

EDITORIAL

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Five articles published in this issue cover three main areas of interest: first, language learning in secondary schools; next, new approaches to improve English writing and vocabulary acquisition on university students. Finally, the last section concentrates on intercultural mediation in the Spanish language teaching classroom.

First section begins with the article “*Miscommunicating plagiarism in Swedish schools*”, where **Lydia Kokkola** points out that although plagiarism goes back a long way, many teachers have observed that it has increased in recent times due to the use of the Internet. Kokkola focuses her study on schools where not much attention has been paid to this issue and suggests that there is a need for studies on second language plagiarism in schools, in particular studies in which students work with online sources in English. The author conducts a statistical study involving students and teachers in Swedish secondary schools, which revealed that the problem of plagiarism arises from a mismatch between teachers' instructions, students' understanding of instructions and teachers' interpretation of students' copying behaviour.

Susanne Remane, in “*Learning through movement in the teaching of German as a foreign language in secondary schools. A practical school case study*” details the results obtained from a case study in a German secondary school and the aim is to investigate whether the use of learning through movement can lead to a measurable increase in performance among adolescents due to the fact that there are few studies on this topic focused on this group of students. Two evaluation instruments were used, one vocabulary test and an informal evaluation by the teacher. The author points out that, although the results of the study did not show an increase in performance, the students were able to improve their results with learning through movement significantly. In addition, Remane states that this method should be used alongside other methods in teaching German as a foreign language to adolescents because the use of a variety of exercises helps increase students' motivation.

In the second section, **María Martínez Lirola**, in her article “*Aproximación al uso de Facebook para mejorar la escritura académica en inglés y adquirir competencias sociales con alumnado universitario*” presents a proposal to integrate the social network Facebook into an English as a foreign language class in higher education. Through a qualitative-descriptive methodology, the study was made from the compilation and analysis of 94 students' publications in Facebook debates and a questionnaire to obtain some quantitative data and to know the opinion of students about the innovation experience. In general,

after the study it has been observed that the debates on Facebook contribute to forge interaction, good relations between students and the acquisition of social skills. The implementation of this proposal can help promote autonomous learning and facilitate the construction of the English language through the cooperative discussions on social issues that take place each week.

In line with this, **Iryna Mykytka** with her study “*The use of quizzlet to enhance L2 vocabulary acquisition*” intends to verify the effectiveness of Quizlet when learning L2 vocabulary by analyzing the perceptions of EFL Spanish students about this tool and to find out if Quizlet can improve students' motivation and autonomy when learning foreign languages. The author conducted a study addressed to 30 first-year students of the Degree in Translation and Interpreting at the University of Alicante, who are very accustomed to the use of new technologies. In general, the results showed that the use of new technologies and particularly the use of the Quizlet tool was very well received by the students while they felt that their vocabulary knowledge improved as increasing motivation and autonomous learning.

The volume ends with the study “*La ola coreana como recurso de mediación intercultural en el aula de ELE*” from **Isabel Cristina Alfonso de Tovar**, who presents a theoretical review to achieve the objective of the research: to value the Korean Wave as a resource that facilitates intercultural mediation in the SFL classroom. The author highlights that intercultural mediation is still a pending issue in many SFL classrooms, mainly in those in which there are target groups with linguistic and cultural profiles very distant from Spanish. This contribution is committed to innovation and the inclusion of innovative and attractive resources that can be adapted to an enriching methodological and didactic design for the development of competences in the SFL classroom.