

Editor's Note

We begin this issue with an exciting article by our invited author Dr. Adriana Patiño-Santos from the University of Southampton, UK. While the article is contextualised within a very specific area of one city (Madrid, Spain) and deals with a contextualized study of reflexivity and the moral positioning of social actors (Latin American students and their teachers) as analysed through conversational narratives about school conflict, the topic itself is of global interest. The author explores, through this ethnographic study, how the social actors in the study become increasingly detached from their academic lives and the negative repercussions this can have on their school experience.

The next three articles are research papers covering a wide geographic area as well as diverse subject foci. Thibeault and Fleuret (written in French) outline a study of eight students finishing their primary school education with French as the vehicular school language (although it is a minority language in the school location of Southwest Ontario (Canada). The indepth analysis of the eight students' use of verbal plurality provides insight into the learning process of language learners in this particular plurilingual setting. In our second article in this section, Cabré Rocafort (Spanish text), like our guest author, applies narrative analysis to her study although in this case the author is looks at teachers in training and their beliefs concerning the construction of the linguistic repertoire. Employing multimodal narrative reflection, Cabré Rocafort demonstrates how this type of reflection can serve as a tool for transformation of teaching paradigms and practices concerning language education. Our third author in this section (Tapia, in Spanish) also looks at teachers' practices in language education; specifically she considers their methods of correcting written texts in subjects such as language, literature and related studies and how these are intertextually woven with the students' voices.

This volume is rounded off with a review of the book entitled *Le débat interprétatif dans l'enseignement du français*, by Ana Dias-Chiaruttini (2015, Peter Lang), written by Munitas (review in Spanish) and a very interesting interview with Dr. Paul Seedhouse from Newcastle University (UK). The interview (in English), carried out by Battle Rodríguez, highlights an pioneering app known as a Video Enhanced Observation (VEO) that promises to innovate language teacher education.

While this volume is coming out a bit late, we are very satisfied with the contents herein. Likewise we are pleased with the growing interest in our journal, as evidenced by the increase in number of submissions from around the world and by the generally high quality of the texts sent to us. Finally, we are happy to announce that BJTLLL has been evaluated positively and is now included in the Scopus database.

As always we will continue to strive for our goals of promoting young researchers' contributions to language and literature education and we thank your continued support in our endeavours.

Dr. Melinda Dooly Owenby & Dr. Emilee Moore
10 November 2016

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 9.3

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Cristina Aligas (Universitat de Pompeu Fabra), Victoria Antoniadou (University of Nicosia), Adriana Cardoso (Universidade de Lisboa), Xavier Fontich (Universitat Autònoma de Barcelona), Randall Sadler (University of Illinois at Urbana Champaign) and Numa Markee (University of Illinois at Urbana Champaign).