

This section of **BELLS** contains articles on five topics of language education written by Spanish contributors within the frame of contextual needs and priorities.

In their research paper on primary teachers' perceived needs, Jiménez and Hewitt point out the necessity of a kind of training that is much closer to them, 'with less emphasis on [...] top-down directives and more [...] on an inquiry-based approach (bottom-up) to the design of teacher education programs' (249), related to 'classroom experience rather than to theoretical aspects of teaching' (*ibid.*).

The article on 'educación en valores' in FL textbooks by Ordóñez, Cortejoso and Rodríguez is a first step —one that *should* be followed by other studies— towards casting light onto one of the dark corners of present-day FL education in school settings. An area where narrow cultural values and interests are often ruthlessly transmitted to the unaware teacher and student, almost totally ignoring and / or obliterating the required curricular perspectives on the use of foreign languages for international communication. In the absence of an open multicultural and interdisciplinary perspective, they advise the teacher to 'suplir el texto elegido con materiales propios [...], los cuales si se extraen del entorno del alumnado, jugarán un papel muy positivo en la trnsmisión de valores y en la adquisición de la lengua extranjera.' (273)

Educational contexts are also revisited by Pla, who analyses in her article how 'a pragmatic analysis of language [...] helps understand the roles of language in teaching-learning processes' (277). Following the metaphor of the "long conversation", she considers the possibility of defining how 'the way in which teachers use the resources of interpretation will help us identify different teaching styles: from the extreme where literal and real meaning coincide, to the extreme where conversational implicatures become the rulers of the game.' The development 'of a certain complicity [...] between the teacher and the students, both recognising each other's style and using this knowledge for further interpretations' will help them to develop their capacity for using concepts and acting through the language, rather than learning simply words.

Casal studies Cooperative Learning as a way of integrating in the FL class the social dimension ('origin') of the learning process (Vygotsky), 'the unique and individual nature of the learning process' as well as the emotional factors underlying it (Rogers), and 'Dewey's constructivist point of view, which defends the active role of the student in knowledge acquisition and in a progressive intellectual autonomy' (291).

Innovation often means not just new contents and methodology but also values. How do you organise teacher training in areas undergoing a process of educational reform? In her paper, **Rodríguez** attempts 'to set forward the methodological principles and organisational bases designed in the Comenius 3.2 E.C. [programme] *"Formación del profesorado para la innovación en regiones en transformación"* (305) coordinated by the Centro de Profesores y Recursos de Oviedo, where she works as advisor for foreign language training.