FOREWORD / PRÓLOGO

This issue is intended to be another contribution to the academic enterprise of shifting the frontiers of knowledge. Though it remains faithful to ELIA's founding objective, which is to spread quality research in English and/or Spanish Applied Linguistics, this issue differs from the 2017 issue in that, in addition to articles related to bilingual education proper, it also includes scientific analyses of text for purposes that go beyond the mere aim of fostering knowledge about teaching and learning in bilingual settings.

The first article in this issue, entitled "A corpus-based study of adverbs of frequency in a goal-oriented distance learning education/ El uso de los adverbios de frecuencia en un foro virtual orientado al aprendizaje en la enseñanza superior a distancia. Estudio de corpus", is a scientific venture into the difficulties learners often face when trying to master English grammar in general, and frequency adverbs in particular. Jelena Bobkina and Svetlana Stefanova Radoulska, who authored the article, carried out research amongst university students at a distance learning university in Spain. Their findings indicate that, frequency adverbs remain a tough nut to crack for many a learner, as the adverbs alone represent 7.45 % of the mistakes the authors found in their written corpus.

Though language separation in language learning has often been brandished as the solution to language interference, Inmaculada Barabarán, Carmen Pérez-Sabater and Begoña Montero-Fleta advocate the use of

translation in second language teaching and learning. Their article entitled "La traducción en el aula de lenguas para fines específicos: antiguas herramientas en nuevos contextos/Translation in the class of languages for specific purposes: old tools in new learning contexts", which comes second in this issue, is an endeavour aimed at confirming the usefulness of translation in the Language for Specific Purposes class. The authors' findings, obtained after designing and supervising translation activities amongst Spanish as a Second Language and English as a Foreign Language students, suggest that translation can actually contribute to improving learners' overall output in their L2. This notwithstanding, other factors definitely need to be taken into account in order to perfect L2 teaching and learning, as discussed in the following article in this issue.

As its title implies, "How to tailor TELL tools for older L2 learners?/ Cómo adaptar las herramientas tecnológicas para estudiantes mayores de segunda lengua" aims at bridging the gap between older learners and technology in order to perfect the former's learning experience. Gabriela Olivares-Cuhat builds her argument on a reliable observation, i.e., that fact that blended learning programmes are often geared towards younger learners. Her work thus aims at pushing for the design of more age-inclusive blended learning approaches. To achieve that objective of hers, Gabriela Olivares-Cuhat provides some theoretical information about the link between L2 learning and age, and then sheds light on examples of the successful application of blended learning amongst older learners. This leads the author to make useful suggestions with a view to easing the design of age-inclusive blended courses.

As language use is often underpinned by the tendency (and need) to move from one language to another, in order to achieve certain objectives, the present issue pays attention to issues such as code-switching and borrowing, as evidenced by the articles that follow.

When it comes to language teaching and learning in bilingual contexts, it goes without saying that code-switching remains one of the most common practices in the classroom. In "Codeswitching practices in the discourse of two lecturers in English-medium instruction at university/ La alternancia de código en el discurso de dos profesores universitarios en la instrucción en inglés", Davinia Sánchez-García embarks on a skindeep analysis of the pedagogical function of code-switching in higher education.

Her findings suggest that code-switching tendencies are a reflection of lecturers' personal idiosyncrasies which are often determined by the lecturers' training and discipline. Furthermore, Davinia Sanchez-García's results indicate that the desire to meet four pedagogical objectives is often the driving force behind lecturers' resort to code-switching.

As its title entails, "Anglicismos y galicismos en artículos periodísticos sobre moda/English and French Loanwords in fashion magazine articles" takes language mixing beyond the boundaries of the classroom to analyse the use of borrowing in Spanish, paying special attention to English and French loanwords. In her research work, which is both qualitative and quantitative, Yliana Virginia Rodríguez Gutiérrez argues that though the use of English and French loanwords in Spanish language fashion magazines is quite common, there has been no attempt on the part of language policy makers to standardise those loanwords.

Though some of the articles in this issue may move away from the classroom, the overall aim here is to contribute to enriching the field of Applied Linguistics while preparing for the future. That's exactly the purpose of the two following articles, which turn the spotlight on teacher canditates, by analysing their attitudes towards specific issues.

"Raising awareness about heritage language learners in the L2 spanish classroom: teacher beliefs and attitudes/ La toma de conciencia sobre el aprendiz de lengua de herencia en clases de español como segunda lengua: creencias y actitudes del profesor" by Angela George and Francisco Salgado-Robles is an analysis of teacher candidates' knowledge, beliefs and attitudes towards heritage language learners. This article is motivated by the alleged absence of teaching methodologies specifically designed for heritage language learners, and the need to measure the extent to which future teachers are aware of the distinct nature of heritage language learners. Based on data the authors got from 30 pre-service teachers of Spanish, George and Salgado-Robles argue that teacher candidates are definitely aware that heritage language learners are distinct from other second language learners of Spanish.

In "Pre-service primary school teachers' reflections on EFL students' awareness of grammatical forms in online communication/ Reflexiones de maestros de la escuela primaria antes del servicio sobre el conocimiento de

los estudiantes de formas gramáticas en la comunicación en línea", Oleksandr Kapranov analyses essays written by teacher candidates on student's awareness of grammar. As a matter of fact, the article aims at comparing data obtained from teacher respondents to those obtained from students (who served as controls). In a nutshell, Kapranov's findings seem to indicate that both students and pre-service teachers have similar levels of awareness of grammatical forms, as evidenced by the fact that they share six framing categories.

Jorge Alberto Sánchez's "Applicability and variation of Swales' CARS model to applied linguistics article abstracts / La aplicabilidad y variación del modelo CARS de Swales en resúmenes de artículos sobre lingüística aplicada" shares a lot in common with the previous article in this issue, as both Sanchez's and Kapranov's write-ups aim at analysing text with a view to identifying some moves within said text. Nevertheless, Sanchez's main objective is to find out whether Swales's CARS model can be applied to abstracts of papers in Applied Linguistics. After compiling and studying a corpus made up of 20 abstracts published between 1981 and 2001 in two high impact academic journals, Sánchez concludes that though some of the moves listed by Swales are widespread in the abstracts making up his corpus, there are other moves that are unaccounted for in Swales's model. Therefore, Sanchez concludes that Swales' CARS model can only be applied to part of the data.

This issue ends with an attempt to shed more light on a key concept in Applied Linguistics, namely translational writing. In "Translational writing and its usefulness for incidental learning of vocabulary", Belén Ramírez Gálvez sets out to provide an accurate definition for "translational writing", contrast it with translation and discuss its possible use in EFL teaching.

We would finally like to extend our gratitude to the reviewers of the articles which make up this issue.

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