Call for Papers

Replication Research Studies

Language Teaching invites submissions of previously unpublished articles based on LITERAL, APPROXIMATE OR CONSTRUCTIVE REPLICATION OF A PREVIOUS STUDY OR STUDIES of an aspect of L2 education. In keeping with the survey characteristics of this journal, we also encourage submissions of META-ANALYSES which attempt to combine or synthesise a series of comparable research replications. Papers can be based on a broad range of topics, including:

> language teaching
> teacher training
> curriculum design and materials development
> language learning
> language testing
> teacher education
> neurolinguistics
> bilingualism/bilingual education
> sociolinguistics
> psycholinguistics

LITERAL (OR EXACT) REPLICATION is the exact duplication of a previous methodologically sound study whereby the methods and conditions are repeated to confirm the original findings. APPROXIMATE (OR SYSTEMATIC) REPLICATION involves the duplication of the methods of the original study as closely as possible but altering some non-major variable. CONSTRUCTIVE (OR CONCEPTUAL) REPLICATION means beginning with a similar problem statement as the original study but creating a new means or design to verify the original findings. Exact duplication of the original procedures is deliberately avoided. Thus, for example, different, but related, measures such as observation versus self-report, or using both quantitative and qualitative measures will help add to the body of knowledge obtained in the original report by validating the outcomes using two different techniques. Successful constructive replications provide stronger support for the original theory or hypothesis since evidence is provided that the outcomes are not limited to one particular methodology used. Authors should make it clear in their texts which kind of replication has been used, why and how. Further information may be found in the Instructions for Contributors at http://journals.cambridge.org/action/displayMoreInfo?jid=LTA&type=ifc.