Editor´s Note

We start the academic year (Autumn) with a very interesting and provocative issue. Our invited guest author, Dr. Luci Nussbaum, provides us with a thorough account of the importance of interrogating how we understand students' plurilingual practices outside of the classroom in order to better approach the teaching of languages inside the class. As she points out, notions of how to deal with multiple languages in the classroom is often met with confusion and despite the promotion of plurilingualism in policies at all levels, teachers may be unsure of how to proceed in their everyday teaching practices.

> Recent developments of language policies and curricula in Europe reflect an ambivalent situation. For instance, the Common European Framework of Reference has laid the foundations of the concept of plurilingualism but in the final analysis has itself unintentionally contributed to a marginalization of the specific plurilingual competences and the interconnectedness of languages by defining levels and partial competences in specific languages –an aspect that has had a huge influence worldwide. (Hu, 2013, p. 537)

Following Nussbaum's lines of questioning and analysing practices and policies, in our second article Santos Ferreira explores Portuguese language teachers' beliefs concerning new paradigms in grammar teaching which are based upon a constructivist approach. Using multimodal, qualitative data to analyse the different ways in which teachers categorize, the author discerns gaps between constructivist paradigms underlying policy about grammar teaching and actual teacher practices. Our next article, authored by Ashoori Tootkaboni and Khatib, also explores aspects of grammar teaching, this time in the context of foreign language teaching in Iran. The focus of the study is on the teachers' means of delivery when correcting errors and how this affects students' writing accuracy. Our final article by Saura Rami also considers grammar teaching, in this case, a specific sequence designed for the teaching of the Benasqués language (indigenous to the Valle de Benasque in Huesca, Spain). The author argues for a more modern teaching perspective in order to ensure linguistic biodiversity in the face of increasing global pressure for major world languages. To round off this issue we have a review (written by Deal) of the The Handbook of Conversation Analysis (2012), edited by Jack Sidnell & Tanya Stivers and the transcription, by Wang, of a roundtable discussion between technology and education experts Steven L. Thorne and Shannon Sauro.

As always, I wish you happy reading of this latest issue.

Melinda Dooly
27 September 2014

Works Cited:
Hu, A. (2013). Plurilingualism. In M Byram & A. Hu (Eds.) Routledge enyclopedia of language teaching and learning, 2nd edition (pp. 535-538). Abingdon/New

York: Routledge.

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