

## **Editorial introduction**

We are now sharing the first 2016 issue where readers are presented with five contributions which explore diverse topics, address a variety of issues and bring voices from institutions based in our country, Spain, USA and the United Arab Emirates.

Gonzalo Espinosa's review article has a well-defined aim: to review "the different accounts for speech rhythm in the languages of the world". In his review the author organises the vast literature on the topic, detects a niche in the field of research concerning reflection on the relevance of speech rhythm in the teaching of a foreign language, and concludes with helpful remarks on the teaching of English in Argentina.

The second article brings us an international longitudinal study by Elsie Olan and Paula Belló from the University of Central California. The study explores the reasons why individuals choose to become teachers of English as a foreign language. The authors offer a detailed description of the methods, instruments and procedures for data collections adopted for the research and illuminate the power of narratives and counter narratives as key tools for teacher professional development.

In the framework of a student-centred and task-based approach that aims at the development of social and emotional competencies to prepare university students to cope with the demands of the 21st century, María Lirola proposes the use of authentic monomodal and multimodal texts on global issues to enhance social awareness. In addition, the article includes the description of an experience carried out in the 2014-15 academic year in English Language V (*Grado en Estudios Ingleses*) at the University of Alicante.

As announced in its title, *Mobile apps for ELLs: Supporting language learning with engaging digital tools*, mobile-assisted language learning is the core of the article written by Nery Alvarado, Daniela Cohelo and Ellen Dougherty. The authors advocate for the use of ICT and focus their attention on the use of three apps: Kahoot, Edpuzzle and Audioboom. Each app is described and tips for its use are provided. To illustrate, examples of classroom activities students' exemplars are presented in charts where level, topic, skills, focus and comments are displayed.

In *Language and silence in Lewis Nkosi's novel "Mating Birds"*, María Ximena Maceri reads the South African author's fiction from a post apartheid perspective. In this essay the argument follows along a particular line, the power of language, and plots its

course through two main areas of inquiry: the use of language and of silence.

The conclusion deserves attention for it does bring closure but ploughs the field for new research on the topic.

The work of releasing each issue could not be possible without the generosity of the following reviewers in 2015:

|                      |                   |
|----------------------|-------------------|
| Ebru Ozturk Akar     | Mónica Pérsico    |
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May you find the articles in this issue interesting and challenging and we wish to read your name on the list of future AJAL contributors.

Darío Luis Banegas and Raquel Lothringer