

Editor's Notes (English)

One can go all the way back to the Greek philosopher Aristotle to find philosophical concerns about what is the meaning of the concept of theory and the relationship between theory, knowledge and practice. What is clear, however, is that even today, scholars are uncertain about exactly how teachers construct knowledge and then link theoretical knowledge and practical situations, both of which are vital components of teaching (Oonk, 2009). The relevance of understanding this relationship emerges in our guest author's article. Based on ethnographic research carried out at the Universitat Autònoma de Barcelona, Bastidas Arteaga outlines and analyses the results of observation of two classes of methodology for foreign language teachers. The author then makes suggestions about how to integrate inductive and deductive approaches to language teacher education.

The role of the teacher continues to be the focus of attention for the next article, written by Navarro, however, in this case it is implicit –as agents for the implementation of the multidisciplinary educational movement known as “writing across the curriculum”. The author analyses a writing program implemented in a teaching institution from different perspectives – institutional dimension (school organization, study programme, timetable) and methodological (teaching approach, teaching sequences, class dynamics), combined with analysis of teacher discussions, class observations and student output.

The third article shifts the focus to peer collaboration in language learning, specifically collaborative work between partners reading out loud to each other. Using recordings of student interactions and student interviews, Tost demonstrates the advantages of this type of collaborative work in the language learning process. Both reading and writing come up again in the final article. Using a qualitative ethnographic approach, Pérez-Peitx explores two kindergarten teachers' ‘systems of beliefs’ about teaching and learning reading and writing, and how these related to their actual practice in the classroom. Next Olid Báez carries out an interesting interview with writer, researcher and teacher Txabi Arnal Gil, who discusses, among other things, the topic of ‘death’ in children's literature. We end our volume with Anguera Cerarols' book review of *Telecollaboration 2.0. Language, Literacies and Intercultural Learning in the 21st Century*, edited by Guth and Helm.

Research in education helps teachers gain problem-solving and leadership skills and enhances their continuous professional growth as well promoting objectivity and critical thinking in the classroom. And, although quite obvious, perhaps most importantly, research in education leads to improvement in teaching and learning situations. Along these lines, the articles in volume 6.1 of *Bellaterra Journal of Teaching & Learning Language & Literature* are contributions to the growing understanding of the intricate processes of teaching and learning language and literature.

Some of our readers may have noticed that we start off the year 2013 with a revamped cover. We are excited about this bold new look which has been implemented by the talented design students from EINA and hope that our readers like it as well!

Dr. Melinda Dooly
3 February 2013

Credits:

Illustrations for the covers of each issue are designed by students of EINA (Escola de Disseny i Art, Barcelona) studying in the postgraduate course 'Il·lustració Creativa', under the direction of Sonia Pulido, teacher of Illustration for Publishing Media.

Reviewers for Volume 6.1

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Works Cited:

Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education*, PhD thesis, Leiden University Graduate School of Teaching, Leiden University, NL.