

Editor's Note

We start off our first issue of 2015 with some exciting new changes. The more visible change is the front cover of our journal, featuring the images selected from EINA (Escola de Disseny i Art, Barcelona). These images have formed a part of our journal since 2011; now they will take more presence as both volume cover and homepage of the journal. We also have a more modern logo, designed by the Servei de Publicacions, Universitat Autònoma de Barcelona.

In recognition of our growing online presence, we have DOI numbers for all of our articles. Readers may notice a slight change in our article format – this is to meet the requirements for DOI certification. We have also updated our ethics statement to meet the strictest guidelines suggested by the Committee on Publication Ethics (COPE). Additionally, our Scientific Committee has incorporated new members and a few others have stepped down. We would like to take this opportunity to thank all of those former members for the years of dedication to our journal; their support has been vital to getting this journal up and running and for sustaining its high quality over the years. And of course, to the members who have been with us from the beginning and are still with us today, we owe an incalculable debt of gratitude.

We begin this issue with a very practical article by Elizabeth Coelho, Judith Oller y Josep M. Serra on how to adapt the criteria for teaching and assessing language students established in *Common European Framework of Reference for Languages (CEFRL)* for new students of Spanish as a Second Language (article in Spanish). While the article is principally contextualized for countries where Spanish is the primary vehicular language for primary and secondary students, there are features within the adaptation model that are highly transferable to other contexts.

The first of our three regular articles also departs from the CEFR (Council of Europe, 2001). Gema Alcaraz Mármol first outlines how the lexicultural approach in a foreign language classroom can support the language learners' acquisition of intercultural attitudes promoted in the CEFR (article in English). She then proceeds to describe and discuss a study of a cohort of 2 groups (control and experimental) of eleven-year-old students of English as a Foreign Language that aims to determine the efficacy of said approach. Our second article (in French), written by Marie-Hélène Forget discusses a doctoral research study of didactical transposition of the concept of justification; based on recommended discursive teaching in Québec's curriculum for

primary and secondary schools. Our final full-feature article in this issue, by authors Ruba Fahmi Bataineh, Taghrid Ahmad Al-Omari, Oqlah Mahmoud Smadi, examines the potential incorporation of the principles of Multiple Intelligences Theory in the Jordanian EFL textbooks (in English).

For our book review this month (in Spanish), Júlia Llompart Esbert describes the content and features that are of interest to language educators which can be found in the book by García Sánchez entitled: *Language and Muslim immigrant childhoods: The politics of belonging* (Wiley Blackwell, 2014). In the spirit of our continual working relationship with the Catalan Department of Education (Departament d'Ensenyament del Generalitat), the interview for this volume was carried about by two members of their staff: Inma Piquer Vives and Neus Lorenzo Galés. Their interview with Elisabet Pladevall (Universitat Autònoma de Barcelona) and Do Coyle (University of Aberdeen) focus on the role of CLIL in experimental teaching, teacher education and university research.

We hope you enjoy the improvements to *Bellaterra Journal of Teaching & Learning Language & Literature*, and as always, find the the articles of interest to your research and teaching.

Dr. Melinda Dooly

Works Cited:

Council of Europe (2001). *Common european framework of reference for languages: learning, teaching and assessment*. Language Policy Unit, Strasbourg. Available at http://www.coe.int/t/Dg4/Linguistic/Source/Framework_EN.pdf

Credits and acknowledgements

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Reviewers for Volume 8.1

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