an improvement in the quality of students' planning and a reduction in the number of errors. Pedagogical implications include highlighting the potential contribution of language teachers to general writing development.

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