

Editor's Note (English)

Our last volume of this year 2013 offers an interesting array of topics and approaches to language and literature teaching and learning. Our guest author, Dr. Selim Ben Said of the National Institute of Education of Singapore explores the mediation of identity during the process of becoming a language teacher. Specifically, the author examines the way in which a student-teacher deploys “discourses of socialization” (shared repertoire) of her new “Community of Practice” (Wenger, 1998) in order to make her position as a member of that community legitimate. Using semi-structured interview excerpts to analyse the student-teacher’s narrative of her own development, Ben Said probes the tensions between her idealized concepts of teaching and her actual experience, thus providing a mediating space for the student-teacher to activate what Wasko and Faraj (2000) call “knowledge embedded in a community” –in this case, the community of language teachers.

Our next article, by Özkan Gürses and Adigüzel addresses the effects of reading strategy instruction on students’ achievement levels in a foreign language. Taking an action research approach to study a preparatory class of French as a foreign language, the authors collected data through a “think-aloud technique” before and after specific reading strategy interventions. The following article, by Anguera Cerarols, reports on a research project of English as a Foreign Language primary education that aimed to integrate multiple competence acquisition in a project-based language learning intermediation. The author examines the students’ achievement from a multidisciplinary perspective, focusing, in particular on student gains of content learning in Social Sciences, facilitated through technology-enhanced foreign language use with online partners. Along similar lines (although with a focus on the teacher rather than students), Fuentes presents a case study of teachers’ attitudes –cross-referenced to previously evaluated student output- during a Science through English classroom.

We end our last volume of the year with a review written by Maria Elena Molina of the book *Escribir para aprender. Disciplinas y escritura en la escuela secundaria*, by Federico Navarro y Andrea Revel Chion (Buenos Aires: Paidó). And lastly, Mireia Sala Bertran interviews María del Carmen Lorenzatti about her views on the New Literacy Studies and Activity Theory, as applied to social practices in the school.

Best wishes for the upcoming year.

Dr. Melinda Dooly Owenby
17 December 2013

Works Cited:

Wasko, M.; & Faraj, S. (2000). 'It is what one does': why people participate and help others in electronic communities of practice. *Journal of Strategic Information Systems*, 9 (2-3), 155–173.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

Credits:

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Reviewers for Volume 6.4

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