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Within this issue, ELIA presents four research articles. The first two articles arise from the field of English as a Foreign Language. The first article explores the relationship between teaching practices and teachers' language proficiency and, the second one, the possible presence of predominant and non-predominant cultures in textbooks. The third research article, with an applied linguistic approach, examines the pragmatic intentions and discursive realisations of speech acts in English-mediated travel blogs. The fourth article comes from the field of applied linguistics and sociolinguistics as it studies the creation of a course for heritage language learners to promote linguistic and social awareness.

The first article of this issue is entitled "An exploration of EFL teaching practices in light of teachers' language proficiency". It brings together researchers Mónica Abad, Juanita Argudo, and Tammy Fajardo-Dack, from the University of Cuenca, Ecuador, and academic research consultant Patricio Cabrera, from a consulting company in Ecuador, to analyse the impact of teachers' language competence on their daily practices in the classroom. By means of a proficiency test and class observations, the researchers reveal within the results of a correlation test and

qualitative analysis that the teachers that “provide better quality of input and feedback and are better models for learners” are those with a higher level of proficiency, although the researchers did not find a direct impact of higher proficiency on classroom management. Nonetheless, the researchers’ final suggestions may have a great influence on future EFL teacher education programs.

The second article, “Immigrant learners’ cultural identities in the vocabulary input of EFL textbooks through prototypical associations”, by María Daniela Cifone Ponte and Jaqueline Mora Guarín, from the University of La Rioja, Spain, presents a study of EFL classroom materials. The researchers, as the title states, explore the vocabulary of two EFL textbooks to evidence the presence or absence of vocabulary related to the cultural identity of the main immigrant cultures in the area. The researchers applied a systematic analysis of qualitative data (words and lexical units of meaning) to conclude that the EFL textbooks analysed showcase a monocultural approach regarding vocabulary input and that immigrant cultures or a multicultural perspective are not integrated in them.

In the third article, “Speech acts in travel blogs: users’ corpus-driven pragmatic intentions and discursive realisations”, Daniel Pascual, from the University of Zaragoza, Spain, examines “the frequency and saliency of speech acts in travel blogs”. He accomplishes this by studying 6 English-mediated travel blogs containing 18 posts and 367 related comments. The results reveal the travel bloggers’ practices and provide pragmatic and discourse resources for future users to display their pragmatic intentions within their posts and comments in travel blogs.

Veri Farina, in the fourth article entitled “Heritage language speakers in university education in Japan: Perspectives for an inclusive society”, describes a course for heritage language learners at university. Through this course, inspired by the Content and Language Integrated Learning model, the researcher intends to promote critical linguistic and social awareness among university students about the current linguistic and cultural situation of heritage speakers and their integration in a country strongly focused on the “one nation, one language” ideology. The researcher states that this ideology leads to language and identity loss, but she provides qualitative data that might reverse it.

The final paper, which can be found in our section Key Concepts in Applied Linguistics, presents “Translanguaging”. Li Wei takes the reader through the origins and developments of the term “translanguaging” and highlights the benefits and contributions of this practice in different contexts of language education. Professor Wei mentions that the current understanding of the term comes from four different fields of investigation: minority language revitalization, bilingual education, second language acquisition, and distributed cognition and language. He takes us back to the 1990s to learn how “translanguaging” was introduced to the English-speaking world by Baker (2001) after supervising C. Williams’ doctoral thesis (1994) who had coined the term in Welsh, then proceeds to explain how Ofelia García helped to spread the term with her work on bilingual education policy and practice in the United States, and finally describes the evolution of the term in SLA and ‘ecological psychology’.

We cannot conclude this foreword without expressing our deepest appreciation to all members of the academic community who have participated in the double-blind peer review of the articles for this issue. We end this introduction with the hope that these articles in the new issue of ELIA will contribute to academic debate and communication among researchers in the field of Applied Linguistics.

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