

Index

	<i><u>Pág.</u></i>
INTRODUCTION	7
ARTICLES	
A study of the differences among efl/esl methods for reading comprehension and language awareness	9
Isabel Núñez-Vázquez y Rafael Crismán-Pérez	
Perceptions of linguistically responsive teaching in language specialist teachers and mainstream teachers	25
Rosa M. Rodríguez Izquierdo	
La dramatización como eje vertebrador en el aula ELE de la Universidad de Lublin ELE	43
Paulina Nowakowska y Juan de Dios Villanueva Roa	
Coupling text structure and self-regulated strategy instruction for ESL primary school students' writing outcomes	61
Mark Feng Teng	
Teaching psychology at university using the content and language integrated learning (CLIL) approach	77
José I. Navarro-Guzmán, Elena Romero-Alfaro, Inmaculada Menacho-Jiménez and Estibaliz Aragón-Mendizábal	
Key Factors to Evaluate the Impact of Bilingual Programs: Employability, Mobility and Intercultural Awareness	93
María Elena Gómez-Parra, Cristina A. Huertas-Abril and Roberto Espejo-Mohedano	
Using phonics to develop the emergent English literacy skills of Spanish learners	111
Sara Isabel Rendón-Romero, Macarena Navarro-Pablo and Eduardo García-Jiménez	
Cinema as a didactic tool in the secondary school foreign language classroom: French	129
Imad Boussif and Estefanía Sánchez Auñón	
L2 writers' perspectives on face-to-face and anonymous peer review: Voices from China	149
Sugene Kim and Yizhou Lan	
Learning foreign languages through content and language integrated learning in physical education: A systematic review	165
Víctor Gil-López, Sixto González-Villora and David Hortigüela-Alcalá	

A cross-sectional study on task type and negotiation of meaning in CLIL child-child interaction	183
Maria Ángeles Hidalgo and Raúl Azpilicueta-Martínez	
Motivación y competitividad: Un estudio en el aula de japonés como lengua extranjera	205
Kyoko Ito-Morales y Jerónimo Morales-Cabezas	
What key stakeholders think about CLIL programmes: Commonalities and differences of perspective	221
Juan de Dios Martínez Agudo and Laura Victoria Fielden Burns	
Learning English in the shadows: Taiwanese students' reflections on their English private tutoring learning experiences	239
Chang Chih-Hao	
A model of language students' sustained flow, personal best, buoyancy, evaluation apprehension, and academic achievement	257
Safoura Jahedizadeh, Behzad Ghonsooly and Afsaneh Ghanizadeh	
ESL learners' writing as a window onto discourse competence	277
Jongbong Lee	
Supporting listening comprehension by social network-based interaction in mobile assisted language learning	295
Timothy Read, Agnes Kukulska-Hulme and Elena Barcena	
Effects of recasts, clarification requests on suprasegment development of English intonation	311
Wei Zhang, Hui Chang and Yi Liao	
 BOOK REVIEWS	
Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages	327
Júlia Sanchis Tolsà	
Comunicación intercultural en la enseñanza de lenguas extranjeras	329
Lucía Cabrera Romero	
Key questions in language teaching	331
Cuneyt Demir	
Manual de análisis sintáctico. Metodología y práctica	334
Adela González Fernández	