

SPECIAL ISSUE: 'LANGUAGE TEACHING AND LEARNING'

GUEST EDITORS' NOTE

Welcome to the special issue of the *International Journal for 21st Century Education* titled "Language Teaching and Learning". This special issue has been launched to further the study and critical discussion of the fundamental concepts of language teaching and learning. Our aim is to add a new kind of forum for language teachers, researchers and practitioners from all over the world for discussing the concerns, aspirations and issues that have been often ignored in language teaching and learning. We hope this issue will allow for a more sustained and focused investigation of language-related topics, while increasing their visibility in academia and language society.

The special issue dealt with issues that were primarily having a global perspective reflecting the status of language teaching in different contexts such as integrating technology, discourse analysis of e-politeness, teacher education, the effect of teaching techniques on learners' autonomy, English for academic purposes, multimodal teaching, the role of learners' depth and breadth of vocabulary knowledge, and the importance of language teaching as a social functional activity. The variety of papers submitted for this special issue permitted us to adopt a more global perspective that can attract and intrigue the interest of international readership. I would like to extend my gratitude to those who submitted to their papers for the special issue and our reviewers who kindly reviewed the papers. Out of a large number of papers (53 papers) submitted to our journal, 11 papers were accepted at the end by our board of reviewers for publication.

In the first article, Renau and Garralón have been designed a study to integrate the use of ICT in a high school where traditional approach is the predominant methodology amongst teachers. They indicated that the use of ICT is highly motivating for the students, and students perform better on the tasks which imply the use of computers opposed to the use of traditional materials and that they are willing to work in collaborative groups.

The second article, Zarei and Layeq investigated the effects of competitive and cooperative teaching techniques on Iranian adult EFL learners' autonomy. Results showed that competitive and cooperative teaching techniques affected the level of autonomy in EFL learners. The learners in the cooperative group were more autonomous.

Tseng's paper aimed to investigate EFL learners' interlanguage pragmatic development through the elicited request emails addressed to the faculty in an institutional setting. The author applied Blum-Kulka, House and Kasper's (1989) CCSARP framework, and the results revealed that students of both levels adopted more direct strategies as main requestive head acts for clarity and used the most numbers of supportive moves prior to the request in the highest imposition request.

Then, in the next paper, Baleghizadeh and Khaledian tried to investigate the particular role of learners' depth and breadth of vocabulary knowledge in their listening comprehension. According to their data analysis, both depth and breadth of vocabulary knowledge are determining factors in successful listening comprehension.

Afterwards, Lirola's article analyzed the way in which the subject English Language V of the degree English Studies combined the development of the five skills with the use of multimodal activities and resources in the teaching-learning process.

Rezaee and Ghanbarpour attempted to (a) probe into the way professional expertise is acquired by preservice Iranian EFL teachers, (b) analyze the instructional content of TTC's currently held in

Iran, with a focus on teachings on Dynamic Assessment (DA), and (c) examine preservice teachers' and TTC trainers' opinions about the TTC's.

Next, Zascerinska and her colleagues aimed to analyse scientific literature on the relationship between students' scientific identity and English for Academic Purposes underpinning elaboration of a new research question for further studies.

Bel Abbes Neddar' paper not meant to be a guide for foreign language teachers on how to teach with a list of prescriptive tips to be adequately followed, but meant to highlight the importance of language teaching as a social functional activity.

Krulatz and her colleagues investigated the perceptions of Norwegian primary school teachers in different grades regarding their TL use when teaching EFL using an online survey. Their data analysis indicated that Norwegian teachers may employ the TL to a lesser extent than the existing literature suggests. However, they found no correlation between the amount of TL used and teachers' expertise in and experience teaching the TL.

In Spain, Caffesse and Guasch sought to uncover the nature and extent of FL teachers' use of ICT to contact the target culture, both for instruction and teachers' informal lifelong learning. Finally, in the last paper, Chang and Szanajda's quasi-experimental research examined the effects of the process/genre approach (PGA) with the integration of blogs in EFL university-level students' writing classrooms.

Once again, we would like to sincerely thank those who helped establish this journal and publish this special issue, chief amongst which is the University of Cordoba and the editorial board of the journal that took on the Herculean task of setting up the journal and patiently helped us find our way around it. Moreover, we appreciate the hard work of Dr. M^a Elena Gómez Parra and Dr. Cristina A. Huertas Abril for providing us with this publication opportunity and communicating with authors. And last but not the least, we express our deepest gratitude to the reviewers for their outstanding work and the writers for their work and fortitude in the face of delays.

Guest Editors,

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