language teaching

Editorial

Welcome to a 'bumper' issue of **language teaching**, including nearly 200 abstracts and an extended *New books* section, and offering an authoritative survey by Steven McDonough of research into language learner strategies. We believe that the journal offers an invaluable service to those involved in second and foreign language education–a service we are constantly seeking to improve. Please get in touch and let us have your views. Are there other periodicals you think we should be including? Other topics you'd like to see covered in the survey articles? We'd be pleased to hear from you!

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Using the journal

language teaching is an essential resource for those in the field of second and foreign language education: researchers, teachers, teacher educators, students, policy-makers. 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 comprehensive 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 170 non-evaluative abstracts, specially written where needed 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 from publishers.

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. Past issues have featured, for example, articles on form-focused instruction and second language acquisition; learning and processing second language vocabulary; ELT in Eastern and Central Europe; computer-assisted language learning; and primary foreign language teaching in Europe. Future issues include articles on *metaphor* (Lynne Cameron and Graham Low); *bilingual education in Europe* (Marilyn Martin-Jones); and *second language learning as a mediated process* (James P. Lantolf).

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.

Abstracts

The abstracts are grouped into substantive subject areas reflecting their main focus, principally: *language teaching, language learning, reading, writing, language testing, teacher education, bilingualism/bilingual education, sociolinguistics*. (Other headings are used as needed.) A comprehensive keyword index directs readers to abstracts dealing with the topics in which they are particularly interested.

Abstracts are numbered consecutively by year of publication in **language teaching** (e.g. 99-38 is the 38th abstract of the 1999 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 an index of the periodicals cited in that year.

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