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PRÓLOGO / FOREWORD

This issue presents five research articles in the field of bilingual education at different proficiency levels, four research articles dealing with different language-related aspects of teaching and learning, both English and Spanish, and a final article in our section Key Concepts in Applied Linguistics dedicated to Second Language Acquisition and study abroad learning environments.

The issue opens with an article written by Yolanda Ruiz de Zarobe entitled "Improving reading strategy knowledge in young children: what self-report questionnaires can reveal" which explores the strategies that learners use in content and language integrated learning (CLIL) contexts and when learning a third language (L3). In particular, it analyses data drawn from an intervention study into reading comprehension among young learners of English as an L3 in a multilingual (Spanish-Basque-English) context in the Basque Country, Spain. Findings in this study indicate that students who were trained strategically in reading, temporarily reported using an increased number of strategies after the training programme.

María Basterrechea, María Martínez Adrián and Francisco Gallardo-del-Puerto in "Gender effects on strategic competence: A survey study on compensatory strategies in a CLIL context" analyse the question of gender in the use of language learning strategies and compensatory strategies in a Content and Language Integrated Learning (CLIL) context. This study examines the existence of gender differences in the 5th and 6th grades of Primary Education as regards the amount and type of strategies preferred in a self-reported questionnaire on compensatory strategy use. No statistically significant differences emerged from the data analysis but different patterns of behaviour where found as females tended to avoid answering if they were not sure whereas males preferred to guess, females relied more on borrowing and, males preferred to predict and took more risks when communicating.

The third article in this issue with the title "Comparing the benefits of a metacognitive reading strategy instruction programme among CLIL and EFL primary school students", by Alba Gutiérrez Martínez and Yolanda Ruiz de Zarobe investigates the effects of a metacognitive reading strategy training in two educational contexts, CLIL and EFL, and reflects on how learners can benefit from this learning approach. Informants for this study came from two different schools in Cantabria, Spain, one following a CLIL methodology and the other not, and the progress was monitored by means of pre-tests and post-tests carried out for both control and experimental groups.

Laura Lozano-Martínez in "Teachers in bilingual programs in Cantabria" analyses the data obtained by means of interviews as well as questionnaires on the perceptions of 80 teachers at Infant or Primary level in state schools running bilingual programs in Cantabria, Spain. Results of this study show the lack of consensus among CLIL and mainstream teachers about some of the challenges to be faced in a bilingual program. Teachers' contributions and ideas are collected as they can improve design and regulation of bilingual programmes.

Next, Arancha Ruiz Martín in "Mixed system 1: A language strategy for bilingual families" focuses on family bilingualism and the strategies used by parents raising their children in two languages by choice such as One person/parent, one language (OPOL) and Mixed System 1(MS1). Ruiz Martín researches the topic and presents a case study of a group of

families that use this method in Madrid, Spain. This strategy is reported to be interesting to explore in detail, looking at the reasons for its choice as well as the implications and consequences involved, both from a practical and an emotional perspective, for parents as well as for children.

Daniel G. Tight in "Tool usage and effectiveness among L2 Spanish computer writers" describes the tools employed by intermediate learners of Spanish writing compositions via a computer. Results of this study reveal that sixth-semester learners make frequent use of online bilingual dictionaries and translators, regularly depend on the word processor's spelling and grammar checkers, and use a variety of techniques to make diacritics and special characters in their writing. The findings of this study facilitate a more complete picture of L2 computer writing in Spanish as a demanding task requiring pedagogical intervention to maximize the effectiveness of available resources.

Fulgencio Hernández García in "Detection and correction of mistakes in the temporal deixis of the verb in compositions written in English as a foreign language" reports research carried out into the ability of Spanish students of English to detect and self-correct mistakes of verb tense in their written texts. Different colours were used to highlight the tenses of the verbs the students had used in 63 compositions but did not indicate if the tense used was correct or incorrect. The compositions were then returned to the student authors to elaborate on them and correct other errors involving the highlighted verbs. Some interesting pedagogic implications are drawn from this study.

Inmaculada Senra Silva in "Speech fluency in phrases: teaching English oral fluency in distance learning" highlights the role of fluency for communication and highlights the attention that it should be given within the foreign language classroom. The article presents a study of material designed to address English language learners' problems with perceiving and producing high-frequency phrases of spoken language which increase oral fluency.

Katherine O'Donnell Christoffersen in "Comparing Native Speaker Ratings and Quantitative Measures of Oral Proficiency in IELTS Interviews" compares four quantitative measures of oral proficiency and one qualitative measure of oral proficiency, i.e., native speaker ratings,

based on the speech of non-native English speakers during the International English Language Testing System (IELTS) oral interview. The results indicate that measures of syntactic complexity and speed fluency correlate with native speaker ratings; however, the measure of lexical diversity does not correlate with the native speaker ratings. The measure of grammatical accuracy displays an inverse relationship to the native speaker ratings and these findings demonstrate the importance of careful consideration in determining which measure of oral proficiency is appropriate for a given research context.

Paula J. Liendo and María Palmira Massi in "Academic literacy, genres and competences: a didactic model for teaching English to translation students" work on academic literacy and develop a didactic model that caters for the needs of students of a Certified Translation course. A didactic model is presented with an ESP (English for Specific Purposes) and textual approach. The approach suggested for the implementation of this model includes metacognitive and metalinguistic reflection, cognitive and linguistic recognition and production, text analysis, design and assessment, discussion, negotiation, and social interaction.

This volume ends with its traditional section "Key concepts in Applied Linguistics" where a recognised scholar in the field explains the basics of a topical concept in Applied Linguistics. On this occasion, Christina Isabelli-García analyses "Second Language Acquisition and Study Abroad Learning Environments" and raises some interesting issues to be taken into account by instructors and the large number of students that go abroad each year to learn and acquire a second language.

The ELIA editorial team would like to thank the reviewers of articles included in this issue.

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