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Introduction

In the recent history of language pedagogy in Europe and beyond, the advent of the Common European Framework has undoubtedly been one of the most important milestones; indeed, references to this fundamental document have been a staple of articles in this journal. This year, with the recent publication of the Companion Volume to the CEFR, we again find a number of new developments, which will surely have an effect not only on teaching and learning, but also, of course, on international L2 research and policy development. Welcome additions include the recognition of online and audiovisual communication, the mediation of texts, concepts and communication, the renewed focus on plurilingual and pluricultural competence as well as illustrative descriptions of communication strategies and the inclusion of new or updated indicators. At this early stage, major research directly based on this document is still forthcoming; yet recent scholarly language education publications have been focusing their attention on many of these issues since the appearance of the original Framework.

In this issue of *Porta Linguarum*, a number of these and other areas are treated. Our first contribution, by Tae-Young Kim and Miso Kim, examines the relationship between learning styles and motivation at college level and points once again to the need for awareness of learner preferences. At the other end of the educational spectrum, Gürsoy and Eken examine learning strategies among primary students and, in their sample, find significant differences in performance based on deliberately employed actions.

Very much linked to styles and strategies is the field of autonomous learning, and this area gains even greater traction in the case of online education. In this issue, Rana Kandeel examines possible effects of autonomous games on the learning of French and, while they find benefits, they also indicate the need for a judicious reflection on available applications and learner needs. A proposal which could potentially provide answers for teachers is provided by Moreno Fuentes and Risueño Martínez. This article discusses a number of major concerns in the use of language learning websites and offers a tentative checklist which could be of practical interest to teaching professionals.

The judicious selection of teaching materials and resources is just one important aspect of classroom management, and one which requires attention from the earliest stages of teacher development. In this issue, Salazar examines pre-service teacher development through observation in relation to a wide variety of variables, including materials and resources, and shows how this type of observation process can help critical thinking and improvement in classroom practices and management.

School and classroom management is a concern in language education, and this is particularly true in the more complex learning contexts of bilingual training or Content and Language Integrated Learning (CLIL). This issue includes a number of articles related to this matter which span across the different educational levels. The areas of class and whole school management in primary and secondary education, for example, are treated in Bueno, Steffen and Van Vooren’s case study in two bilingual learning contexts. In addition, Shabazian and Ramos examine parents’ views of bilingual education and point to the need to inform families of the nature and workings of this type of instruction.
At a more specific level of bilingual education, Fernández and Baena examine the use of English as a language of instruction in physical education at secondary level and point to important challenges and opportunities in terms of learners’ willingness to communicate in the target language. In terms of Higher Education and bilingual learning, Perea, Berlanga and Ripoll’s investigation points to the usefulness of instructional simulations combined with new technologies in Business Management modules. Furthermore, this issue includes an insightful investigation by Lasagabaster and Doiz into the treatment of errors in bilingual instructional settings in a university context and highlights the need for greater levels of awareness of this area on the part of content teachers.

The treatment of errors is also included in Rienda and Nieto’s article, which in this case deals with the importance of contrastive analysis in the cognate languages of Spanish and Portuguese. Spanish as a foreign language is also focus of Águila’s discussion of varieties of pronunciation and pedagogical implications. In terms of communicative language skills in the Spanish language, Cervera and Núñez’s contribution examines the effect of encouragement strategies on the improvement of reading skills by immigrant students.

In addition to the previously mentioned areas of affect, styles and strategies, bilingual education and specific language and skills development, this issue also includes Sánchez and Alonso-Marks’ examination of cross-cultural sensitivity and periods of study abroad. Again, this article touches on the issue of language education management and points to possible strategies to make the most of time spent in target language countries in order to maximise cultural enrichment.

Two reviews are included in this issue. The first is Mary Griffith’s appraisal of Muñoz-Luna & Lidia Taillefer’s Integrating Information and Communication Technologies in English for Specific Purposes; the second, by Ana María Ramos, examines Martínez Liriola’s on discourse analysis and education for peace in the language class in Propuesta de Actividades Enmarcadas en la Educación para el Desarrollo, la Educación con Perspectiva de Género y la Educación para la Paz.

While the CEFR Companion Volume is not directly mentioned in this issue of Porta Linguarum, the collection of contributions touch upon many of the aspects treated in this recent publication. We hope that the reader will find these contributions useful and we would encourage prospective authors of future issues to take these new developments into account in their contributions to the knowledgebase of related language teaching and learning practices.

Stephen P. Hughes
Editor