

PRÓLOGO / FOREWORD

Welcome to volume 15 of *ELIA: Estudios de Lingüística Inglesa Aplicada*, published by the Research Group, *La Lengua Inglesa en el Ambito Universitario* (The English Language in the University Setting).

Some of the articles comprising this volume stem from the interventions at the *Twelfth University of Seville Conference on Applied Linguistics*. The title of this year's conference was *Issues in Intercultural Learning and Teaching Across L2 Contexts and Situations* with over a hundred speakers coming from more than twenty different countries. The central topic of this edition has been of longstanding interest for specialists in the field but it is now, in a globalised world, where intercultural communication seems to be more important than ever thanks to the Internet and to the permanent flow of people and information all over the world.

This issue presents seven research articles that deal with different aspects of applied linguistics and it starts with an article written by Renia López-Ozieblo entitled "Cultural aspects of Immediacy in an Asian Classroom Context" where the author analyses immediacy, verbal and nonverbal behaviours used by interlocutors to decrease physical and physiological distance between them in order to create affinity, liking and affect. This paper centres on the differences in teachers' perception and presents an immediacy study carried out with students of the Department of English of the Hong Kong Polytechnic University. The results are also contrasted with U.S. students.

Joana de São Pedro, in her article "Intercultural Spaces in Teaching English as a Foreign Language to Elementary School in Brazil" presents

a case study in which lesson observations and teacher's discourse are compared. The author postulates that students in early elementary school, aged between seven and ten, should be educated as critical and ethical citizens. This ongoing research presents some interesting findings that will certainly be useful for teachers themselves, and in the field of teacher education.

With "A Conversation Analysis of EFL Teachers' Gesture in Language Elicitation Stage" Phalangchok Wanphet explores English as a Foreign Language (EFL) teachers' nonverbal gestures during the elicitation stage, that is, when they try to elicit new language from students. EFL teachers' gestures in classrooms during speech exchange are analysed and categorised according to their functions. This article shows how EFL teachers' gestures serve many pedagogical and interactional functions, and explores how students react to the teachers' gestures.

Miguel Ángel Candel-Mora in his article "Benchmarking Intercultural Communication Competence Assessment Tools for ESP Teaching" explains that tools and instruments to assess intercultural communication competence vary depending on whether their focus is on language learning or on cultural aspects and international or intercultural differences. The author also argues that with regard to foreign language for specific purposes teaching, these tools do not seem to take into consideration the specificity of the context of English for Specific Purposes learners.

The article "The Effects of Using L1 Translation on Young Learners' Foreign Language Vocabulary Learning" moves away from the topic of the cultural and intercultural components in language learning and teaching and explores the role that the L1 plays in young learners' retention of and access to English vocabulary. An experimental study with 10-11 year-old children was carried out in the context of an EFL Catalan school. The conclusions showed that providing students with the L1 equivalents of the lexical items being learned results in learners retaining more lexical items, accessing them with greater ease and recalling them for longer periods of time.

In “CLIL in three Spanish Monolingual Communities: The Examples of Extremadura, Madrid and La Rioja”, Borja Manzano Vázquez discusses the implementation of CLIL methodology in three Spanish monolingual communities (Extremadura, Madrid, and La Rioja) in order to suggest future actions to improve its development. The author looks into the similarities and dissimilarities in CLIL implementation initiatives in these three regions and analyses the various teacher training programmes designed to prepare teachers for bilingual education.

Kristin Brogan, Jef Adriaenssens and Helen Kelly in “Vocal-Medical: On-Line Language Learning and Cultural Preparation for Emergency Services” report on an on-going Leonardo da Vinci Transfer of Innovation Project whose outcomes are directed at professionals in the medical sector who need to communicate with patients who are non-nationals in emergency situations, where good communication skills may be a matter of life or death. The end product will be an on-line training tool, an app for mobile phones and tablets for emergency staff who deal with patients who do not understand the local language. The results of this Project will profoundly benefit healthcare systems, professionals and patients alike.

This volume ends with its traditional section “Key concepts in Applied Linguistics” where a reputed scholar in the field explains the basics of a topical concept in Applied Linguistics. On this occasion, Brian Tomlinson explores EFL coursebooks and answers questions like: What is a Coursebook? What Types of Coursebooks are There? What is the Value of the Coursebook? What Makes an Effective Coursebook? How are Coursebooks Developed? How Should Coursebooks Be Developed? How should Coursebooks be Adapted? How are Coursebooks Used? and How should Coursebooks be used?

The ELIA editorial team hopes you find this 15th ELIA volume interesting, instructive and inspiring.