Editorial

Luke Harding & Paula Winke

Back in 2008, the editors of *Language Testing*, Glenn Fulcher and Cathie Elder, published an editorial in issue 1 to mark the 25th anniversary of the journal. Since then, no editorial has appeared in the journal, aside from guest editor editorials in special issues. We are now in the 37th year of the journal, and a lot has changed since 2008 that we would like to note. Since 2008, the journal has been edited by April Ginther and Carol Chapelle, and now by us: Luke Harding and Paula Winke. We began our terms in 2017 and 2019, respectively. Readers interested in the history of the field may find it useful to see the full list of editorial teams since the journal's inception shown at the end of this piece.

It is not only editorial teams that have changed since the last editorial. The ways in which knowledge is disseminated through the journal have changed. Below, we outline four important dissemination innovations that have transpired over the last 12 years that all readers should know about.

1. **OnlineFirst**: Papers that have been proofed but not yet printed appear in the OnlineFirst section of the journal's website. These pre-print-publications allow for faster access to cutting-edge research that drives the field. We would like to widely share that we, as editors, receive issue proofs before an issue is published, thus readers who see typos or errors in OnlineFirst papers can email the editors to ensure corrections before printing. Thus, OnlineFirst not only disseminates research faster; it also allows for a limited, but important, open window of opportunity for crowd-sourced proofing.

2. **Podcast Episodes**: Glenn Fulcher's *Language Testing Bytes* podcasts (https://journals.sagepub.com/page/ltj/podcasts) provides readers with more in-depth and personal connections to research in *Language Testing* through interviews with authors. Instructors of language testing courses are encouraged to couple the assignment of manuscripts from *Language Testing* with podcast episodes to help students engage with the field even more. If you Subscribe, [1] you can enjoy a regular feed of language testing knowledge on your device.

3. **Open Science**: *Language Testing* has joined the Open Science Framework (OSF). Authors who contribute Open Data, Open Materials, or who Preregister their research plan will receive OSF badges next to their paper's title in *Language Testing*. We do this as part of a broader effort in the field to promote transparency, replication, and secondary data analyses. Data are expensive and time-consuming to collect, and are often paid for, at least in part, by public funds. Sharing data is not only more economical in the long-term, but also helps to fulfil an ethical obligation to maximise the benefits of datasets for the wider population. Greater transparency ultimately creates more opportunities for field advancement. Authors in *Language Testing* have choices in how to participate. They can publish their video abstracts, Open Assessable Summaries in Language Studies (OASIS), [2] or files alongside their paper as online supplemental materials (which are reviewed, but do not count toward the printed word limit). Or, authors can publish data and files publicly as a separate data/materials publication:

Authors can avail themselves of public data/materials repositories such as IRIS (https://iris-database.org) or ICPSR (https://www.icpsr.umich.edu) and then cite that publication within their *Language Testing* paper. (We envision that sometime in the future, *Language Testing* will not only publish test reviews, but also reviews of published language testing data as well.) Hundreds of qualifying data/materials repositories are listed at the Creative Commons Registry of Research Data Repositories (http://re3data.org), and we encourage researchers to explore the many options. Personally, we encourage authors to use Open Access data repositories that produce a doi and allow for authors to store all supplemental materials, data, and metadata in one location so secondary uses and replications will be easily traceable through forward citations.

4. **Open Access**: *Language Testing* now offers a range of fully Open Access articles. First, all test reviews are now Open Access. This change was made early in 2019, and was designed to promote knowledge about testing and test use among readers who may not ordinarily be subscribers to the journal. Ultimately, we hope this will give a wider audience access to professional evaluations of the strengths and limitations of different well-known tests. To further aid non-subscribers around the world, one of *Language Testing's* most popular articles will be featured, and made Open Access, every 30 days on a rotating basis, and we announce the public access online at the journal's website and through *Language Testing's* Twitter account (@LangTestJournal). We encourage authors, when creating research budgets (particularly with funders in the non-profit and commercial sector), to factor in the cost of Open Access publishing. We remind interested readers that authors have the right to share their accepted manuscripts or final published PDFs on an individual basis with research colleagues, provided that such sharing is not for commercial purposes. In other words, if your institution does not subscribe to *Language Testing* and you would like a copy of a paper in it, you may email the corresponding author, introduce yourself as a research colleague in the field of language testing, and ask for a copy via email. As editors, we encourage *Language Testing* authors to share in this way, as allowed under the SAGE sharing policy. [3]

Along with the innovations described above, there is plenty that has stayed constant with the journal. *Language Testing* remains one of the flagship journals for those working within language assessment, and it remains firmly grounded within applied linguistics and educational measurement. We are committed to publishing rigorous and innovative research from around the world, reflecting the diversity of methodologies that language testers now draw upon. In the spring of each year, we solicit for guest editors of a special issue to be published two years out: Upcoming in 2020, the special issue, edited by Tony Green and Alistair Van Moere, is on repeated test taking and longitudinal test score analyses. In 2021, the editors are Veronika Timpe-Laughlin and Yeonsuk Cho; their special issue will be on assessing young foreign language learners in global and local contexts. We continue to support the language testing community through the Sage/ILTA best book award. We also continue to value our reviewers, who make an enormous contribution to the journal. In 2019 we introduced the *Language Testing* Reviewer of the Year Award, [4] and our first went to Thomas Eckes at the TestDaF Institut in Bochum, Germany.

We are honoured to be continuing the traditions of the journal and excited to shepherd the journal through innovations. But our work is not possible without the incredible contributions of the Book Reviews editor Slobodanka Dimova, the Test Review editor Ofra Inbar, the Production editor Seema Sharma, and the Editorial Assistant Dylan Burton. Beyond the Language Testing Editorial Office Staff, the journal benefits from a strong Editorial Board and, as we have noted above, the daily work of the peer reviewers. On behalf of all of us, we hope you will enjoy reading this new issue of *Language Testing*. Please continue to follow the development of the journal, and contribute as authors, reviewers, and readers. Send us your questions and comments because you are *Language Testing,* an international community of peers who work toward the discussion, publication, and dissemination of original research on language testing and assessment. We look forward to hearing from you.

Luke Harding and Paula Winke, Editors

Notes:

1. https://podcasts.apple.com/us/podcast/sage-language-linguistics/id871122354

2. https://oasis-database.org/

3. https://us.sagepub.com/en-us/nam/journal-author-archiving-policies-and-re-use

4. https://journals.sagepub.com/page/ltj/awards

List of editors

Vol. 36, no. 1, 2019	– Present	Luke Harding and Paula Winke
Vol. 34, no. 4, 2017	– Vol. 35, no. 4, 2018	Carol Chapelle and Luke Harding
Vol. 33, no. 1, 2016	– Vol, 34, no. 3, 2017	Carol Chapelle and April Ginther
Vol. 29, no. 1, 2012	– Vol, 32, no. 4, 2015	Glenn Fulcher and April Ginther
Vol. 24, no. 1, 2007	– Vol. 28, no. 4, 2011	Catherine Elder and Glenn Fulcher
Vol. 19, no. 1, 2002	– Vol. 23, no. 4. 2006	Dan Douglas and John Read
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Vol. 13, no. 1, 1996	– Vol. 13, no. 4. 1996	Alan Davies
Vol. 9, no. 1, 1992	– Vol. 12, no. 4. 1995	Alan Davies and Jack Upshur
Vol. 7, no. 1, 1990	– Vol. 8, no. 2, 1991	Don Porter and Jack Upshur
Vol. 6, no. 1, 1989	– Vol. 6, no. 2, 1989	Don Porter
Vol. 1, no. 1, 1984	– Vol. 5, no. 2, 1988	Arthur Hughes and Don Porter