Introduction

The identification of effective procedures in language teaching and learning represents an essential area in L2 pedagogy. This issue addresses several micro and macro procedural dimensions, ranging from L2 classroom practise to whole-school levels in terms of the management of bilingual learning.

At the classroom level, Amparo Lázaro-Ibarrola and Izaskun Villarreal, in Navarre, northern Spain, examine the effectiveness of procedural repetition in tasks. Task-based learning is a particular area of interest in Spain and, like other contexts, is widely promoted by regional government, and this article provides insights into a number of advantages and limitations of this type of procedural learning.

Another fundamental area of L2 pedagogy is that of ascertaining learner motivations. In several contexts, the completion of foreign language subjects are a matter of choice, and it would appear useful for both teachers and course designers to be aware of current tendencies in this area. In this issue, Alberto Fernandez-Costales and Xosé Antón González examine the factors which influence the choice of majority or minority language itineraries minor in Higher Education and find that learners are more prone to follow intrinsic motivational factors, rather than extrinsic or pragmatic concerns (e.g. future employability).

Motivation is also the central issue in Imelda Brady's examination into undergraduates' L2 motivation. In addition to identifying major variables affecting learners' levels of engagement in the L2, this study also identifies demotivating circumstances, including lack of parental encouragement. Also related to motivation is the link between language learning and identity, and here, Dae-Min Kang's study into the use of English slang among sixth-grade Korean students provides an interesting perspective into the possible relationships between slang use and issues such as the seeking of peer acceptance or avoidance of disapproval.

Student motivation is perhaps best manifested through learner engagement in tasks. Begoña Clavel's investigation into telecollaborative tasks in secondary education proves insightful in terms of learners' eagerness, development of autonomous practices and use of strategies when given the opportunity to engage in real communicative situations with students from another country.

While motivation is seen as a key element in effective leaning, teacher motivation is equally important. In this sense, the area of teacher motivation underpins the revisited validation of a Successful EFL Teacher Questionnaire, presented by Moafian, Ostovar, Griffiths and Hashemi, and provides a potentially valuable tool for teacher education programs and further research projects. Teacher characteristics are also an important element in Romo Escudero and Ramiro Duran's study dealing with the management of bilingual programs. In this study, in addition to identifying the need for management training, the authors also highlight the need to address teacher turnover rate and teacher

permanence as crucial factors in the success of such programs.

In terms of procedures for the selection of specific terminologies in the language class, Pedro Ureña proposes a methodology and tools for the retrieval of domain lexicons. These tools are of potential interest not only to L2 and CLIL teachers, but as an autonomous way to enable learners in bilingual contexts to improve their own understanding and production.

Finally, this issue contains six Book Reviews, dealing with recently published works related to assessment, metacognition, internationalisation of H.E., infant education, emotions and reading comprehension.

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Editor