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Our mission is to ensure that ELIA functions as an integrative forum for international research on language teaching and learning. Central to this objective is our journal which has been published regularly over the last eight years receiving, as this issue illustrates, a wide range of important contributions from both Spain and from further afield.

Patsy M. Lightbown discusses an approach to bilingual education that has gained increasing recognition and support first in the United States, and subsequently in many other countries. Her study focuses on the development of reading ability in Spanish and in English in the context of two-way bilingual education programs which encourage groups of students to interact and learn each other's language.

Aoife Ahern, M^a Luisa García Bermejo and Teresa Fleta present an exploration of the efficiency of various different vocabulary teaching and learning methods used in young learners' EFL classes. They compare the outcome on vocabulary learning of using textbook-based materials with the results obtained through storybook-based teaching.

Zohreh Kassaian, working with university students, has researched the effect on retention of unfamiliar words of two types of teaching methods, one favouring auditory and the other visual learning styles.

Nikolaos Konstantakis reviews the use of word lists as a way of learning the most frequent English words with a view to gaining initial proficiency in English at the reading level. To this end, he focuses on

university students with no previous training in English for Academic Purposes and describes an attempt to create a Business Word List.

Giovanna Donzelli looks into the relationship between input and uptake. In this study she analyzes oral input in the foreign language in line with previously developed frequency lists. She also compares the teacher's oral input with the input from the course-book and offers some indications of the learners' uptake.

Craig Lambert and Danny Minn explore ways in which personal investment might be operationalized in the Japanese context as a condition in L2 task design, how this condition might affect L2 learning, and how the results might be effectively measured in future empirical research.

Kurtis McDonald presents the use of logic puzzles as a task-based teaching technique in foreign language classrooms for acquiring new vocabulary in the second language. He argues that puzzles can be both mentally challenging and fun for students, and he also discusses their potential benefits in classroom teaching and learning.

Paula López Rúa analyzes texting and SMS language and considers that an incursion into a subcode with which youngsters feel so identified could be beneficial for both L2 and L1 learning. She concludes that English texting in the L2 classroom might contribute to improving students' spelling and pronunciation skills in both the L1 and the L2, their lexicon in the L2, and give them a better understanding of the notion of linguistic appropriateness.

We would like to thank the reviewers of this volume who went to great lengths to give prompt and thoughtful comments on the papers which appear here.

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