

## EDITORIAL

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This volume covers three main areas of interest: first, language learning at university settings is in focus; next, new approaches to enhance Spanish and second language learning in secondary education are presented. Finally, the last section concentrates on CLIL in Primary Education.

First section begins with the article “*Propuesta didáctica enmarcada en la educación con perspectiva de género en la enseñanza universitaria*”, where **María Martínez Lirola** presents a proposal for activities framed in education with gender perspective, in a compulsory English language subject in the degree in English studies. This proposal not only allows to delve deeper into social realities other than their own, but also favours the deconstruction of gender stereotypes and the acquisition of social skills, as indicated by the results of the questionnaire the author has carried out. In this sense, the presented didactic proposal contributes to the integral education of the students. In addition to developing skills, values and attitudes that are useful for life are also promoted. Consequently, both understanding and providing solutions to global problems in society are valued, contributing to the development of pupils as global citizens.

**Noa Talaván** and **Jennifer Lertola**, in “*Audiovisual translation as a didactic resource in foreign language education. A methodological proposal*” present a methodological proposal designed by the TRADILEX Project which will be piloted with adult B1-B2 level English as a Foreign Language learners in non-formal educational contexts, specifically in language centres of the universities involved. The main aim of this project is to provide evidence of the potential benefits of including audiovisual translation modes (subtitling, voice-over, dubbing, audio description and subtitles for the deaf and hard of hearing) as a didactic tool and as a mean of improving the foreign language learning process.

The second section focuses on the new approaches to enhance Spanish and second language learning in secondary education settings.

In this regard, **Clara Rodríguez Salgado** in her article, “*El enfoque contrastivo mediante la lectura literaria digital enriquecida para el aprendizaje de segundas lenguas*” analyses the effectiveness of the use of the mother tongue from a contrastive approach in the second language classroom. She does so by using literary reading as a common thread through an enriched bilingual digital book that has been developed for such purpose. It should be noted that implementing the tool in a digital format has greatly contributed to the motivation of the students, to their interaction with it and to their approach to reading

from a new perspective. Moreover, the digital tool has also contributed in several ways to the improvement of literary reading in the L2 classroom.

**Daniel Martín González**, in his article “*Dynamic systems theory applied to EFL: the case of non-bilingual sections of 1<sup>st</sup> of compulsory secondary education students in a high school in Madrid*”, approaches the performance of 1<sup>st</sup> year students of Compulsory Secondary Education in a public high school in Madrid when they were exposed to a teaching methodology based on Dynamics Systems Theory. The goal of this study was to implement teaching activities derived from the previously mentioned theory and to prove that this methodology, as opposed to a traditional structure-based teaching, could improve the students’ grades.

Then, **Isabel García Carretero** and **Olvido Andújar-Molina**, in their article “*Elemental, querido Watson: una propuesta de investigación del leísmo, laísmo y loísmo en el aula de Secundaria*”, present an innovation proposal aimed at reducing the linguistic phenomena of *leísmo*, *laísmo* and *loísmo* in a Compulsory Secondary Education classroom. The objective of the study is twofold: (1) to increase the students' knowledge of their own language and to make them think about grammar and frequent grammatical errors in Spanish; (2) to increase students' interest in grammar, as well as in the subject of Spanish Language and Literature through the use of active methodologies and the use of ICT.

In the third section, **Isabel de la Cruz Cabanillas** and **Carlotta San Emeterio Bedia**, in their article “*On the move: music and English together lead to effective CLIL*”, show the results of a study carried out with Primary Education students at a bilingual state school in Madrid. The authors exhibit the research carried out focused on the introduction of music in a CLIL context and the hypothesis that through songs, students would internalise the contents studied, which in turn would enhance motivation and performance.