

GENERAL EDITOR'S  
PREFACE

The new *Linguistic and Literary Studies in Eastern Europe* series is intended to make better known recent developments in East European scientific investigations as well as to provide a forum for the analysis and assessment of this research. From the standpoint of Western scholarship, one of the most significant but least known areas of scientific enquiry concerns Soviet research in the psychology of second language learning and in the didactics and methods of foreign language teaching. Despite the tendency in recent years towards an 'internationalization' of research in the learning and teaching of foreign languages, studies done in the USSR have attracted little attention outside of Eastern Europe. The fact that most of these studies have been published in Russian partly explains the growing information gap between what is being done and what is known in the West; however, the more significant reason for this situation has been the lack of a convenient reference tool either in the USSR or elsewhere. In the past the applied linguist, psychologist, educator - in short, anyone interested in some aspect of foreign language learning and teaching and wanting to find out what Soviet researchers have already done in his particular field of interest - has soon discovered how little information is

## RESÜMIERENDE BIBLIOGRAPHIE

available in most instances to aid him in his investigation. Baur's bibliography constitutes a major improvement in the situation. It aims to narrow the information gap and to facilitate the use of the knowledge and insights gained in Soviet scientific studies.

This bibliography is one of the results of a project begun by Baur in the early 1970s. While materials were being collected for a comprehensive title bibliography, it became apparent that there was an even more urgent need for a selective, annotated bibliography which would provide an overview of the goals, scope and findings of Soviet research in language learning and teaching. There were two specific problems which underlined the urgency of this task. First of all, contrary to the practice in West Germany and some other countries, there is no requirement in the USSR that dissertations for the *kandidat* or *doktor* degree be published; as a consequence, most of these studies remain unknown. A second problem concerns the few works which have become more readily accessible to Western researchers through translation. As Baur suggests in his "Introduction", these studies, as important as some of them are, present a fragmented and somewhat misleading picture of the main trends in current Soviet research. In response to these circumstances, Baur supplies an analytical listing of dissertations and *Habilitationsschriften* in an appendix, and, in his "Introduction" and the main part of the bibliography, a more balanced picture of Soviet studies in foreign language teaching and learning.

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