

PRÓLOGO // FOREWORD ELIA 20

The present issue of ELIA is full of symbolic commemorations for the founding members of the research group “La lengua inglesa en el ámbito universitario”. Twenty years after the founding of this academic journal and the publication of the first issue we are satisfied to see how ELIA has become a leading referent in the field of Applied Linguistics both in the Spanish and the international context. Throughout these years, ELIA has undergone a number of transformations to satisfy the demands of a changing world; it has gone online and has integrated into the Open Journal System for a higher impact and better dissemination, it has favored the collaboration between two prominent universities, namely the University of Seville and the UNED; it has been included into well-known indexes and has also passed a series of FECYT evaluations since 2014. The satisfaction of seeing ELIA at the level it is right now is shared by all the members of the board of advisors, board of referees and of course the editors. To commemorate this anniversary, ELIA’s design and typesetting have been changed as a way of keeping the journal on the verge of innovation.

The first article in this issue is entitled “Intercultural development during short-term study abroad: the role of intensity of interaction in cross-cultural sensitivity” and examines second

language learners' development of cross-cultural sensitivity during short-term study abroad programs. Emilia Alonso-Marks and Ariadna Sánchez Hernández explore the role of intensity of interaction in building cross-cultural sensitivity. Results of this research revealed that students improved their cultural behavioural integration and therefore provide data relevant not only for program planning but also for preparing students prior to an international experience.

Isabel Alonso-Belmonte's "The use of evaluative language in EFL teachers' reflective journal writing: A corpus-based study" presents a computer-assisted discourse analysis of the main topics and evaluative parameters used by student teachers of English as a Foreign Language in their reflective journals. Results of this article show that in most journal entries, these student teachers "feel confident enough as to explicitly assess human behavior along the emotivity and the expectedness parameters". This also has implications for the development of their professional teaching identity and on the contextual factors.

The third article in this issue discusses the extent to which the shift towards bilingual education in Andalusia, Spain, required education systems to undergo structural changes. In "One generation after the bilingual turn: Results from a large-scale CLIL teachers' survey", Francisco Lorenzo and Adrián Granados found out a general consensus amongst teachers on the overall benefits of CLIL bilingual education and therefore counter the most recurrent criticisms that CLIL education meets.

Carmen Luján-García studies the presence of Anglicisms in sections "Life and style"; "Culture, leisure and society" and "Sports"

of the digital editions of the newspaper *La Provincia* (Las Palmas de Gran Canaria) published between 1st March and 31st May 2019. Luján-García's analysis in "Language contact in the media discourse: Anglicisms in section leisure in the newspaper *La Provincia*" not only reveals and quantifies the presence of Anglicisms, but also describes the pragmatic functions of these Anglicisms: specialized language, referential, expressive and textual functions.

The next article in this issue by Santiago Rodríguez-Rubio and Nuria Fernández-Quesada entitled "The dynamics of typographical error reproduction: Optimising formal correctness in three specialised bilingual dictionaries" describes patterns of typographical error reproduction in three specialised Spanish-English dictionaries and provides a model for typographical error detection and analysis that may contribute to formal correctness in reference works. As the authors indicate, dictionaries are expected to be high-standard primary tools for language professionals and data quality is essential for a wide variety of utilities, ranging from dictionary writing systems and writing assistants to corpus tool.

To wrap up this issue, María Martínez-Adrián in our section Key Concepts in Applied Linguistics presents "The use of previously known languages by L2 learners: A not so clear-cut phenomenon" and delves into the complexities of the use of previously known languages by L2 learners as regards its conceptualisation, issues related to the methodology employed for its investigation and the analysis of the variables that determine the use of previously known languages.

Finally, we would like to express our deep gratitude to all members of the academic community who participated in the double-blind peer review of articles for this issue. We hope this new issue of ELIA will contribute to fostering academic debate and interaction among researchers in the field of Applied Linguistics.

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Director / General Editor