

**Editor's Note (English)**

[Lettre de l'éditrice \(Français\)](#)

[Nota de l'editora \(Català\)](#)

[Nota de la editora \(Español\)](#)

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**Editor's Notes**

As the year draws to an end, we offer you a variety of articles for the holiday season. This issue's featured author is Evelyn Arizpe (Glasgow University), principal editor of the internationally-awarded book *Visual Journeys Through Wordless Narratives. An international Inquiry with Immigrant Children and "The Arrival"* (Bloomsbury Publishers). As this author underscores, children and youth literature can play a key role in motivating young learners to think critically about the world around them as they enhance their language skills. Or, as Hancock (2000) points out, children's literature can be a powerful tool to teach children about the world, themselves, and others (Hancock, 2000). Arizpe's article (written in Spanish) clearly outlines the way in which this area of study can help support the use of such literature to take children beyond their own lives, broaden their backgrounds and develop their imaginations, while increasing their understanding and respect for others. At the same time, the article takes a critical perspective on the portrayal of 'reader' in books aimed at precisely the young reader. As Arizpe argues, access to literature and literacy, in the end, is a question of social justice (cf. Singer, 2006).

Arizpe's article is complemented by three stimulating articles from young researchers in the field of teaching languages and literature. This section begins with Casadellà's study (written in Catalan) into actual teaching practices in schools in Catalunya. Basing her argument on a comparative analysis about the way Catalan and Spanish verbs are taught in secondary school, this author proposes that the integrated approach to teaching languages underlying many of the language policies at local, regional, national and European levels may not be occurring in language classrooms. Moving to a different area of the world as well as a rather different area of study, Layes, Lalonde and Rebai look at the effects of a phonological awareness training program for dyslexic children who are learning to read in Arabic (in English). Ploettner closes this section of the volume with her study on the use of formative and self and peer assessment to promote learning autonomy in a Higher Education Integrated Language and Content context (in English). The longitudinal study explores how meaning is created on an ideational, interpersonal and textual level in a 'co-created' knowledge-building environment. As stated earlier, we offer a wide variety of articles to peruse.

These articles are followed by an engaging interview with the internationally recognized scholar in multilingual education, Jazone Cenoz from the University of the Basque Country (written by Hernández-Castillo in English). We close our volume with a review of the book (Walls, in English) entitled *Successful Family Language Policy: Parents, Children and Educators in Interaction*, edited by Mila Schwartz and Anna Verschik (Multilingual Matters, 2013).

From BJTLLL, we wish everyone a happy and prosperous 2016.

Dr. Melinda Dooly  
19 December 2015

**Works cited**

- Hancock, M.R. (2000). *A celebration of literature and response: Children, books, and teachers in K-8 classrooms*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Singer, J. (2006). *Stirring up justice: Writing and reading to change the world*. Portsmouth, NH: Heinemann.

**Credits:**

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**Reviewers for Volume 8.4**

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