

## **Editorial introductions**

### **Introducción to the Special Issue (Part II) Technologically -Enhanced Language Learning**

Nowadays effective teaching communication and technology are interlinked somehow since effective teaching is based on communication and it is difficult to find a language class that does not use some form of technology particularly to improve the ability of students to communicate with their peers in real world situations. In recent years, technology has been a médium to both assist and enhance language learning. Teachers have made use of some technology tools that combined with an adequate methodology enhance the language learning experience. But the fact is that the effectiveness of any technological tool is determined by the ability and competence of the language teacher who supervises and facilitates the language learning process.

This special volume presents different articles that deal with different issues related with Technologically Enhanced Language Learning. The first, "A Bibliometric Approach to the Analysis of the Technologically Enhanced Language Learning (TELL) Literature", Drakidou, Pareja and Read provide an overview of research on three areas of TELL (Tecnologically-Enhanced Language Learning) namely Mobile Assisted Language Learning (MALL), Language Massive Online Open Courses (LMOOCs) and Social and Open Language Learning (SOLL). In their paper, the authors examine in greater depth the preliminary results obtained in a previous study carried out in 2018.

The second paper entitled "Vocabulary Selection for Didactic Purposes: Report on a Machine Learning Approach", by Goethals, Tezcan and Degraeuwe describes the empirical results of two experiments carried out on two machine-learning algorithms whose aim was to predict the difficulty level of lexical items that intermediate-advanced learners of Spanish as a foreignlanguage could have. The authors reached the conclusion that the most powerful feature for selecting and grading vocabulary at the mentioned learners seems to be the traditional feature of frequency in a general reference corpus (in this case youth literature).

The third paper entitled "New Technologies in the ESP Class for Mechanical Engineers", by González Vera is centered on the potential of digital devices, new technologies and audiovisual texts and translation to provide language and professional

skills for mechanical engineers by motivating and appealing tasks. Results showed that using these activities and tasks designed in the PBL Project had a positive impact on students' learning. It contributes to developing communicative skills while enhancing motivation.

The fourth paper authorized by Santamaría and García Laborda, "The Implementation of a Blog-Based Activity with Prospect Teachers: Constraints and Difficulties", addresses the difficulties that teachers trainees face when they create and operate with their own blogs. An in-depth qualitative analysis of a sample of blogs created by 15 students in the fourth year of a teacher training program for primary school teachers at the University of Alcalá (Spain) was carried out to analyze the constraints and benefits of the use of blogs in the classroom. The results of this study show that the inclusion of blog-like activities in the classroom is welcomed by students. It contributes to developing digital skills and creativity while enhancing motivation.

In the fifth article, "Paradoxical Paradigm Proposals: Learning Language in Mobile Societies", Traxler, Read, Kukulska-Hulme and Barcena make an introspection into the nature of paradigms and paradigm shifts in order to evaluate their relationship with innovations and their diffusion, and analyse their failings to finally propose a new pedagogic paradigm based on the changed epistemological foundations of society and embedded with personal digital technologies.

In the final paper, "Mindfulness for Human Centred Digital Learning", Palalas provides an overview of research on mindfulness focusing on the effects of mindfulness practices in digital learning. The author highlights the importance of regular mindfulness practice in order to help the learner train the mind and would consequently foster their awareness, self-regulation and resilience.

All in all, this interesting volume is a compilation of recent trends and perspectives in teaching languages through computers. We are sure that the international audience will find in this special issue some food for thought as well as interesting activities to implement both research and classroom practice. Of course, some ideas may be debatable but the real objective of teaching and researching is the application of others' ideas to our own way. In that sense, this monographic issue only intends to give suggestions that undoubtedly will be enjoyed and enhanced by our readership. In that sense, let us hope you, the reader, enjoy these papers as much as we did.

We would finally like to thank to the reviewers who made possible the three revisions that each author had to undertake. Thus, our recognition goes to: Jorge Arús Hita (UCM), Cristina Calle Martínez (UCM), Salvador Montaner-Villalba (UPV), Marián de la Morena (UCJC), Antonio Pareja Lora (UCM), Koen Plevoets (Universiteit Gent), Lourdes Pomposo Yanes (UPM), and Timothy Read (UNED).

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## **Editorial: Introduction to our regular issue**

In this issue we have included contributions from our regular call for articles. On this occasion we have included one article set in the context of modern foreign languages in the City of Buenos Aires authored by Varela and Verdelli. Secondly, we have incorporated an article by Ayfer and Dikilitaş, set in Turkey, about CLIL perceptions.

As in our previous issue, three book reviews authored by student-teachers from the cities of Esquel and Salta in Argentina come to illustrate that student-teachers can also become engaged in writing for publication.

We would like to take this opportunity to share with our readership some changes that AJAL will undergo. As from December 2019, María Susana Ibáñez, who is now serving as co-editor, will become the main Editor. We will also welcome Flavia Bonadeo as Co-Editor of AJAL. With these changes, we wish to operationalise our interest in changing perspectives, energising practices, and opening up the gates of professional and academic development in language teaching in Argentina.

Darío Luis Banegas and María Susana Ibáñez

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