

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**.

The Top 5 most cited articles are also free to download

- The Homestay in Intensive Language Study Abroad: Social Networks, Language Socialization, and Developing Intercultural Competence
- Listening and Reading Proficiency Levels of College Students
- The Implementation of High-Leverage Teaching Practices: From the University Classroom to the Field Site
- Measuring the Impact of Instruction in Intercultural Communication on Secondary Spanish Learners' Attitudes and Motivation
- Supporting Student Learning Outcomes Through Service Learning

ACTFL also publish 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 21 Issue 2 October 2017](#):

- 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. 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>

9. Other

Li Wei (2017) [Translanguaging as a Practical Theory of Language in Applied Linguistics October 2017](#)

This article seeks to develop Translanguaging as a theory of language and discuss the theoretical motivations behind and the added values of the concept. I contextualize Translanguaging in the linguistic realities of the 21st century, especially the fluid and dynamic practices that transcend the boundaries between named languages, language varieties, and language and other semiotic systems. I highlight the contributions Translanguaging as a theoretical concept can make to the debates over the Language and Thought and the Modularity of Mind hypotheses. One particular aspect of multilingual language users' social interaction that I want to emphasize is its multimodal and multisensory nature. I elaborate on two related concepts: Translanguaging Space and Translanguaging Instinct, to underscore the necessity to bridge the artificial and ideological divides between the so-called sociocultural and the cognitive approaches to Translanguaging practices. In doing so, I respond to some of the criticisms and confusions about the notion of Translanguaging.

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.

Emma Marsden and Rowena Kasprowicz (2017) [Foreign Language Educators' Exposure to Research: Reported Experiences, Exposure Via Citations, and a Proposal for Action](#) in *Modern Language Journal*, July 2017

This article reports on 2 connected studies that provide data about the flow of research to foreign language (FL) educators in majority Anglophone contexts. The first study investigated exposure to research among FL educators in the United Kingdom using two surveys (n = 391; n = 183). The data showed (a) some limited exposure to research via professional association publications and events, (b) negligible direct exposure to publications in the Social Science Citation Index (SSCI), (c) barriers to exposure caused by poor physical and conceptual access, despite generally positive perceptions of research, and (d) the importance of university-based teacher educators for research–practice interfaces. The second study investigated the potential for indirect exposure to research from 7 professional publications over 5 years in Australia, the United Kingdom, and the United States. We systematically reviewed the extent to which these professional publications referenced 29 SSCI journals that aim to publish pedagogy-relevant research. In our corpus of 8,516 references in 284 articles in professional journals, the mean proportion of references to all 29 SSCI journals, combined, was 12.43% per professional article. The overall mean number of references to each SSCI journal was 0.17 per professional article. The emerging picture is rather bleak, and we propose action from academic journals and researchers to promote a more international, systematic, and sustainable flow of research [...]

We first present key arguments for practitioner engagement with research put forward by the research community and policy makers. We then provide a short narrative review of the limited number of investigations into the extent and nature of practitioners' exposure to published research.