

# language teaching

## Editorial

The journal aims to help people concerned with the teaching and learning of languages to keep up to date with the latest findings in research, language studies and applied linguistics. Work carried out in different parts of the world and reported in different languages is made accessible by means of abstracts written in English.

Members of the Editorial Board scan some 400 journals from many countries in order to select and abstract the most useful and significant articles. Most of the abstracts are specially written by a team of abstractors who are specialists in the subjects concerned. Where author or journal abstracts are used, they may be edited in keeping with this journal's policy to present the author's arguments and findings. It is therefore not essential for readers to have access to the original articles, though these may be consulted at the CILT or British Council libraries (see facing page for details). Photocopies of articles may be obtained by libraries or individuals in the usual manner through the International Photocopy Service of the British Library Lending Division, Boston Spa, Wetherby, West Yorkshire, United Kingdom, LS23 7BQ.

## How to use the Journal

The abstracts are divided into four main subject areas; Language learning and teaching – theory and practice; Teaching particular languages; Research in the supporting sciences and Language description and use. These subject areas are subdivided into several different categories, and abstracts arranged alphabetically by author's name within each category.

A full list of the periodicals scanned appears in each January issue. Asterisks denote periodicals from which articles were abstracted in the preceding year. Initials show whether the periodical is kept in the CILT or British Council library.

The heading for each abstract gives the author's name, and his affiliation of this was given in the original article. The title of the article is given in the language of the original article, with an English translation in square brackets if necessary. All abstracts are written in English.

Subject and author indexes appear in each issue, and are cumulated annually in the October issue.

### State of the art (survey) articles

**Recent titles:** Contrasting discourses – contrastive analysis and a discourse approach to writing; Learner language; Educational technology and language learning; Writing in L1 and L2 – analysing and evaluating learners' texts; Self-access; Language and gender; World Englishes; English for younger learners.

**Forthcoming topics:** Intercultural language learning.

**In the next issue:** Psychology of language learning by R. C. Gardner and Peter D. MacIntyre.

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