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EDITORIAL NOTE

Language-Teaching Abstracts, edited jointly by the English-Teaching Informa-tion Centre and the Centre for Information on Language Teaching, aims to keep teachers and others professionally concerned abreast with the latest re-search and developments in the teaching of modern languages, including English as a second language.

It presents objective summaries of articles from journals appearing in many different countries. These cover relevant work in psychology, linguistics, lan-guage studies, teaching methodology and technology, and experimental teaching. Literary studies will not normally be included.

At present about three hundred journals are regularly examined as sources for abstracts: others will be added as they appear. All abstracts will be written in English, although the titles of articles and journals will be given in the original language. Each issue will also contain brief notes of new books concerned with languages and language teaching.

> Language-Teaching Abstracts *will maintain the coverage of English as a second language of the former* English-Teaching Abstracts, *published by the English-Teaching Information Centre from 1961-67, and now continued and incorporated in this journal.*

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