language teaching

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, 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 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 some 700 non-evaluative abstracts, especially 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 review article

Each issue also contains a state-of-the-art review article on an important aspect of language learning and 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; ELT in Eastern and Central Europe; learner strategies; computer-assisted language learning; and formulaic language. Future issues include articles on *learning difficulties and foreign language learning* (Leonore Ganschow & Richard L. Sparks); *world Englishes* (Tom McArthur); *language assessment* (Charles Alderson); and *teacher education* (Donald Freeman).

Research review

In an annual research review in the July issue, Richard Johnstone selects and describes the most significant research and identifies emerging research trends in language learning and teaching over the previous year.

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* (with other headings used as needed). A comprehensive keyword index directs readers to abstracts dealing with the topics which particularly interest them.

Abstracts are numbered consecutively by year of publication in **language teaching** (e.g. 00–04 is the 4th abstract of the 2000 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.

i