

Introduction

In this issue, eighteen papers and four book reviews have been included. The first study by Isabel Núñez-Vázquez and Rafael Crismán-Pérez deals with the differences among EFL/ESL methods for reading comprehension and language awareness. Next, Rosa M. Rodríguez Izquierdo studies the perceptions of linguistically responsive teaching in language specialist teachers and mainstream teachers. In this paper, linguistically responsive teaching is viewed as one way of implementing the notion of intercultural education.

Then, Paulina Nowakowska and Juan de Dios Villanueva Roa write about drama as a central component in teaching Spanish as a foreign language at the University of Lublin, in Poland. In their study, the didactic possibilities of the use of drama in Spanish as a foreign language classroom are presented, as well as the development of interaction and mediation strategies.

The next paper, written by Mark Feng Teng, from Beijing Normal University at Zhuhai, deals with coupling text structure and self-regulated strategy instruction for ESL primary school students' writing. The teaching of Psychology at University using the content and language integrated learning (CLIL) approach is addressed by José I. Navarro-Guzmán, Elena Romero-Alfaro, Inmaculada Menacho-Jiménez and Estibaliz Aragón-Mendizábal. Here, the authors conclude that intensifying interaction and diversifying linguistic skills, as well as adjusting the lecturing time to match the students' learning capacity and the professor's second language proficiency, could potentially improve this CLIL experience. Following these articles, María Elena Gómez-Parra, Cristina A. Huertas-Abril and Roberto Espejo-Mohedan, present a number of key factors to evaluate the impact of bilingual programs, including employability, mobility and intercultural awareness. Next, Sara Isabel Rendón-Romero, Macarena Navarro-Pablo and Duardo García-Jiménez write about the use of phonics to develop emergent English literacy skills of Spanish learners. The authors provide data on the appropriateness of phonics for developing literacy skills of Spanish learners of English.

The topic of the use of films in education is addressed by Imad Boussif and Estefanía Sánchez Auñón, who explore high school learners' perception on the didactic exploitation of films in the French classroom, and determine whether or not the cinema-based approach is as beneficial for high school French students. Next, Sugene Kim, from Nagoya University of Commerce & Business, and Yizhou Lan, from Shenzhen University, examine Chinese EFL learners' experiences and perspectives on peer review in a writing classroom and provide information on L2 writers' perspectives on face-to-face and anonymous peer review. The topic of learning foreign languages through content and language integrated learning in physical education is addressed by Víctor Gil-López, Sixto González-Villora and David Hortigüela-Alcalá. The authors provide a systematic review of several studies that used content and language integrated learning (CLIL) programmes to teach a foreign language via physical education in a school setting.

Next, María Ángeles Hidalgo and Raúl Azpilicueta-Martínez present a cross-sectional study on task type and negotiation of meaning in CLIL child-child interaction. They conclude that the impact of task type on the amount and type of conversational adjustments produced by participants is more far-reaching than expected, revealing a significantly greater amount of this technique in the one-way task.

The topic of motivation and competitiveness in the context of Japanese as a foreign language class is addressed by Kyoko Ito-Morales and Jerónimo Morales-Cabezas. In this paper, the au-

thors show the student's orientation of competitiveness for self-development, the dislike towards competitiveness caused by stress in a competitive environment and the appreciation for competitive activities at a group level.

Useful insights into what key stakeholders think about CLIL programmes are provided by Juan De Dios Martínez Agudo and Laura Victoria Fielden Burns from the University of Extremadura. The authors critically discuss some of the most controversial issues affecting the characterisation and implementation practices of CLIL (Content and Language Integrated Learning) programmes from key stakeholders' perspective (teachers, learners and parents).

Afterwards, Chang Chih-Hao, from Nagoya University of Commerce and Business, reports on Taiwaese students' reflections with regards to their English private tutoring learning experiences. This study sheds light on the impact of private tutoring as it takes on the form of a type of shadow education and has come to form part of the mainstream.

Next, Safoura Jahedizadeh, Behzad Ghonsooly and Afsaneh Ghanizadeh present a model of language students' sustained flow, personal best, buoyancy, evaluation apprehension, and academic achievement. Their findings are discussed from the perspective of current theory and research into the ways through which sustained flow, personal best, and buoyancy may contribute to language learning and how evaluation apprehension may diminish language success.

Jongbong Lee explores ESL learners' writing as a window onto discourse competence. This study examines the relationship between writing strategies and the cohesion of writing, and it compares how an ESL learner and a native speaker of English use strategies to organize their written narratives. Next, Timothy Read, Agnes Kukulska-Hulme and Elena Barcena discuss the support of listening comprehension through social network-based interaction in mobile assisted language learning. Their results provide pedagogical insights into the answer and the value of including social network-based interaction for the development of listening comprehension. Afterwards, Wei Zhang, Hui Chang and Yi Liao report on the effects of recasts, clarification requests on suprasegment development of English intonation.

In this issue, four book reviews have been published. Firstly, Júlia Sanchis Tolsà provides information on the book entitled "audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages" written by J. Lertola and published by Reasearch-publishing.net, Voillans. Next, Lucia Cabrera analyses the book "Comunicación intercultural en la enseñanza de lenguas extranjeras" written by Y. González Plasencia and published by Peter Lang. Then, Cuneyt Demir presents interesting insights on Key Questions in Language Teaching, written by Alessandro G. Benati, and published by Cambridge University Press. Finally, Adela González Fernández reports about the book entitled "Manual de análisis sintáctico. Metodología y práctica" written by S. López Quero, S. and A. López Quero, which has been published by Port-Royal Editions.

The editors.