Editor's Note (English)

Continuing our Autumn tradition of highlighting the work of a teacher and researcher from our department, our guest author for this volume is Dr. Xavier Fontich Vicens. His article tackles a challenge that almost all language teachers have faced at one time or another: Grammar - how do I teach it? Many would argue that it is one of the more difficult aspects of language to teach well. In part, this may stem from the many different notions that teachers (and learners) associate with the word 'grammar'. For many, the term implies a fixed set of word forms and rules of usage, for others, 'good' grammar is associated with a certain prestige typically found in written and formal oral situations. Other language teachers may avoid grammar teaching altogether. Too often, students associate grammar with interminable explanations of forms and rules, followed by tests and drills. Fontich approaches the question of grammar teaching from the perspective that it can serve as a tool in the classroom to promote student metalinguistic reflection. Framing his assertion within recent literature in the field, the author proposes the integration of student-centred group work wherein the learners engage in dialogic reflection on texts in their L1.

In our second article, García and Fabregat look at teaching at the university level, in particular, within the context of Spain. It is becoming an acknowledged fact across the globe that quality teaching at higher education is directly connected to effective learning (Delaney, Johnson, Johnson, & Treslan, 2010). Along these lines, the authors present a study that examines the role of exploratory talk in university classrooms (in Initial Teacher Training) as means of promoting cooperative learning and thereby ensuring more quality teaching at both university level and as part of the student-teachers' future interventions in their own classrooms. Also looking at higher education, Zabihi, Rezazadeh and Vahid Dastjerdi shift the focus to look at students' creativity when writing in English as a Foreign Language (EFL) classes. The authors compare individual and collaborative writing output by measuring specific features they relate to creativity in the writing process. Although the studies are very contextually different, these authors coincide in several aspects with Fontich's article when highlighting the advantages derived from collaborative writing tasks.

In our last article, Llompart takes a qualititative approach to look at the plurilingual practices produced in family situations of families from Pakistan and Morocco living in Catalonia. The author's tacit acknowledgement of the importance of

the plurilingual competences of these young learners outside of the classroom ensures insight into facets of language learning that is not always explicit in school settings. As Castellotti and Moore state "pupils' experience and knowledge repertoires should be mobilized and stimulated to engage their participation, and to support their plurilingualism as an asset for learning and socialization" (Castellotti & Moore, 2010: 5).

We finish this volume with Mussano's a review of Elaine Wilson's (editor) book entitled *School-based research. A guide for education students* (Sage Publications) and an interview of Mercè Canals i Palau, expert in project- work and ICT for language learning, carried out by Aida Guillén Onandia.

This timely issue brings innovative ideas and intriguing perspectives to contemplate as the new academic year begins. I hope you enjoy it.

Dr. Melinda Dooly Owenby
31 August 2013

Works Cited:

Castellotti, V., & Moore, D. (2010). *Capitalising on, activating and developing plurilingual and pluricultural repertoires for better school integration. The linguistic and educational integration of children and adolescents from migrant backgrounds. Studies and Resources, No. 4.* Strasbourg: Directorate of Education and Languages, DGIV. Council of Europe, Language Policy Division.

Delaney, J. G., Johnson, A. N., Johnson, T. D., & Treslan, D. L. (2010). *Students' perceptions of effective teaching in higher education.* St. John's, NL: Distance Education and Learning Technologies.

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