

Editors' Notes

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Editor's Note

This volume is especially exciting for us as it takes a look backwards to an historical event that has marked applied linguistics research for decades (see Calsamiglia & Tuson, this volume) and takes a look forward to how technologies such as whatapps are 'disrupting' the way in which language teaching and learning processes are conceptualized (see Shafirova and Shirley Gómez, this volume).

Our invited authors for this volume are two widely revered scholars in applied linguistics, Helena Calsamiglia and Amparo Tuson. In their fascinating text they explain and reflect on their close relationship with the world renowned linguist and academic, John J. Gumperz (1922-2013). As any scholar in our field will know, Gumperz' work, in close collaboration with his colleague, Dell Hymes, has had a profound impact on the way in which researchers approach sociolinguistics, linguistic anthropology, applied linguistics and language education in general (and the list could go on). Calsamiglia and Tuson provide rare insight into the man behind the now-famous name as they both had the spectacular opportunity to work with him closely, along with a dizzying array of other outstanding sociolinguists such as Charles Fillmore, Georges Lakoff, Charles Ferguson and Joshua Fishman. Their close academic ties eventually led to a seminar held in 1979 in Barcelona. Calsamiglia and Tuson's text serves as the introduction to the online recompilation of this meeting – the recordings and transcriptions have been revised and translated and have been made available to the public in an endeavour to preserve and promulgate his insight and wisdom for younger generations who are not familiar with his work.

The rest of the volume does not pull up short as far as engaging and innovative studies into language teaching and learning. As it has already been mentioned, Shafirova and Shirley Gómez outline a case study that focuses on the mobile application known as WhatsApp. Looking at 'conversations' held in this medium, the study considers they way in which the users of the app develop linguistic and interactional skills outside the classroom. In the following article, Garrote Salazar and Fernández Agüero consider the relationship between Intercultural Competence and teacher training and the importance improved training may have on teachers and students alike. In our third article, Barba Calatrava takes a more personal look, focusing on his own teaching practice in a qualitative action research study that aims to compare two language teaching approaches used by the same individual. Comparing the results, as well as student reflections, of two methods (a more 'conventional, course-book driven approach and a project-based approach), the article provides a detailed analysis of written output and student perspectives.

We follow up the articles with an interview of Yrjö Engeström and Annalisa Sannino on Activity Theory, carried out by Ploettner and Tresseras, and tie up the volume with a

review of the book *The impact of self-concept on language learning* (edited by Kata Csizér & Michael Magid, Multilingual Matters), written by Torras-Vila.

We hope you will find this volume of *Bellaterra Journal of Teaching and Learning Language and Literature* inspiring in its reflection on past milestones in our field of study and its continued march forward with studies that will lay a footpath for future research.

Dr. Melinda Dooly & Dr. Emilee Moore
31 December 2016

Credits:

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Reviewers for Volume 9.4

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