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PRÓLOGO / FOREWORD

ELIA has maintained a successful trajectory in the field of Applied Linguistics throughout the past fifteen years. Now ELIA is the recipient of the seal of quality from FECYT (Fundación Española para la Ciencia y la Tecnología) for 2014, further consolidating its position as a rigorous, high quality scientific journal. In addition, the international reputation and visibility of the journal have been enhanced further this year with the inclusion of ELIA in the CSIC's (Consejo Superior de Investigaciones Científicas) database of scientific journals, e-revist@s, and the establishment of an ELIA profile on Google Scholars. Since the economic situation has not changed substantially, it remains a major challenge for a group of academics to publish the journal.

This issue starts with an article by Rosa Manchón entitled "The Distinctive Nature of Task Repetition in Writing. Implications for Theory Research and Pedagogy" that studies task repetition (TR) in L2 writing and its learning potential. The author starts by analyzing the concept of TR within the framework of Task-based language teaching (TBLT) and its effects on the oral modality, and then reviews its nature and potential effects on the written modality. Then she reflects on the implications for refinement of TBLT theory and for the expansion of empirical research agendas.

With "The Role of Politeness in Apology Sequences: How to Maintain Harmony between Speakers" Alicia Martínez-Flor and Vicente Beltrán-Palanques provide a discourse-based teaching approach for the integration of the speech act of apologies from a communicative perspective.

The authors briefly review politeness theory and then describe the speech act of apologies which can be particularly complex for learners of English as a second/foreign language both in the selection of the appropriate strategy and also in the assessment of both offense and severity. Finally, they suggest pedagogical implications regarding the incorporation of apologies into the SL/FL classroom.

Jorge Sánchez-Torres, with his article "La Interculturalidad en la asignatura de inglés de la E.S.O. Bilingüe en Sevilla, España" focuses on the acquisition of intercultural interactive competence. The author reports on one specific aspect of a larger research project on the implementation and use of language assistants in the English as a foreign language classroom of Spanish/English bilingual schools of Seville, namely, the treatment of culture. After sharing the results of this project, he compares them with those of previous studies that highlight shortcomings and offer suggestions for improvement in order to validate, reinforce and facilitate the implementation of these and other suggestions.

José Antonio Jódar Sánchez and Sirpa Tuomainen in their article "English in Finland: Opinions and Attitudes on the Use of Anglicisms" investigate the use of English in Finland. The authors first describe the balanced diglossic social situation of the country, and then present the divided opinions of 15 randomly-selected native Finnish speakers with regards to the use of anglicisms in Finnish, and other related cultural-linguistic issues which include technology, social media, research, and health care. The authors then conclude that English seems to hold the status of a second rather than a foreign language in Finland due to the emerging English-Finnish bilingualism among young people who treat English as a "language of identification". Living abroad and studying a foreign language may be factors that create a more open attitude towards English influence, and by extension, to that of other languages and cultures.

María Isabel Maldonado García and Ana Borges de Souza in their article "Lexical Similarity Level between English and Portuguese" attempt to calculate the level of lexical similarity between English and Portuguese through the computational lexical distance comparison of 500 high fre-

quency words in English and Portuguese, including the identification of cognates. Their working hypothesis is that English and Portuguese genetic difference may be less than 30% as it is of other Romance languages. The study is aimed at helping students of both English and Portuguese as an L2 with vocabulary acquisition through the identification of items which present similarities in both languages.

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, Helen Spencer-Oatey from the University of Warwick, analyses "Intercultural Communication/Interaction".

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