32nd International Conference of the Spanish Association of Applied Linguistics (AESLA):
Language Industries and Social Change

Message from the Guest Editors

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The 32nd International Conference of the Spanish Association of Applied Linguistics (AESLA) –*XXXII Congreso Internacional de la Asociación Española de Lingüística Aplicada*– took place from 3rd to 5th April 2014 at the Universidad Pablo de Olavide (Seville, Spain). Its theme title was "Language Industries and Social Change" and it focused on the connection between applied linguistics and the productive sectors responsible for economic and human development. The conference, which was attended by over 500 participants, aimed at approaching language not only as a cultural asset, but also as a material asset that generates growth and progress. It did not lose sight either of the fact that the language industry produces new ways of communicating which, as a consequence, produces profound social changes.

The conference keynote speakers were the following distinguished scholars in the field of Applied Linguistics: Jan Blommaert (Tilburg University), Guadalupe Aguado de Cea (Universidad Politécnica de Madrid), Francisco Moreno Fernández (Instituto Cervantes / Universidad de Alcalá) and François Grin (Observatoire ÉLF Economics Language and Education / University of Geneva).

Three round tables were held on the following topics: "Language technologies", "Linguistic immersion and bilingual educational programmes", and "Second language use in professional settings".

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Research papers were presented in Spanish or in English, the official languages of the conference. Abstracts and complete papers were peer-reviewed by a group of experts before and after the conference, respectively. The selected papers included in this Special Issue are those written in English and are grouped into 10 panels:

Language acquisition and learning

1. "Identifying learning patterns in the upper-intermediate level of English through large-scale testing", by Irina Argüelles-Alvarez & Margarita Martinez-Nuñez
2. "Analysing errors of CLIL and non-CLIL primary school students in their written and oral productions: a comparative study", by Marta Celestén Pérez & Rachel Basse
3. "Spanish EFL learners' categorization of /i:-ɪ/ and phonological short-term memory", by Eva Cerviño-Povedano & Joan C. Mora
4. "Mental processes in the oral production of non-native Spanish speakers: pauses and self-correction", by Núria Enríquez, Lourdes Díaz & Mariona Taulé
5. "Just the two of us?: The '¿Qué tal?' e-tandem project for translation students", by Nuria Fernández-Quesada
6. "On the L2 acquisition of Spanish subject-verb inversion", by Alexia Guerra Rivera, Peter Coopmans & Sergio Baauw
7. "Profiling the intercultural communicative competence of University students at the beginning of their Erasmus placements", by Gloria Gutiérrez Almarza, Ramiro Durán Martínez & Fernando Beltrán Llavador
8. "Early literacy assessment: development and validation of a model", by Fernando Guzmán-Simón, Eduardo García-Jiménez, Macarena Navarro-Pablo & Andrés Valverde Macías
9. "Assessing EFL learners' performance of the conventional expressions of complaining and apologising", by Esther Usó-Juan & Alicia Martínez-Flor

Language teaching and curricular design

10. "An analysis and comparison of the vocabulary of teaching materials: Exploring bilingual programmes in Secondary Education", by Carmen Cuadrado Sánchez & Purificación Sánchez Hernández
11. "Effects of two instructional procedures on Spanish university students' comprehension monitoring when reading science texts in English", by Ángela Gómez, Piedad Fernández-Toledo & Vicente Sanjosé
12. "Exploring and assessing effectiveness of the English medium instruction courses: The students' perspectives", by Da-Fu Huang
13. "How CLIL classes exert a positive influence on teaching style in student centered language learning through overseas teacher training in Sweden and Finland", by Kazuko Kashiwagi & John Tomecsek, III
14. "Do learners rely on metadiscourse markers? An exploratory study in English, Catalan and Spanish", by Sofía Martín-Laguna & Eva Alcón Soler
15. "Students' preferences regarding native and non-native teachers of English at a university in the French Brittany", by Noemi Rámila Díaz
16. "Group Tutorials – A Bologna-style solution to the "learning-to-learn" challenge?", by Ruth Wilkinson

Language for Specific Purposes

17. "Intercultural learners, intercultural brokers and ESP classrooms: The case of a shipping business course", by Ana Bocanegra-Valle
18. "Learning Spanish wine language through lexical chunks", by Víctor Coto Ordás
19. "Exploring the roles of English: English as a lingua franca in master's programmes at WU Vienna University of Economics and Business", by Miya Komori-Glatz
20. "Visual wine metaphor and metonymy in ads", by Isabel Negro Alousque