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23 years after its creation, Estudios de Lingüística Inglesa Aplicada – ELIA has become a national and international reference in the field of applied linguistics. Throughout these years, dozens of articles have been published in the journal, including seminal studies that have inspired many more publications. Overall, ELIA has contributed massively to the development of this area of knowledge, thus positioning itself as one of the most prestigious scholarly journals. It is included in international databases, boasts an outstanding impact factor and an ever-increasing number of citations. Since its inception, this journal has particularly encouraged submissions from early-career researchers while maintaining the high standards of scholarly research.

In line with our desire to keep pushing the frontiers of knowledge, the present volume, contains solid and thought-provoking publications in English and Spanish, which delve into different aspects of applied linguistics and will hopefully yield extensive debates and discussions in academia and society at large.

The first article in this issue is entitled “The effects of regular and enhanced captions on incidental vocabulary acquisition”. In their study, Rebeca Finger-Bou and Carmen Muñoz resort to a short documentary to explore the extent to which incidental vocabulary acquisition among L1-Spanish/Catalan learners of English can be affected by regular and enhanced captions. After studying two randomly distributed learner groups, the authors were able to confirm that enhanced captions could contribute positively to

vocabulary acquisition and retention. This paper also provides insights into how vocabulary learning might be determined by previous knowledge and language learning aptitude, and ends with the claim that exposure to multimodal input could foster to language acquisition.

María Elena García López in “Family language policies of non-native bilingual parents raising bilingual children in monolingual contexts” explores non-native bilingual parenting as an emergent type of family bilingualism. She focuses on cases where parents decide to raise their children bilingually in their second language, despite living in monolingual communities where their native language is spoken. This study explores family language policies in these families and analyses the key factors that shape the parents’ attitudes and linguistic practices. Descriptive statistics in this study reveal that One Parent One Language (OPOL) is the most common interaction strategy and that most parents use the majority language when talking to each other. These findings and other insights obtained by the researcher could form the basis for further research in the field of family bilingualism.

Mariona Sabaté-Carrové and Antonio-Jesús Tinedo-Rodríguez’s “Assessment of the translation competence through a questionnaire of didactic audiovisual translation in translator training” explores the potential of Didactic Audiovisual Translation (DAT) for teaching specialized terminology in the translation classroom. The results of this study suggest that DAT can foster the development of sub-competences such as the bilingual sub-competence, knowledge about translation, and psycho-physiological sub-competences, and therefore, contribute positively to the teaching of translation. Nevertheless, further research needs to be carried out so as to confirm these findings and fully gauge the potential of DAT in the translation classroom.

Juan Rafael Zamorano-Mansilla in “Round-trip translation as a writing tool for English as a second language” assesses the potential

of machine translation as a self-correction tool by exploring the use of the technique known as round-trip translation to detect errors. This study reveals that Spanish students who made use of this technique produced pieces of writing with improved lexical and grammatical accuracy. The findings of this study show the progress made in machine translation and discuss the efficiency of the round-trip translation technique when correcting errors.

The next article in this issue is entitled “How do in-service teachers perceive CLIL implementation at schools in Spain? A systematic review”. In this paper, Anna Szczesniak reviews empirical studies that address primary and secondary school teachers’ views on the implementation of Content and Language Integrated Learning (CLIL) in a bid to gain insights into bilingual education in Spain. The results reveal that despite prevailing enthusiasm among CLIL teachers for the implementation of bilingual education, the programme still poses issues such as insufficient and inadequate teacher training, increased workload, scarce collaboration among teachers, the paucity of well-designed materials or the lack of special attention to diversity.

Adrián Granados’ “Student perception of CLIL: the case of Andalucía” reports on a survey of students’ attitudes towards CLIL in Andalusia, Spain. The survey consisted of close-ended questions addressing CLIL methodology, L2 use, and extracurricular school activities. This study demonstrates that even though CLIL students have an overall positive attitude towards the programme their preferred activities differ from the ones most frequently used in class. In addition, differences in attitudes were observed between primary and secondary students.

The following article, “English teachers in CLIL Secondary schools in Madrid: beliefs, attitudes and knowledge” explores teacher cognition among EFL specialists working in CLIL Secondary schools in Madrid. The research conducted by Marta Jaén Campos followed a mixed-method approach, and data was collected by means of a

multi-case study involving six EFL teachers. This study revealed that although the participants' views about CLIL, its benefits and the role of language diverge, their beliefs are compatible with the basic principles of CLIL.

In “Sociodidactics of minoritized languages after the pandemic: four online experiences in the Romance field”, Gonzalo Llamedo-Pandiella indicates that adult literacy in diglossic contexts is undergoing a paradigm shift as a result of the Covid-19 pandemic and its effects on teaching and learning. Through a descriptive analysis of four online courses dedicated to the teaching of four endangered Romance languages, namely Mirandese, Fala language (spoken in Xálima, Spain), Asturian and Friulian, this study confirmed that despite discrepancies observed when moving from one course to another, digitalizing the teaching of minority languages has contributed to expanding their scope far beyond local communities.

Jonathan Serrano, Natalia Martínez-León and Luisa Josefina Alarcón-Neve's “Retelling in bilingual education: narration, discourse presentation, and other acquired skills” turns the spotlight on three skills that tend to be overlooked in standardized tests aimed at assessing English as a Second Language proficiency, namely narration, speech presentation, and thought presentation. The study was motivated by the belief that it is important to assess additional skills and consider different perspectives when trying to understand second language proficiency. For that purpose, the researchers sampled 20 school-age participants who, although native speakers of Spanish, went to English immersion schools. The students were asked to participate in oral retelling activities in Spanish and English, which yielded the data analysed in the paper. This study underscores the importance of language immersion, as evidenced by the fact that the participants' retelling skills in both languages were similarly high.

To complete this issue, Marije Michel provides readers with a discussion of key concepts that may help them get a better grasp of

the literature in applied linguistics. The article entitled “Task-based Language Teaching (TBLT)” introduces the basics of task-based language teaching in a nutshell, without tapping too much into the underlying philosophy. The paper discusses straight to the point examples of how TBLT can be implemented and further researched.

We hope this issue, which includes papers pertaining to applied linguistics, with most of them falling within language teaching and learning, will make a great impact among researchers and fulfill one of the main objectives of academic research, that is, social development.

Rubén Chacón-Beltrán
Director / General Editor