

# language teaching

## Editorial

This first issue of the 1998 volume sees several changes designed to enhance the scope and usefulness of **language teaching**. A more compact typeface will enable many more abstracts to be included; and a new double-column format is introduced to improve readability. To enable readers to locate more quickly and easily those topics which particularly interest

them, subject headings have been re-organised, and the subject index is more comprehensive than before. It is hoped that readers will continue to find **language teaching** an invaluable resource in both their teaching and research. Any suggestions as to ways in which the journal might be further improved are very welcome.

## Using the journal

**language teaching** is an essential resource for all those in the field of language education: teachers, researchers, teacher educators, students, etc. It provides easy access to current international research in language learning and teaching, by bringing together in one journal English summaries of research findings in language education from around the world. In particular, the journal seeks to provide as comprehensive as possible coverage of European language research together with coverage of all important work from the rest of the world. A wide range of key international periodicals is scanned, and current work of significance and interest is selected and summarised.

Each quarterly issue contains a collection of some 160 non-evaluative abstracts, many of them specially written by a team of specialist abstractors; author abstracts, which may be edited, are also used. A full list of the periodicals scanned appears in the January issue.

The journal also provides brief notations of important new books, together with a list of all new books and materials received.

## State-of-the-art survey article

Each issue also contains a state-of-the-art survey article on an important aspect of language learning or teaching, which will interest both informed specialists and those looking for an up-to-date introduction to the field; these are specially commissioned from experts in the field and feature a comprehensive and up-to-date bibliography. The articles span a wide range of diverse and important topics. Future issues include articles on *computer-assisted language learning*; *motivation*; *primary modern languages*; and *learner strategies*.

A two-yearly research review next appears in July 1999; this selects and describes the most significant research and identifies emerging research trends in language learning and teaching over the previous two years.

## Council of Europe section

The July and October issues of the journal also currently feature a specially commissioned section derived from the work of the Council of Europe in the promotion of modern language learning.

## Abstracts

The abstracts are grouped into substantive subject areas reflecting their main focus, principally: *language teaching*, *language learning*, *language testing*, *teacher education*, *reading*, *writing*, *bilingual education/bilingualism*, *child language development*, *sociolinguistics*, and *pragmatics*. (Other headings are used as needed.) A comprehensive subject index directs readers to abstracts dealing with particular languages and areas of language, ages and types of learner, teaching methods, factors affecting learning, and other salient aspects of the research reported.

Abstracts are numbered consecutively by year of publication in **language teaching** (e.g. 97–22 is the 22nd abstract of the 1997 volume), and arranged alphabetically by principal author's name within each subject area, with first author's affiliation given where known. The article title follows, with an English translation where necessary. Full details of the original source are given, i.e. journal title and place of publication, volume, issue, year, and page numbers. Subject and author indexes appear in each issue, and are accumulated annually in the October issue, together with a source index for the year.

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The subscription price (excluding VAT) of Volume 30, 1997, is £63.00 net (US \$106.00 in USA, Canada and Mexico) for institutions: £31.00 (US \$53.00 in USA, Canada and Mexico) for individuals when ordering direct from the Press and certifying that the journal is for their personal use. Single parts cost £17.00 (US \$28.00 in USA, Canada and Mexico) plus postage.

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