

Language-Teaching Abstracts

COMPILED BY THE
English-Teaching Information Centre of the British Council
AND THE
Centre for Information on Language Teaching and Research



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EDITORIAL NOTE

Language-Teaching Abstracts, edited jointly by the English-Teaching Information Centre and the Centre for Information on Language Teaching and Research, aims to keep teachers and others professionally concerned abreast with the latest research 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, language studies, teaching methodology and technology, and experimental teaching. Literary studies are not normally included.

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

CHANGES IN JANUARY 1975

From January 1975 (Volume 8, number 1) *Language Teaching Abstracts* will become *Language Teaching and Linguistics: Abstracts*. The inclusion of *Linguistics* in the title indicates recognition of the importance of certain areas of this field to language teaching. Coverage, as of other relevant fields, will be selective.

New features will include: re-designed cover and layout; slightly reduced type-face to give more content; more abstracts, particularly about research in topics such as reading, language acquisition, curriculum design, testing and teaching methodology, as well as language studies and classroom methods; more brief notes on new books. In addition, each issue will contain an original and authoritative survey article of up to 7,000 words, covering particular fields likely to be of interest to readers of the journal, and containing full bibliographical references. The articles will be of interest both to informed specialists and to those seeking an introduction to study in depth. The first article will be 'Factors affecting foreign-language learning: a consideration of some recent research findings', by Dr Clare Burstall. Later topics will include: linguistics and language teaching; discourse analysis; translation theory; sociolinguistics; testing; information in the language-teaching field; psycholinguistics, and materials development.

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