EDITORIAL

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The authors contributing to the Volume 27 of the Encuentro Journal embarked on the journey that has been marked by the previous issues – focusing on the role of teachers as investigators. Contributions included in this issue present educators from various backgrounds reflecting on their teaching practices. Results of their investigation can serve as a stepping-stone towards increasing quality of education and as an inspiration to those who want to improve their teaching.

Fifteen articles published in this issue cover five main areas of interest: first, language learning and methodology are in focus; next, the attitudes and perception of students are investigated. Foreign languages and literature section explores the areas of Turkish and German language use. Finally, the last two sections concentrate on the use of corpora and on translation studies.

First section begins with the article "Origin and Development of Active Learning within the Spanish Educational System", where **Luelmo del Castillo** talks about the emergence of New School, which gave way to the rise of Active learning. The author then discusses the position of Active learning method within Spanish education system and continues by analysing the European Higher Education Area (EHEA) from its beginning in 1999 up to today, with focus on tertiary education and active incorporation of objectives from the New School and Active learning.

Dorado Escribano in her article "Escape Rooms from a Collaborative and Interdisciplinary Perspective" looks at the use of games in education. The goal of the project described by the author was to include emotional aspect, increase positive motivation and decrease competitiveness through teamwork with assigned roles. Escape Room allowed students to engage in collaborative learning and created connection between various subjects of the school curriculum, while students used exclusively foreign language for communication.

The use of mobile and digital technology in distance learning within tertiary education is emphasised by **Escobar** and **Ibáñez** in their article "ICTS in English for Specific Purposes: A Methodological Proposal". Results of project, carried out in the courses belonging to the Degree in Tourism, demonstrated that participating student performed better in the final exams. Moreover, the collaborative

learning, which was part of the project, has proven to be useful for development of students' cognitive abilities.

Another contribution to the subject of ICT by **Jordano de la Torre, "**WIKIS as Support for English Studies' Distance Students to Analyse and Produce EST texts" centres at the use of internet in teaching English for Technology. During six academic terms the shared space provided students with possibility to work on the course material. Not only did wiki worked as a tool, but it also acted as a substitute for the physical presence in the online courses thus proving that the online collaborative language learning context was a right decision for the students.

Students' attitudes are looked at in detail in the second section. **Badrie** and **Abir**, authors of the article "The Impact of CLIL Implementation on Lebanese Students' Attitudes and Performance" described the effect of CLIL on the academic performance of students who are participating in Teachers' training courses taught in English in Lebanon. According to the findings, students considered themselves confident when interacting in unexpected situations since their exposure to CLIL equipped them with resources and put their learning through authentic tasks in social and cultural context.

For **Chiknaverova,** author of the article "The Development of Students` Self-Regulation as a Means to Foster Foreign Language Acquisition", the focus is on differentiating the conscious language acquisition through teacher instruction from independent language learning, with the move from formalized learning process towards possible remodelling of traditional approaches. A study conducted with 177 university students from the same year and of the same native language proved that increased autonomy and use of strategies leads to increased self-control, perseverance and self-possession.

Third section with emphasis on the foreign languages starts with contribution from **Nalan, Işıl** and **Senem** titled "The Representation of Gender in Turkish as a Foreign Language (TFL) Coursebooks". As the name of their article already indicates**,** the authors set to investigate the visual and written content of teaching material to determine the manifestation of male and female characters. Analysis has revealed that despite some efforts, the course books still contain certain gender stereotypes represented by unbalanced portrayal of men and women based on their traditional roles in the society.

"Meta-Literary Narrative in Reading Education: The Case of Contemporary German Youth Novels" by **Hernández Medina** analyses twelve young readers' narratives through the use of meta-literary resources of intertextuality, metalepsis and meta-literary observation. The benefit of these strategies lies in enhancing of the reader-literary competence. Frequent intertextual relationships present in these works encourage the readers to become involved in the narrative and search for its meaning. The author concludes that exposing readers to these texts equips them with abilities for creative writing as well.

Burgos Cuadrillero in her article "Explaining the Linking Element: Certain Patterns of Use in German Compounds with Special Emphasis on the Semantic Field of Gastronomy" reflects on the mechanism involved in formation of compounds in German language. The author intents to illustrate the arbitrariness of the linking element, presenting the related difficulty caused by the fact that a certain disagreement exists between linguists as to its location and use within the German language.

Studies related to corpora are contained in the fourth section. **Martínez Sáez** in his article "Exploring the Level of Specialisation of a Corpus of Scientific Texts and Students' Perceptions and Needs in an ESP Context" presents an overview of the process concerning a unit design using a corpus of Biology themed articles. The aim of study itself was twofold, concentrating on determining the degree of specialization and students' perception of this material while encouraging students to familiarize themselves with, understand and eventually produce scientific reports.

"DDL Integration in Different EAP Scenarios of Academic Writing" by **Curado Fuentes** stays within the topic of EAP and corpus usage, concentrating on the native corpora. The author contemplates the incorporation of Data Driven Learning within the writing course, defending this move by the study carried out over the eight-year period with three different groups of students. The results have shown that comparative knowledge gained by observing and analysing native-like writing proved beneficial for students.

DDL is in focus of the next article as well. "Guidelines for the Design and Generation of Corpus-Based Terminology-Oriented Instructional Material" by **Losey León** underlines the importance of corpora application to teaching English for Specific Purposes. Data Driven Learning allows students to explore language while by using the Context-based learning approach students are motived when engaged with authentic texts. What the author proposes is to incorporate corpus design criteria and compilation methodology and suggest guidelines for teachers who compile and work with corpus.

The focus of the fifth section are the translation studies. **Schmidhofer**, author of the article "El Desarrollo de la Competencia Documental Mediante la Autocorrección en la Formación de Lenguas para Traductores" reflects about how teaching methodology in foreign language classes differ when they are oriented towards translation instead of communicative competence, with the main difference related to use of research techniques. Incorporation of self-correction exercises demonstrated that the students were able to improve research competence, a necessary base for their future professional development.

"The OFFTATLED Project: Offensive and Taboo Exchanges Subtitled by Online University Students" by **Ávila-Cabrera** and **Rodríguez Arancón** describes decision-making processes involved in the translation of audio-visual material from English to Spanish. Researchers observed the transfer of linguistic elements to determine if students carried out faithful translations, or if a manipulation occurred in the process. Apart from the results that confirmed tendency towards the translation faithful to the source text, improvement of students' linguistic skills was also reported.

Finally, the contribution by **Valero Garcés** "Notes on Technology, Machine Translation and Specialized Languages" provides readers with an overview that illustrates the incorporation of technological tools such as CAT, MT and AI into the area of human translation. By analysing studies produced by companies and institutions involved in the area of translation, the author contemplates how this situation has influenced potential work market and translator training offered by educational institutions. Moreover, acquisition of new skills is encouraged to keep up with the changing panorama of translation studies.