

# UC Berkeley

## L2 Journal

### Title

Letter from the Editor

### Permalink

<https://escholarship.org/uc/item/3nd055rz>

### Journal

L2 Journal, 12(1)

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### Publication Date

2020

### DOI

10.5070/L212147436

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## *Letter from the Editor*

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In this first issue of the new year, I want to send you my most heartfelt greetings as we all battle this terrible Covid-19 pandemic. Whether you are a language teacher, a researcher, or both, you are probably sheltering in place right now, keeping in touch with family and students via Zoom, putting your courses online, and otherwise trying to keep safe of the virus. I send my best wishes to you and your family for good health and good cheer in these stressful times.

I also take this opportunity to thank our reviewers for 2019: Beatrice Dupuy, William Heidenfeldt, Mark Kaiser, Jin Limin, Paul Matsuda, Kimberly Vinall, and Julia Menard Warwick.

Starting with the next issue of the *L2 Journal*, we will be adopting new guidelines for the submission of articles. Up to now, articles could be submitted in one of three categories: *General Articles* with a general research orientation, *Teachers' Forum* with a more pedagogic orientation, and *Instructors' Perspectives* for personal teachers' testimonies. But, as we look back on the kinds of articles we have published in the last ten years, we notice that, while our Special Issues have covered a variety of topics of the general research kind, the individual submissions have increasingly combined educational linguistic theory and pedagogic practice to the point that we feel a strict distinction between our two categories – *General Research Articles* and *Teachers' Forum* – has become difficult to uphold. Ultimately, the decisive factor should be the quality of the papers, not their disciplinary genre. We remain keen on publishing top-quality contributions to both the theory and/or the practice of language teaching and learning. In Fall 2020, we will therefore be changing our submission guidelines as follows:

The *L2 Journal* is seeking submissions of previously unpublished manuscripts on any topic related to the area of language learning and teaching at all levels of instruction. These articles may have (1) a theoretical orientation and contribute to building educational theory and/or (2) a pedagogic orientation and contribute to understanding and improving curriculum design and teaching innovation. Submissions will contribute to both the theory and the practice of language teaching and learning. In both (1) and (2), articles should link previous research, educational theory, and language teaching practices. Authors are expected to review the existing work on the topic, choose a theoretical framework that will justify their use of a given research methodology or pedagogic innovation, give a clear rationale for the gathering and analysis of empirical data, provide a thorough description and documentation of the research or pedagogic activity, as well as offer an evaluation of the findings (results of the empirical study or outcome of the pedagogic activity). Articles are blind peer-reviewed with particular attention paid to originality, clear linkage between theoretical framework and analysis of the data, and quality of writing. Articles should be written in English, with an average length of approximately 8,000 words, including references.

This new description will enable us to publish excellent contributions to both the theory and the practice of language teaching and learning. It will enable us to attend exclusively to the quality of the papers received and publish papers that would otherwise fall through the cracks of the traditional categories in our field. The section "Instructors' Perspectives" will remain a valuable part of each issue.

Claire Kramersch

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