Com publicar en revistes d'impacte i no morir en l'intent

Maria-del-Mar Suárez
Universitat de Barcelona
mmsuarez@ub.edu

Jornada IRE-UB

9 de juliol de 2026



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Tres canvis significatius des de 2024

Intel·ligència artificial

CoARA

Avaluacions AQU / ANECA

1. Identitat i visibilitat del recercaire

- Construcció de la identitat digital investigadora
- Indicadors bibliomètrics: índex h, nombre de cites, altres mètriques rellevants
- Ús i gestió de perfils acadèmics (p. ex., Google Scholar, ORCID, ResearcherID)
- Estratègies per augmentar la visibilitat i l'impacte de la recerca
- Coherència entre línies de recerca, publicacions i posicionament acadèmic


WHO
ARE
YOU

Maria-del-Mar Suárez: el meu DNI acadèmic

Maria-del-Mar Suárez



I am a lecturer and researcher at the Faculty of Education of the Universitat de Barcelona. As a **GRAL** member, I have taken part in several funded projects on SLA. I also collaborated with the **RealTIC** research group from 2009 to 2022. My current teaching involves undergraduate courses in the Early Years and Primary School Education degrees although I also train higher-education teachers in EMI and digital communicative competence. I participate as well as a lecturer in the Masters of Research in Didactics of Language and Literature. Interested in teaching innovation, I have been a member of the the **GIDC-DLL** teaching innovation group since July 2022, after having belonged to the **DIDAL** group from 2007 to 2022. I am the editor-in-chief of ***Didacticae. Journal of Research in Specific Didactics***, too.

Research Interests

Second/Foreign language acquisition and teaching methodology

Individual differences in FL learning, focusing on aptitude

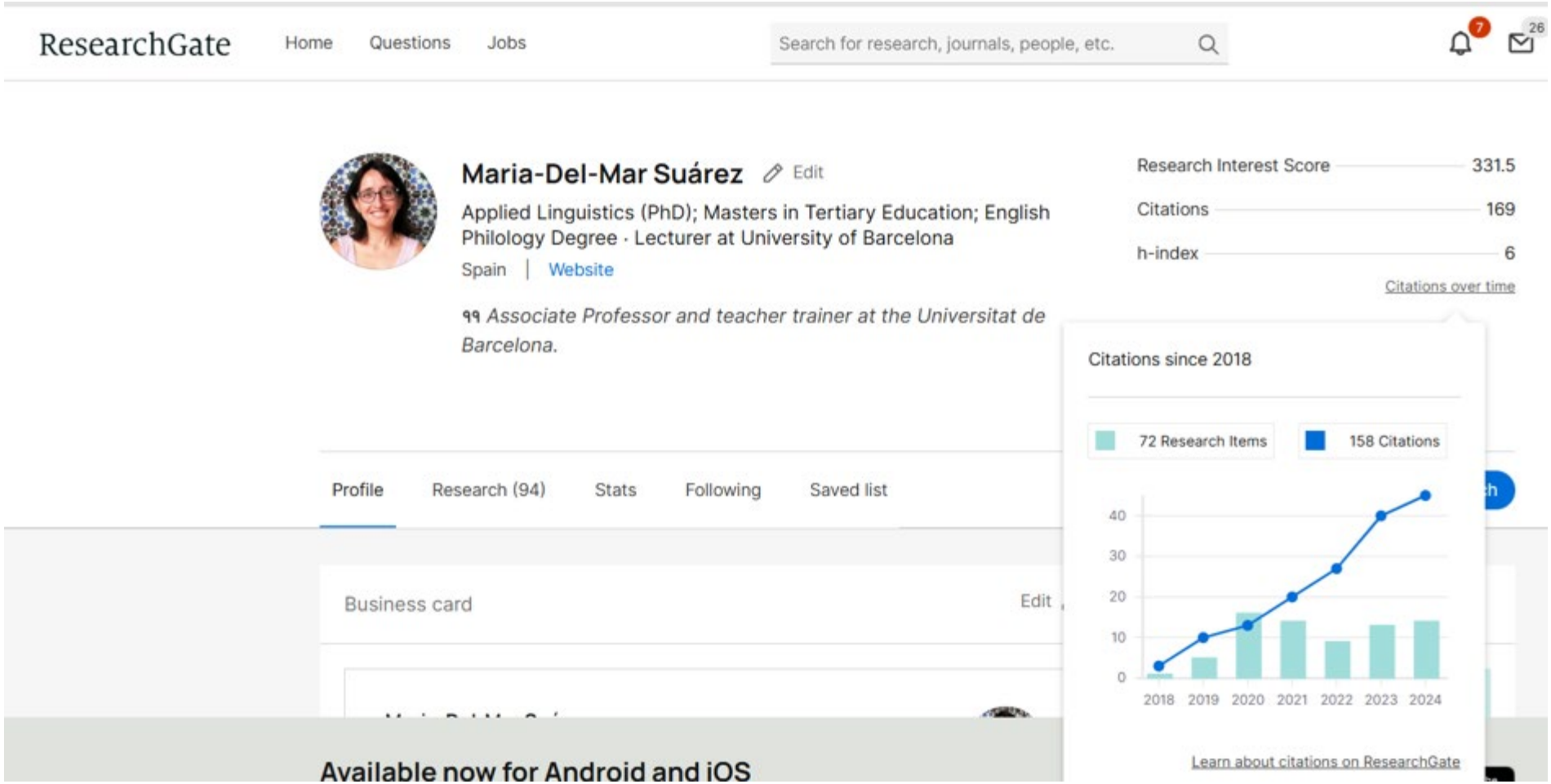
Multimodality

Formative assessment

Find me at: **mmsuarez@ub.edu**, **ResearchGate**, **Academia.edu**, **ORCID**, **Google Scholar** , **Publons ResearcherID**, **Scopus ID**, **Portal de la Recerca de Catalunya**.

NB: Besides all this above, I'm the proud mother of my son Albert, the proud wife of my husband Dani, and the proud daughter of my parents Rosa and Mingo, as well as a lover of prose, cross-stitching, languages and music. Last but not least, please, my name is "Maria del Mar". Only "Suárez" is my surname.

El meu perfil a ResearchGate (10/11/2024)



El meu perfil a ResearchGate (7/11/2025)



Maria-Del-Mar Suárez

Applied Linguistics (PhD); Masters in Tertiary Education; English Philology Degree · Lecturer at University of Barcelona

Spain

99 Associate P

421.8 Research

Overall publications stats

421.8	21,218	259	144
Research Interest Score	Reads ⓘ	Citations	Recommendations
+2.2 last week	+71 last week	+2 last week	---

Citations of your research ⓘ

Total citations	259 (+2)
New citations found last week	2
• In new or upcoming research	2
• In previously published research	0

8
h-index ⓘ

8
h-index (excl. self-citations)

Top cited research

Learning vocabulary with the support of sustained exposure to captioned video: do proficiency and aptitude make a difference?

Mètriques a ResearchGate

Articles in this section

- Understanding your stats
- h-index
- Citations
- Reads
- Recommendations
- Research Interest Score
- Improving your stats

Research Interest Score

9 months ago · Updated

The **Research Interest Score** (RI Score) is a convenient way to help you track the impact of your research within the scientific community.

The score combines reads by unique ResearchGate members, recommendations on ResearchGate, and citations (excl. self-citations).

We believe that citations are not the only indicator of a researcher's impact – while they are the longest-standing measure, it can take months or even years before you start receiving citations after a paper is published. At the same time, researchers are reading and learning from each other's work on ResearchGate every day. These interactions can impact future research, but not all of them end in citations. That's why using citations alone in measuring impact can underrepresent the full impact of a piece of research. By combining reads, recommendations, and citations, we believe that the Research Interest Score offers a holistic indicator of the impact of a person's research.

On your own profile, you can see your score, along with a breakdown of the metrics that are used to calculate it. You'll also be able to compare yourself to your peers by seeing your percentile rankings.

When you look at **someone else's profile** you can see their Research Interest Score too, helping you understand the impact of their research.

Què és l'índex h?

L'**índex h** (o índex de Hirsch) és un indicador bibliomètric que mesura la **productivitat** i l'**impacte** de la producció científica d'un investigador.

Exemple:

h-index = 17

Aquest autor ha publicat com a mínim 17 obres que han estat citades com a mínim 17 vegades cadascuna.

Com es calcula l'índex h?

Per entendre el seu càlcul, es pot visualitzar de la manera següent:

S'ordenen tots els articles d'un autor de major a menor segons el nombre de cites rebudes.

Es busca el punt on el número de l'article coincideix amb el nombre de cites d'aquest.

Aquest índex s'utilitza àmpliament en el món acadèmic per avaluar currículums, sol·licitar beques o acreditar personal investigador. Es pot consultar fàcilment a través de plataformes com Google Scholar, Scopus o Web of Science. A més, també es pot aplicar per avaluar grups de recerca o fins i tot l'impacte d'una revista.

Google Scholar

Add co-authors

We have co-authors suggestions.

ADD



Maria-del-Mar Suárez (M.d.M. / M.M. Suárez)

FOLLOW

Other names

Lecturer, Universitat de Barcelona

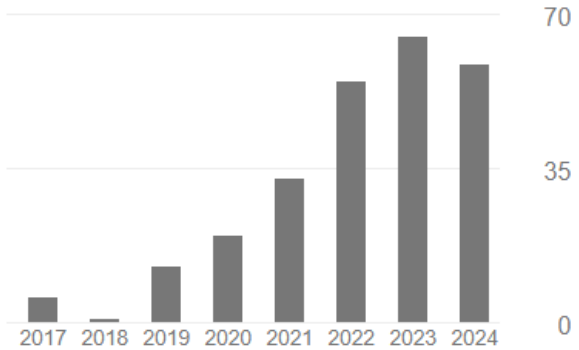
Verified email at ub.edu - Homepage

Second Language Acquisition Multimodality Aptitude Foreign Language Learning… Individual Differences

TITLE	CITED BY	YEAR
Learning vocabulary with the support of sustained exposure to captioned video: do proficiency and aptitude make a difference? MM Suárez, F Gesa The Language Learning Journal 47 (4), 497-517	83	2019
Becoming a Good BookTuber MM Suárez, MV González Argüello RELC Journal 51 (1), 158-167	31	2020
Aptitude, age and cognitive development: The MLAT-E in Spanish and Catalan MM Suárez, C Muñoz EuroSLA Yearbook 11 (1), 5-29	23	2011
Language Aptitude in Young Learners: The Elementary Modern Language Aptitude Test in	21	2010

Cited by VIEW ALL

	All	Since 2019
Citations	277	247
h-index	8	8
i10-index	8	8



Public access VIEW ALL

0 articles 5 articles

Què és l'índex i10?

L'índex i10 és el nombre de publicacions amb mínim 10 cites.

Exemple:

i10-index = 10

L'autor ha publicat com a mínim 10 articles que s'han citat com a minim 10 vegades.

Revisa l'accés públic
Alguns articles han d'estar estar disponibles públicament.
REVISA

Addició de coautors
Hi ha suggeriments dels coautors.
AFEGEIX



Maria-del-Mar Suárez (M.d.M. / M.M. Suárez)

SEGUEIX

Altres noms

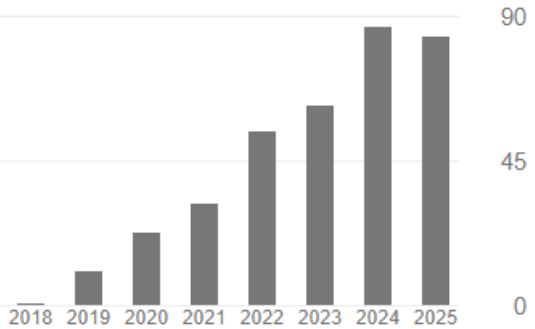
Lecturer, Universitat de Barcelona
Correu electrònic verificat a ub.edu - Pàgina d'inici

Second Language Acquisition Multimodality Aptitude Foreign Language Learning… Individual Differences

TÍTOL	CITADA PER	ANY
Learning vocabulary with the support of sustained exposure to captioned video: do proficiency and aptitude make a difference? MM Suárez, F Gesa The Language Learning Journal 47 (4), 497-517	109	2019
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Aptitude, age and cognitive development: The MLAT-E in Spanish and Catalan MM Suárez, C Muñoz EuroSLA Yearbook 11 (1), 5-29	27	2011

Citada per MOSTRA-HO TOT

	Totes	Des de 2020
Citacions	389	347
Índex h	10	10
Índex i10	10	10



Accés públic MOSTRA-HO TOT

1 article 5 articles
no disponibles disponibles

Es basa en els requisits de les agències que

A més de les mètriques, quins altres canvis s'han produït en el decurs d'un any?

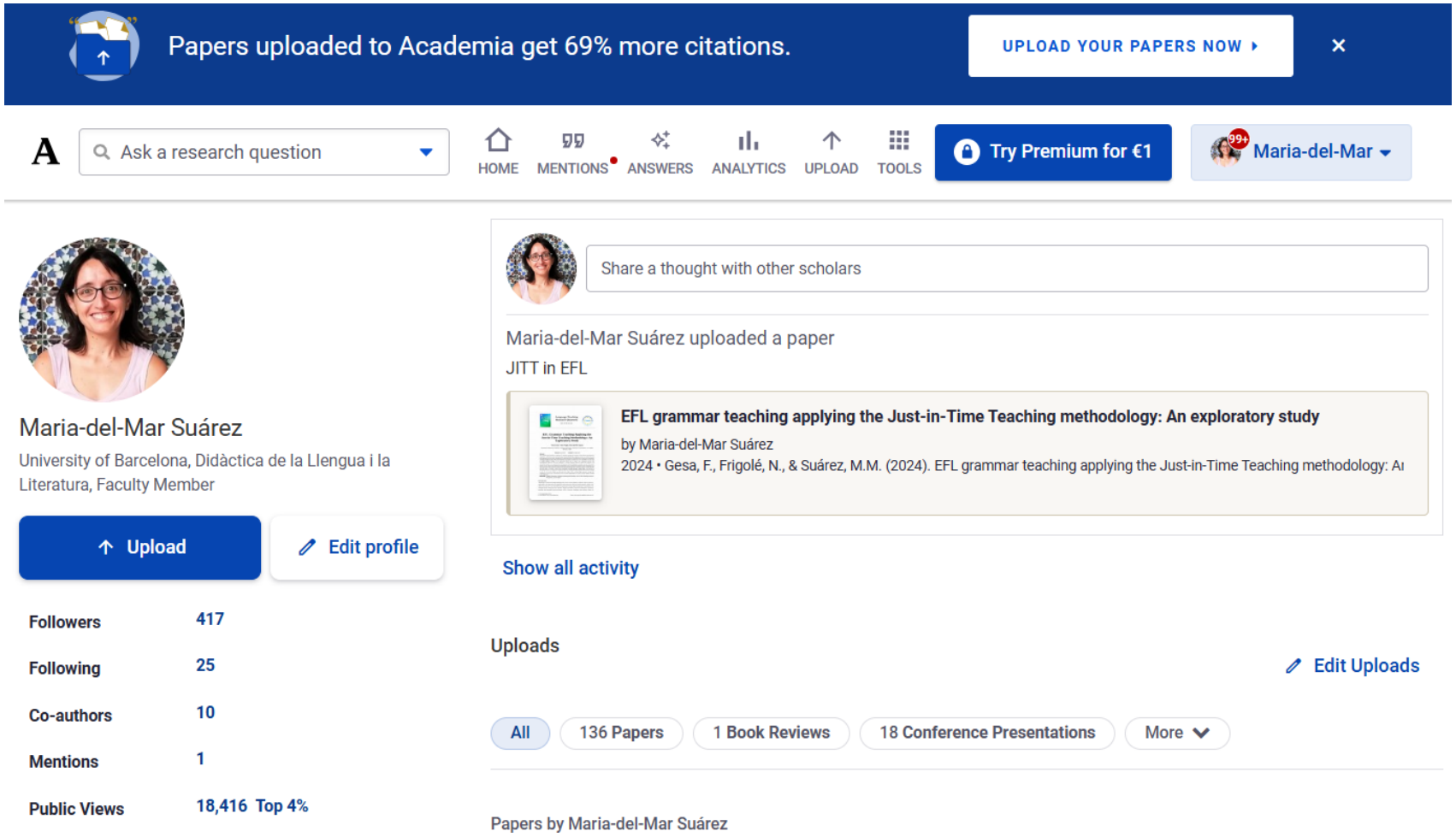


2024

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Academia.edu 2024



Maria-del-Mar Suárez

University of Barcelona, Didàctica de la Llengua i la Literatura, Faculty Member

↑ Upload | Edit profile

Followers	438
Following	25
Co-authors	10
Mentions	1
Public Views	19,724 Top 3%



Share a thought with other scholars

Maria-del-Mar Suárez uploaded a paper



Feedback provision through WhatsApp for L2 grammar learning: Participants' views

by Maria-del-Mar Suárez

2024 • Frigolé, N., Gesa, F., & Suárez, M.M. (2024). Feedback provision through WhatsApp for L2 grammar learning:...

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Uploads

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Papers by Maria-del-Mar Suárez



EFL grammar teaching applying the Just-in-Time Teaching methodology: An

Academia.edu 2025

Maria-del-Mar Suárez

Maria del Mar Suárez; M. M. Suárez; Mª M. Suárez; M.M. Suárez Vilagran; Mª del Mar Suárez; M. del Mar Suárez; M.D.M. Suárez

https://orcid.org/0000-0002-1741-7596

Show record summary

Personal information

Websites & social links

Research group Website (GRAL)

Other IDs

ResearcherID: J-3355-2017

Scopus Author ID: 57209227207

ResearcherID: J-3355-2017

Keywords

Activities

Collapse all

Employment (3)

Sort

Universitat de Barcelona: Barcelona, Barcelona, ES

2016-10 to present | Editor In Chief and Director of the academic journal Didacticae.
Employment

Show more detail

Source: Maria-del-Mar Suárez

Universitat de Barcelona: Barcelona, Catalunya, ES

2006-10-16 to present | Associate Professor (Language and Literature Didactics)
Employment

Show more detail

MS

Maria-del-Mar Suárez

(Suarez, Maria-del-Mar) | Universitat de Barcelona

Identifiers

Web of Science ResearcherID: J-3355-2017

https://orcid.org/0000-0002-1741-7596

Subject Categories

Education & Educational Research; Linguistics; Arts & Humanities - Other Topics

Documents | Peer Review

Viewing up to 10 most recent publications

Sign In or Register to view more

- (•) Publications indexed in Web of Science (9)
- ( ) Non-indexed publications (28)

Date: newest first ▾ 1 of 1

Metrics

Open dashboard

Profile summary 2024

37	Total documents
9	Publications indexed in Web of Science
9	Web of Science Core Collection publications
0	Preprints
0	Dissertations or Theses
28	Non-indexed publications
37	Verified peer reviews
1	Verified editor records

Web of Science Core Collection metrics

3 H-Index	9 Publications
44 Sum of Times Cited	42 Citing Articles
0 Sum of Times Cited by Patents	0 Citing Patents

MS

Maria-del-Mar Suárez

(Suarez, Maria-del-Mar) | Universitat de Barcelona

Edit

Identifiers

Web of Science ResearcherID: J-3355-2017

https://orcid.org/0000-0002-1741-7596

Subject Categories

Education & Educational Research; Linguistics; Arts & Humanities - Other Topics

Documents | Peer Review

Web of Science Core Collection (13) | Non-Indexed Documents (30)

Filters: Select Filters | Author Position: All Publications | Sort by: Date: newest first | 1 of 1

13 results

Manage

Metrics

Open dashboard

Profile summary 2025

43	Total documents
13	Publications indexed in Web of Science
13	Web of Science Core Collection publications
0	Preprints
0	Dissertations or Theses
30	Non-indexed publications
47	Verified peer reviews
1	Verified editor records
0	Awarded grants

Web of Science Core Collection metrics

4 H-Index	13 Publications
76 Sum of Times Cited	72 Citing Articles
69 Sum of Times Cited without self-citations	66 Citing Articles without self-citations

Explore this author profile on Scopus Preview

View limited highlights of a Scopus-generated author profile with Scopus Preview. To view the complete profile, check access through your organization. Learn more about Scopus profiles.

Check access

Suárez, Mª del Mar

2024

Universitat de Barcelona, Barcelona, Spain 57209227207 https://orcid.org/0000-0002-1741-7596 View more

65	15	4	View more metrics >
Citations by ***58 documents***	Documents	*h*-index View *h*-graph	

Edit profile ••• More

15 Documents | Impact | Cited by 58 documents | 0 Preprints | 15 Co-Authors | 0 Topics | 0 Awarded Grants

Note:

Scopus Preview

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106	17	5
Citations by **94** documents	Documents	*h*-index

With the collaboration of

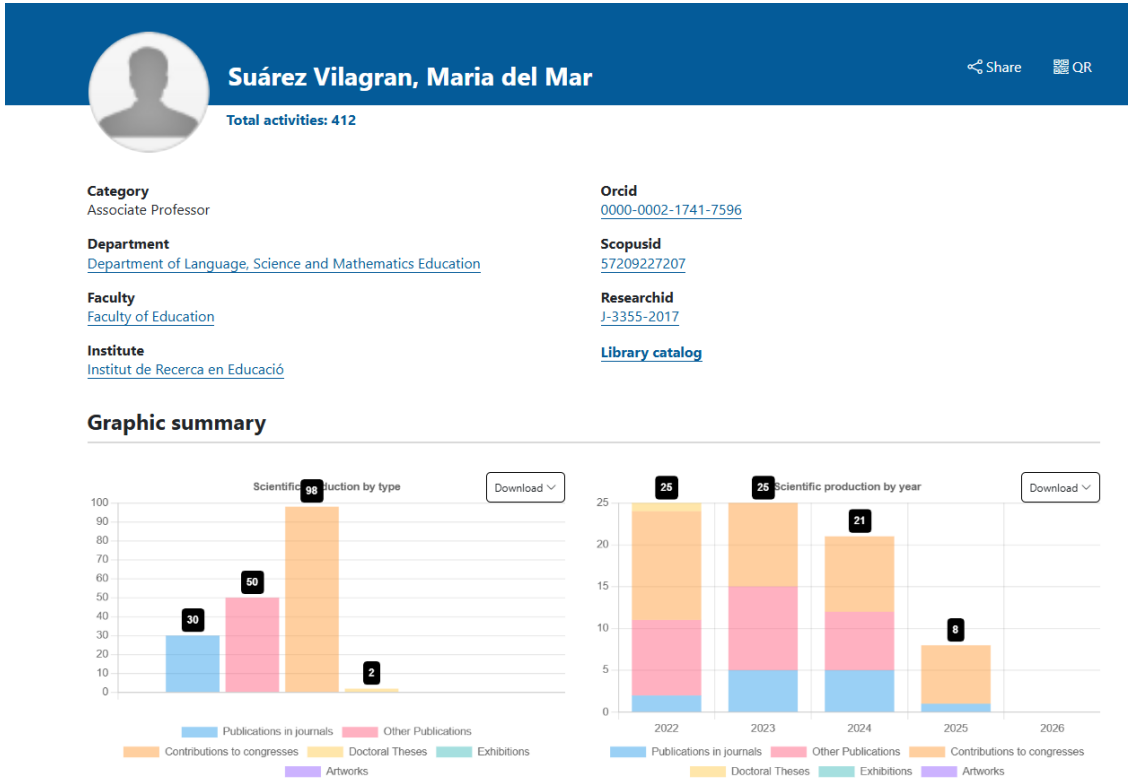
CORA Portal de la Recerca de Catalunya

Home About PRC FAQ Statistics Contact Us Language

Search... The whole portal

59	57,887	2,309	28,583	843,218	47,900	1,787
UNIVERSITIES AND RESEARCH CENTRES	RESEARCH PROJECTS	RESEARCH GROUPS	RESEARCHERS	PUBLICATIONS	THESES	DATASETS

Portal de la recerca UB i Catalunya



1. Identitat i visibilitat del recercaire

- Construcció de la identitat digital investigadora
- Indicadors bibliomètrics: índex h, nombre de cites, altres mètriques rellevants
- Ús i gestió de perfils acadèmics (p. ex., Google Scholar, ORCID, ResearcherID)
- Estratègies per augmentar la visibilitat i l'impacte de la recerca
- Coherència entre línies de recerca, publicacions i posicionament acadèmic

Estratègies per augmentar la visibilitat i l'impacte de la recerca

Idees?

Estratègies per augmentar la visibilitat i l'impacte de la recerca

1. Optimització i identitat digital
2. Acció i difusió:
   - publicació en obert
   - paraules clau
   - Dades FAIR: les dades de suport en repositoris
3. Comunicació i impacte visual
   - resums (audio)visuals
   - resums "per al poble"
   - divulgació en xarxes socials, congressos, etc.


Findable
F
Accessible
A
Interoperable
I
R
Reusable
Collective Benefit
C
A
Authority to Control
R
Responsibility
E
Ethics

Coherència entre línies de recerca, publicacions i posicionament acadèmic

Coherència entre línies de recerca, publicacions i posicionament acadèmic

1. Línies de recerca: fil conductor i camp d'expertesa
2. Publicacions
   - en revistes "adequades" (per temàtica i per ètica)
3. Coherència
   - especialització vs generalització (temes aïllats vs subtemes concrets)
   - pla de publicació a llarg termini

Deures!



2. El sistema de publicació científica

- Tipus de revistes i índexos d'impacte:
  - Criteris de qualitat i adequació (abast, public, índexos, quartils)
  - Estratègies per identificar revistes pertinents
  - Errors habituals en la selecció de revistes
- Rols: autors, editors i revisors
- Funcionament del procés editorial

Tipus de revista i índexos d’impacte

Universidad de Valladolid

Rank UVa

Portal de rankings



Quién es quién

Las bases de datos más grandes y famosas hasta la fecha son **Scopus** y **Web of Science (WoS)**, plataformas web que permiten tener una visión de alto nivel del nivel de producción investigadora en los campos de la ciencia, la medicina, las ciencias sociales, las artes y las humanidades, o la tecnología. La presencia de textos en estas bases de datos aumenta la valoración del científico/a y afecta favorablemente al nivel de fiabilidad del trabajo desarrollado.

Como indica la Fundación Española para la Ciencia y la Tecnología que ofrece **acceso a dichas bases de datos**,

> La Web of Science, propiedad de la empresa Clarivate Analytics, es la colección de bases de datos de referencias bibliográficas y citas de publicaciones periódicas que recogen información desde 1900 a la actualidad.

JCR – Accés de pagament (universitats, etc.)

mientras que

> Scopus es una base de datos de referencias bibliográficas y citas de la empresa Elsevier, de literatura *peer review* y contenido web de calidad, con herramientas para el seguimiento análisis y visualización de la investigación.

Scopus

WEB OF SCIENCE

RUR
SCIMAGOIR
THE
U-MULTIRANK
U-RANKING
UI GREENMETRIC
UNIRANK
URAP
US NEWS
WEBOMETRICS

Últimas novedade

Resultados UVa en el THE Wo University Rankings 2025

Resultados UVa en el ranking 2024

La Universidad de Valladolid a 29 posiciones en el QS Europe ranking

¿Qué herramientas ofrecen?

Entre las muchas herramientas que ofrecen, podríamos destacar las siguientes:

- Scopus:
  - **CiteScore**: es una forma sencilla y robusta de medir el impacto de las citas de la investigación revisada por pares en títulos de publicaciones periódicas, como las revistas.
  - **SJR** : siglas de *Scimago Journal and Country Rank*, asigna puntuaciones relativas a todas las fuentes de una red de citas, y se pondera en función del prestigio de una revista. El campo temático, la calidad y la reputación de la revista tienen un efecto directo en el valor de una cita.
  - **ScopusID**: es el identificador de autores/as y perfiles propio de Scopus, y se genera automáticamente para cualquier autor/a cuya obra esté incluida en su base de datos.
  - **Índice h**: es una métrica a nivel de autor que mide tanto la productividad como el impacto de las citas de las publicaciones, utilizada inicialmente para un científico o académico.
- Web of Science
  - **JCR**: siglas de *Journal Citation Reports*, es un medio sistemático y objetivo de determinar la importancia relativa de las revistas científicas y de ciencias sociales dentro de sus categorías temáticas.
  - **InCites**: es una herramienta web de evaluación de la investigación que ayuda a desarrollar una estrategia de investigación.
  - **ResearcherID**: permite crear un perfil en línea para mostrar el historial de publicaciones de un autor/a, y está diseñado para asociar la persona con su trabajo académico, asegurando así un registro preciso de la producción y la atribución.

Font: https://rank.uva.es/2022/06/13/web-of-science-y-scopus-las-fuentes-de-los-rankings-universitarios/

Quin és millor: WoS o Scopus?

Complementaris

Scopus: llista més àmplia de revistes. Implementa el seu propi sistema de fonts. Interfície fàcil. Utilitza el CiteScore, el SJR i *Source Normalized Impact per Paper (SNIP)*.

WoS: inclou més revistes i un sistema de citació més complet i durant més temps. Volum de dades més gran. Utilitza l'índex JCR.

Ambdues subdivideixen les revistes mitjançant quartils, amb l'objectiu de mesurar la qualitat (?) de revistes (i articles)



SCImago Journal & Country Rank

Fem una ullada al SJR (Scientific Journal Rankings) de Scopus

https://www.scimagojr.com/journalrank.php

SJR

Scimago Journal & Country Rank

2024 – Language and Linguistics

	Title	Type	SJR	H index	Docs. (2022)	Total Docs. (3years)	Total Refs. (2022)	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc. (2022)	
1	Communication Research	journal	2.779 Q1	118	67	156	4418	1151	155	8.24	65.94	
2	Journal of Communication	journal	2.605 Q1	156	25	102	1434	703	101	7.00	57.36	
3	Linguistic Inquiry	journal	2.564 Q1	82	42	71	2082	144	63	1.63	49.57	
4	Artificial Intelligence Review	journal	2.490 Q1	101	270	439	32923	6788	438	15.01	121.94	
5	Modern Language Journal	journal	2.463 Q1	103	51	166	3203	1153	131	3.89	62.80	
6	Journal of Second Language Writing	journal	2.314 Q1	96	36	103	1371	607	87	6.09	38.08	
7	Language Learning	journal	2.195 Q1	124	72	127	4395	748	119	4.91	61.04	
8	Natural Language and Linguistic Theory	journal	2.156 Q1	61	51	93	4076	195	93	1.91	79.92	
9	Journal of Memory and Language	journal	2.104 Q1	164	43	190	3063	853	188	4.74	71.23	
10	Studies in Second Language Acquisition	journal	2.077 Q1	109	74	160	4740	845	142	4.51	64.05	

SJR

Scimago Journal & Country Rank

2025 – Language and Linguistics

	Title	Type	↓ SJR	H index	Total Docs. (2024)	Total Docs. (3years)	Total Refs. (2024)	Total Citations (3years)	Citable Docs. (3years)	Citations / Doc. (2years)	Ref. / Doc. (2024)	%Female (2024)	
1	Computer Assisted Language Learning	journal	3.513 Q1	86	141	254	9357	3275	252	12.67	66.36	48.94	
2	Artificial Intelligence Review	journal	3.010 Q1	138	348	760	43594	15730	759	19.58	125.27	30.70	
3	Assessing Writing	journal	2.847 Q1	56	64	171	3276	1262	157	7.41	51.19	42.03	
4	Journal of Communication	journal	2.532 Q1	169	44	133	2623	992	127	5.28	59.61	46.22	
5	Studies in Second Language Acquisition	journal	2.506 Q1	122	74	182	4666	1082	171	5.93	63.05	47.57	
6	RELC Journal	journal	2.478 Q1	55	122	181	3514	1707	168	10.77		44.91	

Ads by clickio

Clarivate

Journal Citation Reports™ JCR

Visor de revistas

FACTOR DE IMPACTO MÉTRICAS ADICIONALES

* Debido a la extensión del campo Título, este no se mostrará en la descarga del pdf. Se muestra en lugar el título abreviado.

Science | Social Science | (AHCI) Arts & Humanities | (ESCI) Emerging Sources

Mostrar 10 revistas

TITULO ABREVIADO	ISO_ABBREV	TITULO	ISSN	eISSN	NUMERO PUBLICACION	PAIS	IDIOMA	1AÑOPUB	CATEGORIAS	TOTAL CITAS	FACTOR IMPACTO	INDICE INMEDIATEZ
T ASSOC COMPUT LING	Trans. Assoc. Comput. Linguist.	Transactions of the Association for Computational Linguistics	N/D	2307-387X	1	USA	English	2013	OT	5662	6,9	1,5
COMPUT ASSIST LANG L	Comput. Assist. Lang. Learn.	Computer Assisted Language Learning	0958-8221	1744-3210	8	ENGLAND	English	1988	HA, OT	5171	6,6	1,1
COMPUT ASSIST LANG L	Comput. Assist. Lang. Learn.	Computer Assisted Language Learning	0958-8221	1744-3210	8	ENGLAND	English	1988	HA, OT	5171	6,6	1,1
RECALL	ReCALL	ReCALL	0958-3440	1474-0109	3	ENGLAND	English	1989	OT, HA	1346	5,7	1
RECALL	ReCALL	ReCALL	0958-3440	1474-0109	3	ENGLAND	English	1989	OT, HA	1346	5,7	1
COMPUT LINGUIST	Comput. Linguist.	COMPUTATIONAL LINGUISTICS	0891-2017	1530-9312	4	USA	English	1974	OT	2655	5,3	2,4
LANG TEACHING	Lang. Teach.	Language Teaching	0261-4448	1475-3049	4	ENGLAND	English	1968	HA, OT	2953	5,1	0,8
LANG TEACHING	Lang. Teach.	Language Teaching	0261-4448	1475-3049	4	ENGLAND	English	1968	HA, OT	2953	5,1	0,8
ANNU REV APPL LINGUI	Annu. Rev. Appl. Linguist.	Annual Review of Applied Linguistics	0267-1905	1471-6356	1	USA	English	1981	OT	1701	4,3	2,1
ANNU REV LINGUIST	Annu. Rev. Linguist.	Annual Review of Linguistics	2333-9691	2333-9691	1	USA	English	2015	OT	979	4,3	1,8

Fem un cop d'ull a JCR!

https://www.recursoscientificos.fecyt.es/servicios/indices-de-impacto

Per què no coincideixen els índexos?

El JCR (WoS) mesura les cites dels últims 2 anys. Tots tenen el mateix pes i valor.

SJR (Scopus) mesura les cites dels últims 3 anys i en pondera el valor. La "xifra" proporcionada depèn de la posició de la revista.

SJR

Scimago Journal & Country Rank

2025 – Language and Linguistics

16	Studies in Second Language Learning and Teaching	journal	1.915 Q1	33	26	84	1557	506	74	6.10	59.88	50.00
17	TESOL Quarterly	journal	1.862 Q1	131	110	199	5382	1166	188	5.48	48.93	53.53
18	Language Teaching	journal	1.855 Q1	87	55	136	3380	909	136	6.54	61.45	46.88
19	Artificial Intelligence	journal	1.836 Q1	174	112	353	6814	3072	350	6.09	60.84	20.19
20	Transactions of the Association for Computational Linguistics	journal	1.824 Q1	67	73	275	4598	4705	275	15.05	62.99	31.72



OPEN ACCESS

Gratisssssss per als lectors!

Galerades...

Però abans d'això, pots pujar el 'postprint' o fins i tot el 'preprint' a repositoris d'accés obert com Zenodo, Mendeley (molt recomanable si la revista requereix subscripció de pagament) → principis FAIR.



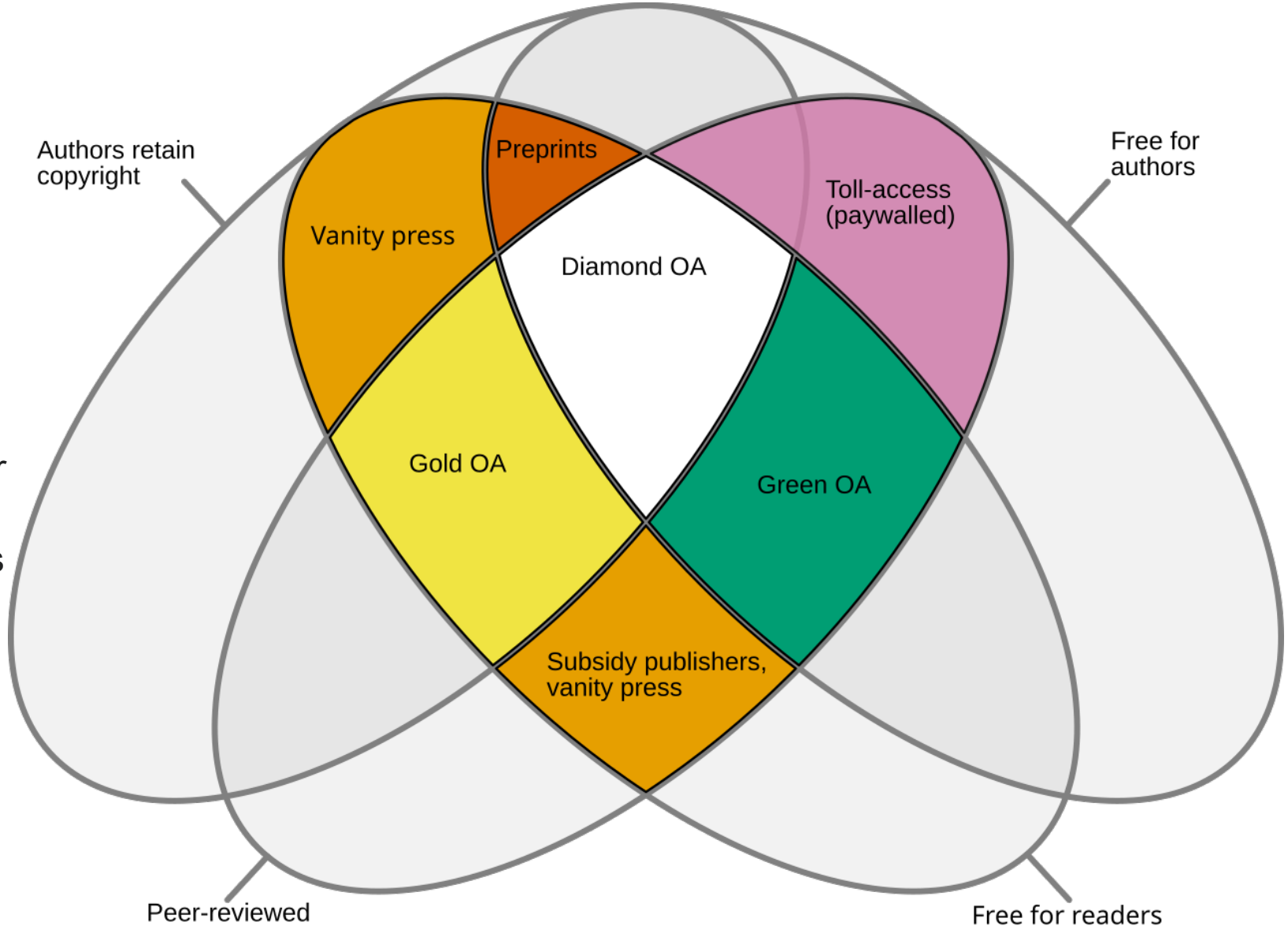
DIAMOND OA
Standard



Gratisssssss per a tothom!

L’accés obert (*open access)* concedit per revistes s'anomena **gold OA** (amb i sense *APC*), i l’OA dels repositoris s'anomena **green OA**.

Una taxa per publicació d'articles (*Article Processing Charge*) és una taxa que es cobra als autors per posar la seva obra a disposició en accés obert (OA). Aquesta taxa pot ser pagada per l'autor, la institució de l'autor o els seus finançadors de recerca.



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REGIONAL RESEARCH TOPICS

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THE NEW SCIELO CITATION INDEX

Make connections to the broader research landscape with the addition of the **SciELO* Citation Index**. Get a more.complete global picture by discovering new insights from research in Latin America, Spain, Portugal, the Caribbean and South Africa.

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*SciELO (Scientific Electronic Library Online) is a program of the Sao Paulo Research Foundation for the cooperative publishing of open access journals on the internet. It is supported by the National Council of Scientific and Technological Development and is a partnership with the Latin American and Caribbean Center on Health Sciences Information. SciELO content includes regional journals from Latin American and the Caribbean as well as titles from Spain, Portugal and South Africa.

Watch the Video GO >

Read the Press Release GO >

MORE INFORMATION

The Regional Content Expansion Essay
DOWNLOAD >



SciELO España
Scientific Electronic Library Online

Dialnet

IDR

Índice Dialnet de Revistas
¿Qué es IDR y cómo se calcula? Leer más



Per què totes aquestes mètriques i variables?



Decisions informades



Però…
compte!



Predatory publishing

In Scientific Publishing, **Predatory publishing**, also write-only publishing or deceptive publishing, is an exploitative academic publishing business model that involves charging publication fees to authors without checking articles for quality and legitimacy, and without providing editorial and publishing services that legitimate academic journals provide, whether open access or not.

See more information on our blog:

Blog

Source: https://predatoryjournals.org/

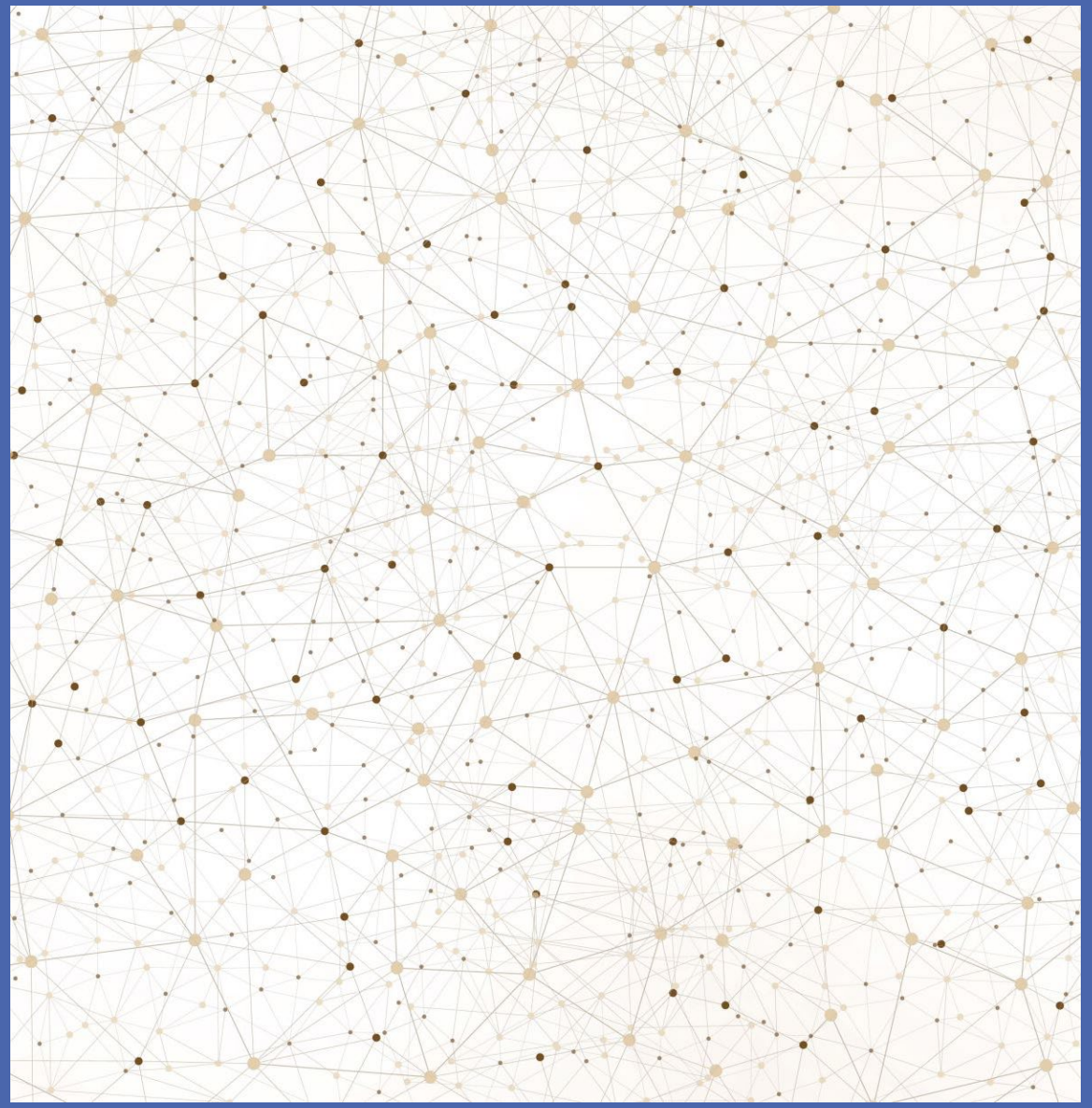
I els llibres, què?!



https://spi.csic.es/indicadores/prestigio-editorial

SPI Q1... sempre?

Els llibres com a subproducte d'una conferència (però no només)



Quin tipus de llibres són?

Un poco de tó, mucho de ná

Correcció/maquetació deficient

Mala qualitat científica (?)

Varietat en l'extensió dels capítols

Revisat per parells (o ni tan sols això)

Temps limitat per revisar capítols amb criteris molt laxes

Llibres amb > 800 pàgines (o molts llibres d'una sola conferència)

CEA-APQ

Sello de Calidad en Edición Académica / Academic Publishing Quality

Calidad en Edición Académica

Academic Publishing Quality

Productor: UNE (Unión de Editoriales Universitarias Españolas)

Acceso: Gratuito

Indicadores: Prestigio de las colecciones científicas de editoriales académicas españolas

https://www.selloceaapq.es/

Coalition for Advancing Research Assessment (CoARA)



Coalition for Advancing Research Assessment (CoARA)



Coalition for Advancing Research Assessment (CoARA)

- Qualitatiu – subjectiu? Calen especialistes.
- Quantitatiu – més “criticable”, però com a minim és “objectiu”.
- Llengües minoritàries a la recera com el català són benvingudes.
- Les mètriques segueixen comptant.
- Cost econòmic: per avaluar la qualitat hauràs de pagar un especialista en el mateix camp d’expertesa.
- Revistes interdisciplinars: índexos de cites més baixos.

Quality assessment and accreditation agencies

¿Cómo lo está implementando ANECA?

Acreditación ANECA
RD 1312/2007

- Hasta **150 artículos JCR** para CU (de ellos 120 en T1)
- Hasta **60 artículos JCR** para PTU (de ellos 40 en T1)

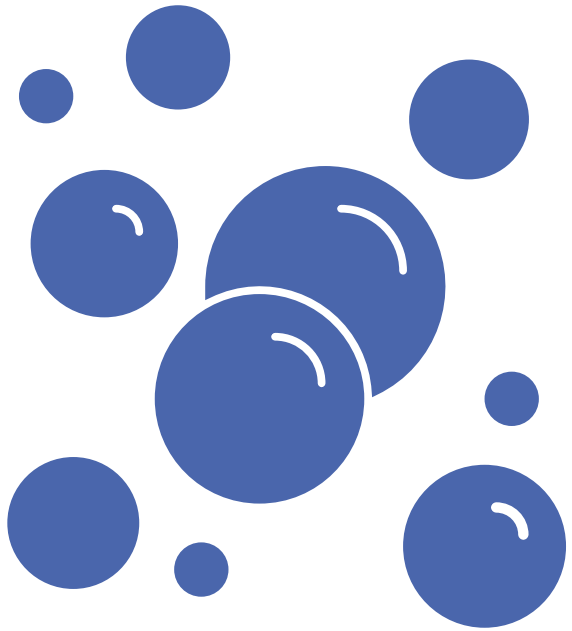
Acreditación ANECA
RD 678/2023

- Hasta **15 contribuciones** (definidas en sexenios) para CU
- Hasta **5 contribuciones** (definidas en sexenios) para PTU

AQU CATALUNYA

Canvis principals en els processos d'acreditació

Canvi	Model anterior: LUC (2003)	Nou model adaptat a la CoARA i a la LOSU (2025)
Ampliació de les dimensions d'avaluació	• Recerca	• Recerca i transferència • Trajectòria i qualitat docent • Activitat professional prèvia (desapareixen els àmbits singulars, p. e. Infermeria o Educació) • Lideratge i gestió (només per a catedràtics i catedràtiques)
Característiques de l'avaluació	• Fonamentat principalment en elements quantitatius (impacte científic) • Aplicació del criteri "la qualitat per sobre de la quantitat" • Es podien presentar totes les aportacions del currículum	• Adopció de la perspectiva qualitativa, suportada per un ús responsable de la bibliometria • Indicis de qualitat associats als mèrits aportats • Incorporació de la narrativa de les trajectòries de recerca, de docència i de lideratge i de la seva qualitat (3.000 caràcters) • Incorporació de l'anàlisi de l'impacte científic i social • Es manté el criteri "la qualitat per sobre de la quantitat" • Limitació del nombre d'aportacions que se sotmeten a avaluació • No s'ha incorporat l'"automatisme" de convalidació dels sexennis de recerca, a diferència d'ANECA



Tipus de “pèipers”

La lògica perversa del sistema editorial...

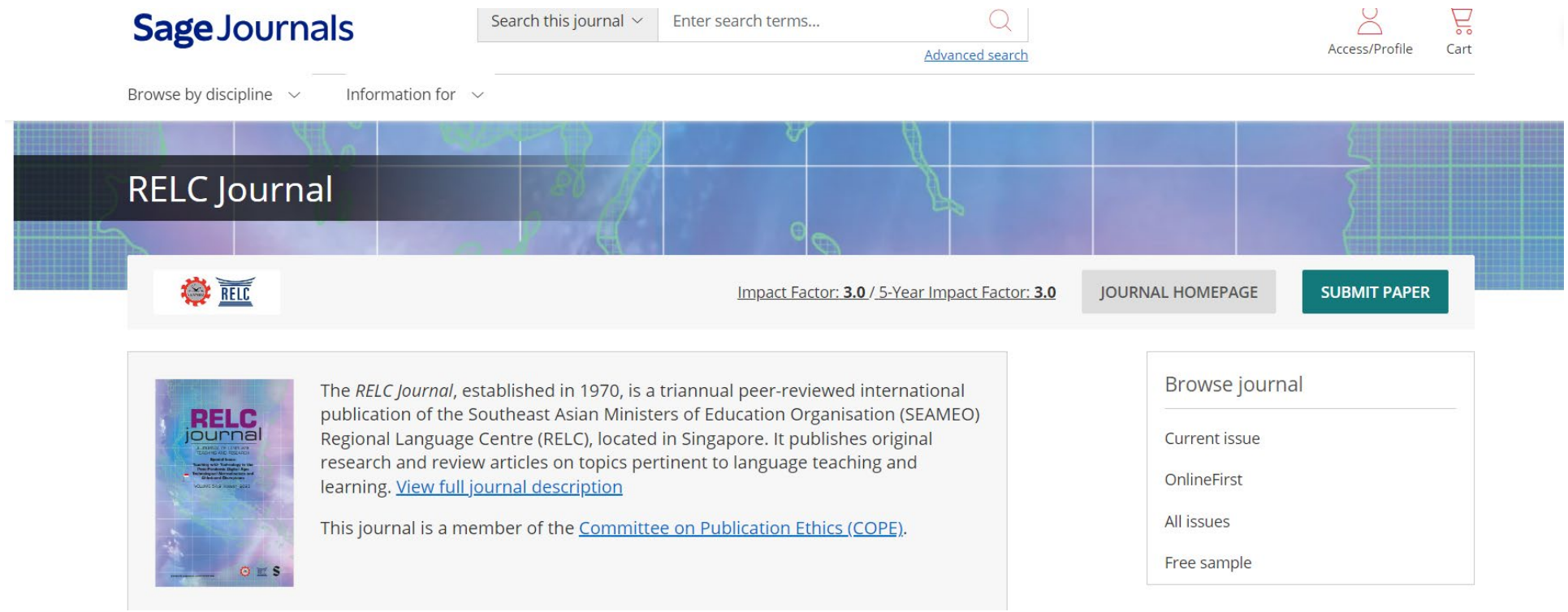


Aspectes a tenir en compte a l'hora d'escollir una revista

- Freqüència en la publicació (contínua o números)
- Revisió per parells a cegues (fins i tot revisió oberta!) (Publons - Scopus)
- Compleix normes i regulacions (Latindex)
- Recolzada per una editorial prestigiosa (o una universitat)
- Estadístiques: percentatge d'articles acceptats i rebutjats
- Mitjana de dies per assignar un article als revisors
- Mitjana de dies fins a l'acceptació (de 3-4 mesos a 2 anys!)
- Si el teu article cita articles o autors publicats a la mateixa revista
- Transparència (dades obertes)

,etc.

El cas de *RELC Journal*



RELC Journal

Impact Factor: **3.0** / 5-Year Impact Factor: **3.0**

JOURNAL HOMEPAGE

SUBMIT PAPER

Aims and scope

The *RELC Journal* is a scholarly platform that bridges theory and practice in language teaching and learning with integration of insights from relevant disciplines. It welcomes contributions in the following areas where practical implications and applications are evident.

- Language teaching and learning
- Language testing and assessment
- Language curriculum and materials development
- Technology-enabled language teaching and learning
- Language teacher professional development
- Language policy and planning
- Global Englishes and intercultural language education

Browse journal

Current issue

OnlineFirst

All issues

Free sample

Journal information

RELC Journal

RELC Journal

1. What do we publish?

1.1 Aims & Scope

Before submitting your manuscript to *RELC Journal*, please ensure you have read the Aims & Scope.

RELC Journal is published on behalf of the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC), located in Singapore. It presents information and ideas on theories, research, methods and materials related to language learning and teaching. The Journal welcomes contributions that have in mind the common professional concerns of both the practitioner and the researcher, providing a bridge between theory and practice.

1.2 Article Types

RELC Journal publishes a range of article types on the topic of language education:

1. **Research Articles (6000 words)**
   Research articles present an empirical project on language education or related areas that consists of original data the author has obtained using appropriate and well-justified methodological approaches and strategies of inquiry. The articles should also provide implications for language teaching and learning in intra/international contexts.

   Example of a Research Article: https://journals.sagepub.com/doi/10.1177/0033688216631171

2. **Review Articles "by invitation only" (3000 words)**
   Review articles present a review of recent research in the Applied Linguistics and/or TESOL disciplines. These articles may include summaries of the key research findings, critical overviews of the area of inquiry, and future research and/or pedagogical directions.

   Example of Thematic Review: https://journals.sagepub.com/doi/10.1177/0033688218771380

RELC Journal

3. **Innovations in Practice (3000 words)**

   RELC invites contributions focussing on innovations in classroom practice. The manuscript should include the following:

   a)The teaching context: Provide a short description of the institution and context where the innovative practices occurred. This could include information about the course, course objectives, learners' profile, and any other relevant information.

   b) Reason for the innovation: Explain what prompted the change in practice, e.g. What problems or issues did it seek to address? How is it supported by related theory or research?

   c) Description of the innovation: Describe the innovation and its effects.

   d) Reflection: Reflect on and critically evaluate the innovation and what can be learned from it.

   e) Future pedagogical directions: Discuss what can be done differently in the future to improve the innovative practices and/or to overcome any potential or already identified challenges.

   Example of Innovations in Practice: https://journals.sagepub.com/doi/10.1177/0033688220906905

4. **Book Reviews "by invitation only" (1000 words)**

   This article type provides reviews on current books related to the journal's aims and scope. The principal aim of this column is to make the readers aware of recently published books of significance to the field.

   Example of Book Review: https://journals.sagepub.com/doi/10.1177/0033688216661252

   Hints on Writing a Book Review : https://journals.sagepub.com/doi/full/10.1177/0033688220916239

RELC Journal

5. **ICT Reviews (1000 words)**
   This article type provides reviews of apps, websites, or other ICT based tools for language teaching and learning. The reviews may include a description of the tool and its effectiveness in enhancing language learning and teaching.

   Example of ICT Review: https://journals.sagepub.com/doi/10.1177/0033688218781976

   Hints of Writing a Tech Review: https://journals.sagepub.com/doi/full/10.1177/0033688220945419

6. **Viewpoints – by invitation**
   These articles are by prominent figures in the field and/or emergent scholars with strong record of publications who are invited by the Editors to present their view on currents issues or new developments within their areas of expertise.

7. **Conversations with Experts – by invitation**
   This section features an interview with a renowned scholar. Experts featured in this section are invited by the Editors to respond to questions that provide a more personal glimpse of their views in their areas of expertise.

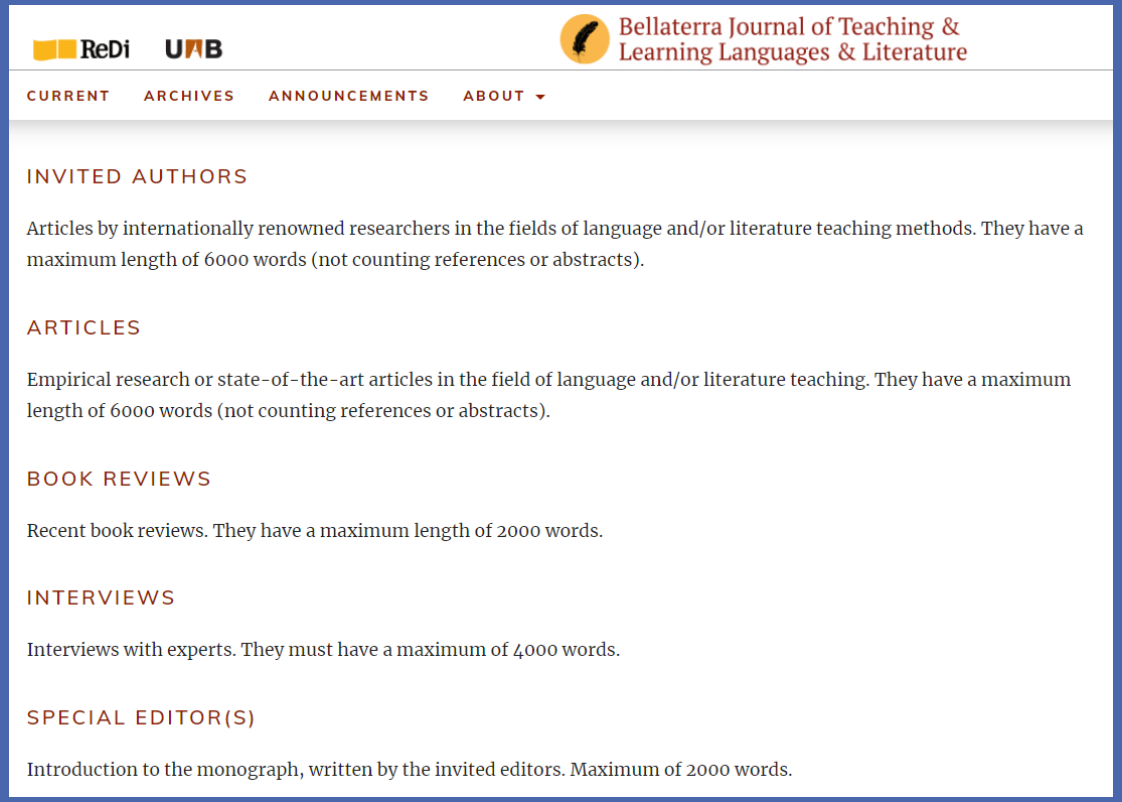
Artículos

Trabajos e investigaciones de calidad vinculados al área de Didáctica de las Lenguas y las Literaturas.

Sección Monográfica

Trabajos e investigaciones de calidadÂ centrados en un tema específico y revisados por pares. En esta sección puede haber una Presentación de la misma y un Dossier bibliográfico sobre el tema del monográfico que son evaluados por el equipo editorial.

El cas de *Lenguaje y Textos*



El cas de *Bellaterra Journal*...

Tipus de pèipers

Llibres (monografies)

Llibres derivats de tesis doctorals

Capítols de llibre

Actes de congressos

Llibres provinents de conferències temàtiques o projectes...

I en revistes (a més de les anteriors): microarticles (2 pàgs.), *response articles, follow-ups,* experiments fallits*, short notes* (500-1000 paraules), *states of the art,* revisions sistemàtiques*, research synthesis*...

Però, tot i així, mai no pots estar 100% segur de la integritat/qualitat de les revistes... Fins i tot les Q1!

“Anècdotes”

- *Special issues* (amb coordinadors que hi publiquen o revisen)

- Articles per encàrrec (mirar dates d’enviament i publicació)

- Quantitat de producció sobrehumana

- Revisors no prou ‘hàbils’:

  - dades inventades (article 4>3 vídeos i sense “limitations”)

  - cites errònies (clàssics com Krashen, producció oral a la meva tesi…)

  - cites de certs autors i omissió d’altres (per línies de pensament – aptitud LLAMA vs MLAT)

  - instruments defectuosos (cas de LTR – qüestionari en espanyol i categories errònies) i…

Retracted!

RETRACTION: The Evolution, Present Practices, and Future Directions of Early Childhood Education and Care in China

This article retracts the following:

RETRACTED: The Evolution, Present Practices, and Future Directions of Early Childhood Education and Care in China

Zhang Jing

Volume 60, Issue 1, European Journal of Education | First Published online: December 31, 2024

First published: 05 March 2026 | https://doi.org/10.1111/ejed.70558

PDF TOOLS SHA

Abstract

RETRACTION: Z. Jing, " The Evolution, Present Practices, and Future Directions of Early Childhood Education and Care in China," *European Journal of Education* 60, no.1 (2025): e12880. https://doi.org/10.1111/ejed.12880.

The above article, published online on 31 December 2024 on Wiley Online Library (wiley nlinelibrary.com), has been retracted by agreement between the Editor in Chief Gurpinder Singh Lalli, and John Wiley and Sons Ltd. A third party reported that a significant number of references in this article were either incorrect or nonexistent. All parties have determined that the large number of incorrect references constitutes a major error and leaves significant portions of the article unsubstantiated. This retractio has been agreed to because these errors fundamentally compromise the content and conclusions of the article. The author does not agree with the retraction.



Tendencias

2024-01-01 — 2024-12-31

Nombre	2024-01-01 — 2024-12-31	Total
Envíos recibidos	66	566 (61/año)
Envíos aceptados	37	242 (28/año)
Envíos rechazados	34	230 (27/año)
Envíos rechazados (antes de revisión)	22	99 (25/año)
Envíos rechazados (después de revisión)	12	131 (16/año)
Envíos publicados	29	236 (27/año)
##stats.name.submissionsSkipped##	2	27
##stats.name.submissionsInProgress##	0	20
##stats.name.submissionsImported##	2	7
Días hasta la primera decisión editorial	26	65
Días hasta la aceptación	211	322
Días hasta el rechazo	47	91
Tasa de aceptación	45%	43%
Tasa de rechazo	55%	41%
Tasa de rechazo antes de revisión	34%	17%
Tasa de rechazo después de revisión	20%	23%

2. El sistema de publicació científica

- Tipus de revistes i índexos d'impacte:
  - Criteris de qualitat i adequació (abast, public, índexos, quartils)
  - Estratègies per identificar revistes pertinents
  - Errors habituals en la selecció de revistes
- Rols: autors, editors i revisors
- Funcionament del procés editorial



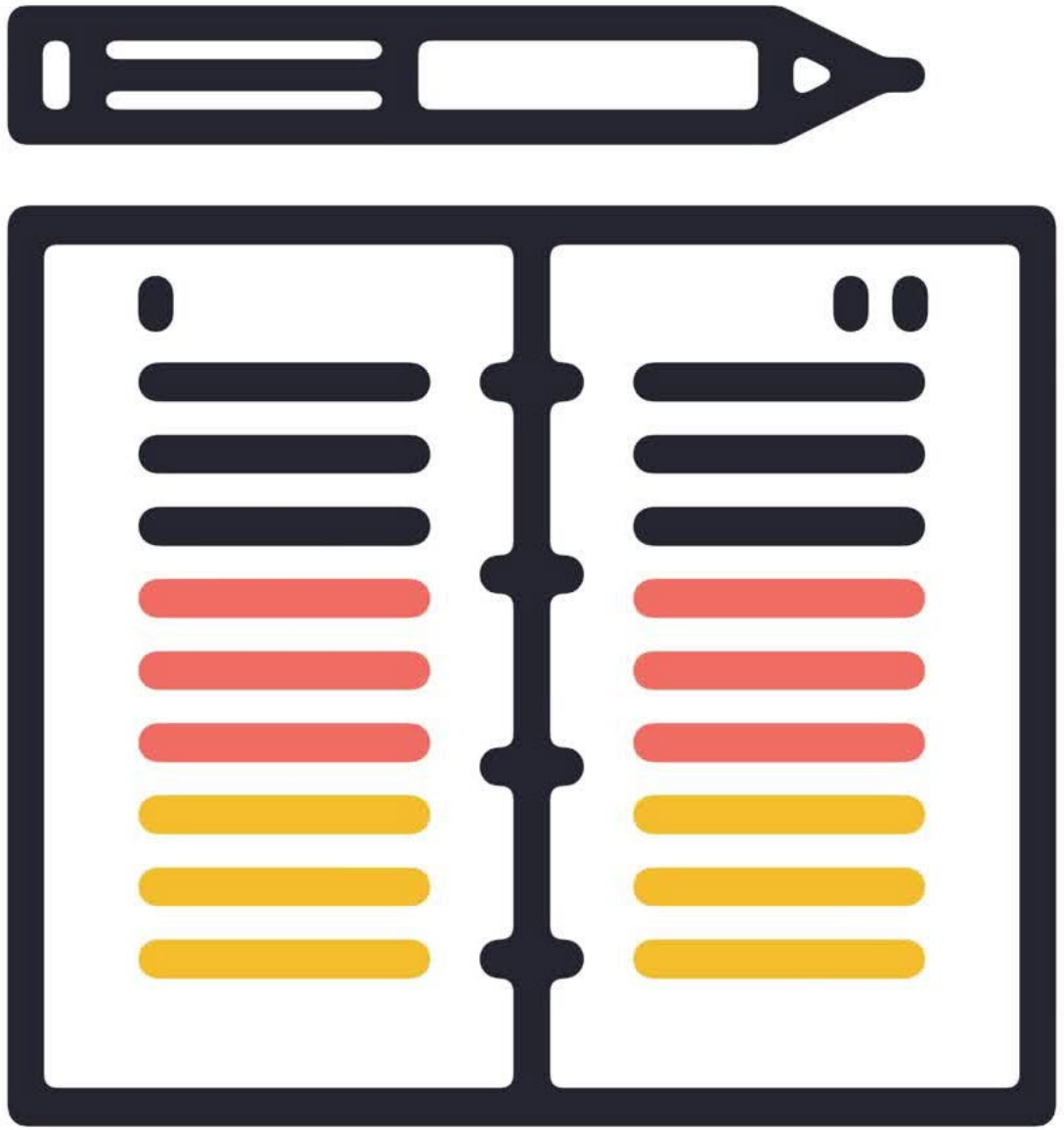
CRediT – Contributor Roles Taxonomy

Què et fa ‘autor’?

- ofereix un enfocament més obert, estandarditzat i transparent de l'autoria
- assegura que tots els col·laboradors rebin el reconeixement adequat pel seu treball en tots els àmbits de la recerca, incloent-hi l'escriptura, la curació de dades i l'anàlisi estadística
- permet la igualtat, la diversitat i la inclusió reconeixent tots els col·laboradors independentment del seu estatus o qualsevol altra característica
- redueix l'ambigüitat i possibles conflictes sobre l'autoria

CRediT roles

Conceptualization
Data curation
Formal analysis
Funding acquisition
Investigation
Methodology
Project administration
Software
Resources
Supervision
Validation
Visualization
Writing – original draft
Writing – review & editing



https://credit.niso.org/



Pot la IA ser un autor?

Segons ChatGPT...

🔷 1. Authorship criteria

Most academic journals and institutions follow guidelines like those of the **International Committee of Medical Journal Editors (ICMJE)** or similar frameworks. According to these, an author must:

- Make **substantial contributions** to the conception or design of the work, or to data acquisition, analysis, or interpretation;
- **Draft or revise** the work critically for intellectual content;
- **Approve** the final version; and
- Be **accountable** for all aspects of the work.

AI systems (like ChatGPT or other LLMs) cannot meet these criteria — they lack agency, intent, and the ability to take responsibility.

Segons ChatGPT...

🔷 2. Journal and publisher policies

Leading publishers have formalized this stance:

- **Nature (2023):** "AI tools cannot be credited as authors."
- **Science:** "Text generated by AI should not be used without proper attribution and never listed as an author."
- **Elsevier:** "AI tools do not qualify for authorship; their use must be disclosed in the Methods or Acknowledgments section."

Segons ChatGPT...

🔷 3. Proper way to acknowledge AI use

While AI can't be an author, it **can** be mentioned transparently.

Typical examples:

> *"Portions of the text were generated with the assistance of ChatGPT (OpenAI, 2025) and subsequently reviewed and edited by the authors."*
> *"ChatGPT was used to assist with language editing of this manuscript."*

This disclosure ensures academic integrity and clarity about human oversight.

Segons ChatGPT...

🔷 4. Ethical and legal responsibility

AI cannot take responsibility for:

- The accuracy or originality of content,
- Potential plagiarism,
- Ethical considerations or data use.

Hence, only **human authors** can be held accountable.

I llavors li vaig preguntar a ChatGPT…

Do you know these principles for credit roles https://credit.niso.org/ ?

I sense preguntar-li-ho explícitament em va afegir…



⚠ How this ties in with AI and authorship

Relating back to your earlier question — about whether AI can be an author in an academic paper — the CRediT framework helps:

- If an AI tool was used, it cannot *genuinely* take one of the human contributor roles (because those roles presume human agency, responsibility, accountability).
- One might, however, *disclose* use of AI (e.g., "Software" role might cover development of software, but not general use of AI tool; or one might mention use of AI in a "Writing – Review & Editing" capacity if appropriate).
- The taxonomy helps reflect human contributions clearly; AI remains a tool rather than a co-author.

✅ Conclusion

According to the **CRediT taxonomy and its ethical foundations**,

> ❌ AI cannot be considered an author or contributor.
> ✅ AI can be used as a tool, with its use **acknowledged** but **not credited**.

Nombre i ordre d’autors

- Ciències Socials i Humanitats: màxim 3 autors
- Ciències Experimentals i de la Salut: fins a l'infinit i més enllà
- Ordre d'autors: mostra quant ha contribuït cada investigador a l'estudi, de què eren responsables i quin reconeixement haurien de rebre
- L'últim autor hauria de ser el principal IP, que ha supervisat, finançat o la persona principal responsable del projecte (especialment en articles de doctorat on hi són coautors)
- Autor de correspondència: vincle entre la revista i els autors

Qui és l'editor (o equip editorial)?

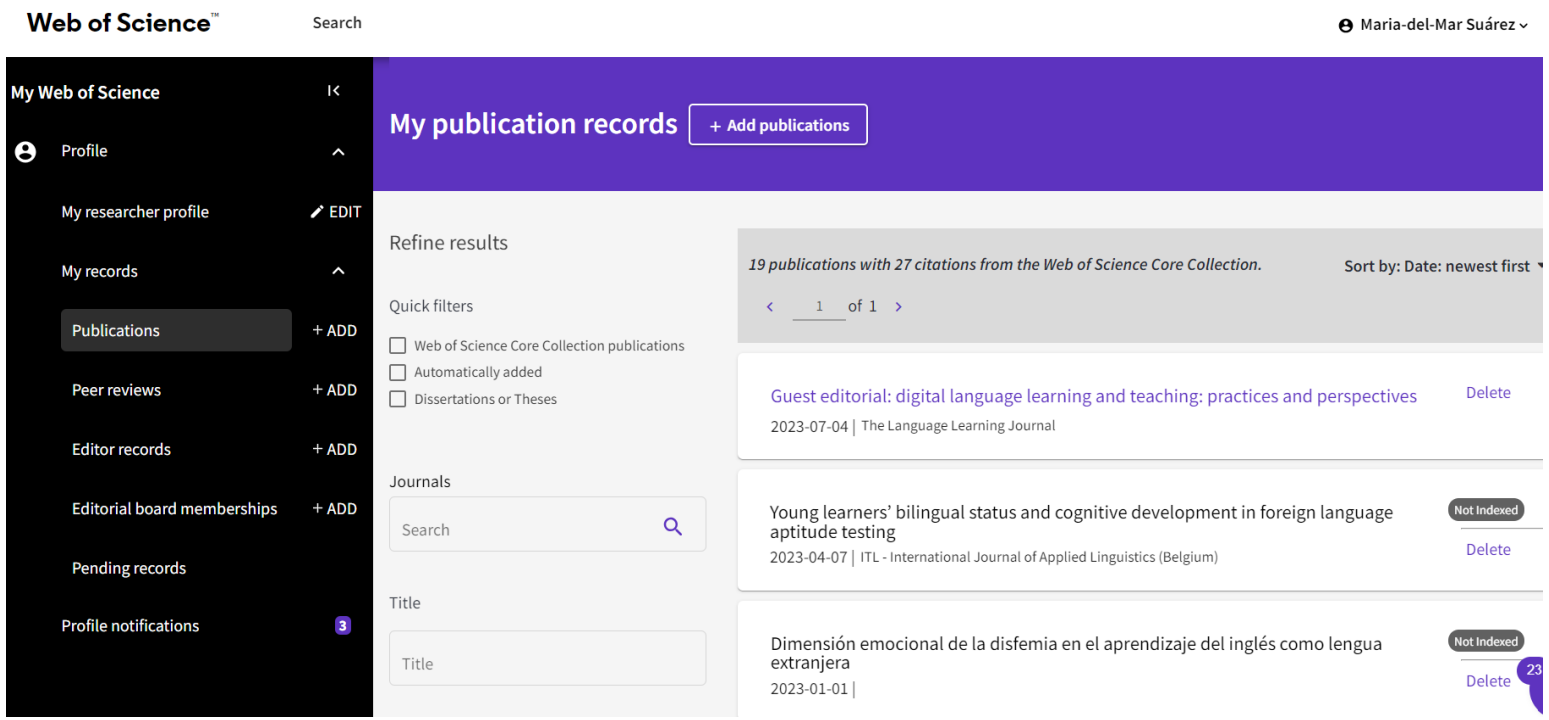
Els editors treballen...



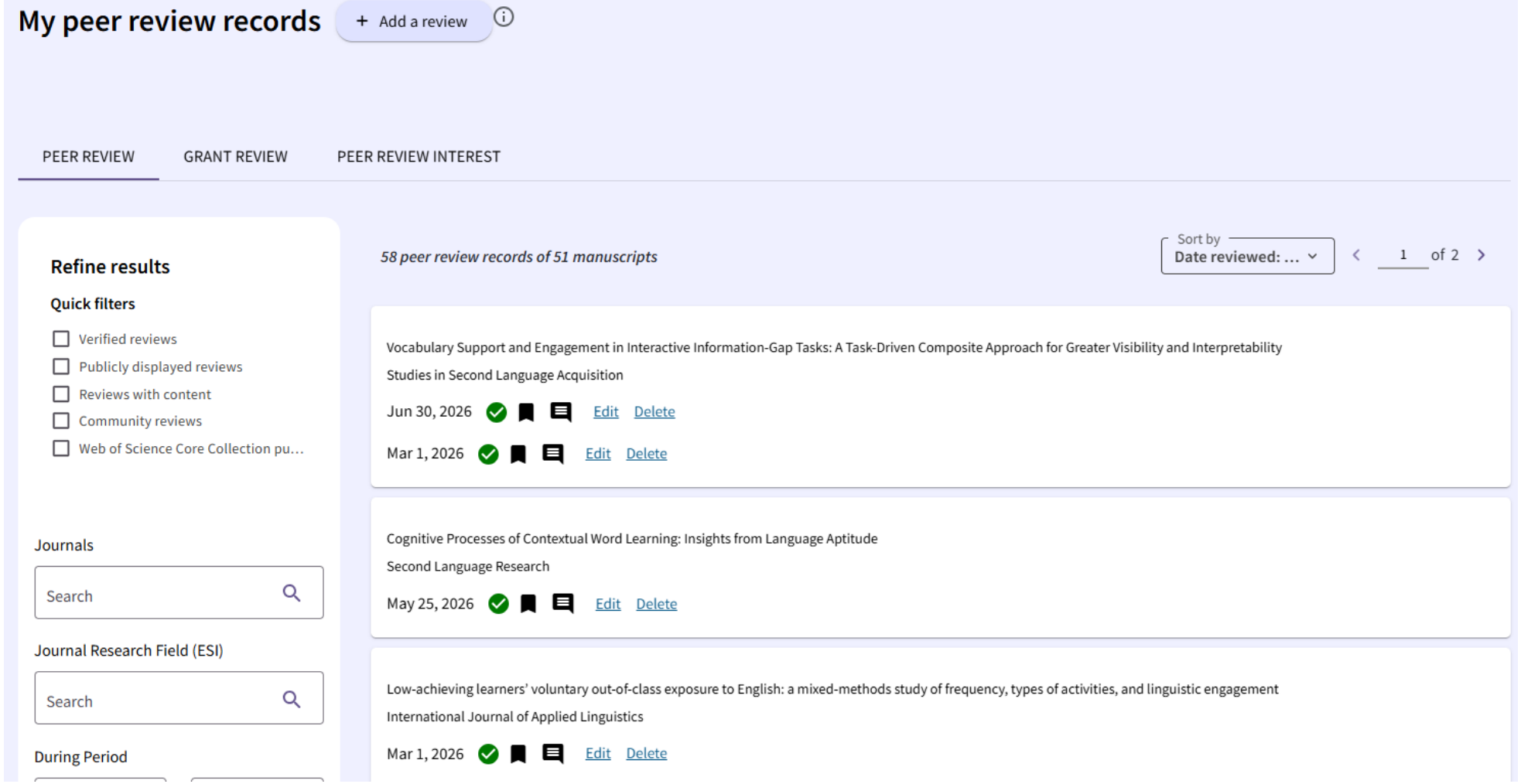
Els revisors també treballen...



Qui són els revisors?



Perfil a Publons: autor



What is an R score?

Perfil a Publons: revisor

The R-score is the average score a reviewer receives from editors. At the bottom of a completed review, you will see two brief rating scales – one for timeliness and one for quality assessment, on a scale from 1 to 3. Simply give your score for the review and click Save. Each score a reviewer receives is collected and averaged to produce the overall R-score. The R-score is attached to a person's account, and can be used in reviewer searches and reports to find and determine the best reviewers in your site. You will get the most accurate R-score results if every editor in the site rates reviewers once they complete their reviews.



Qui són els revisors?

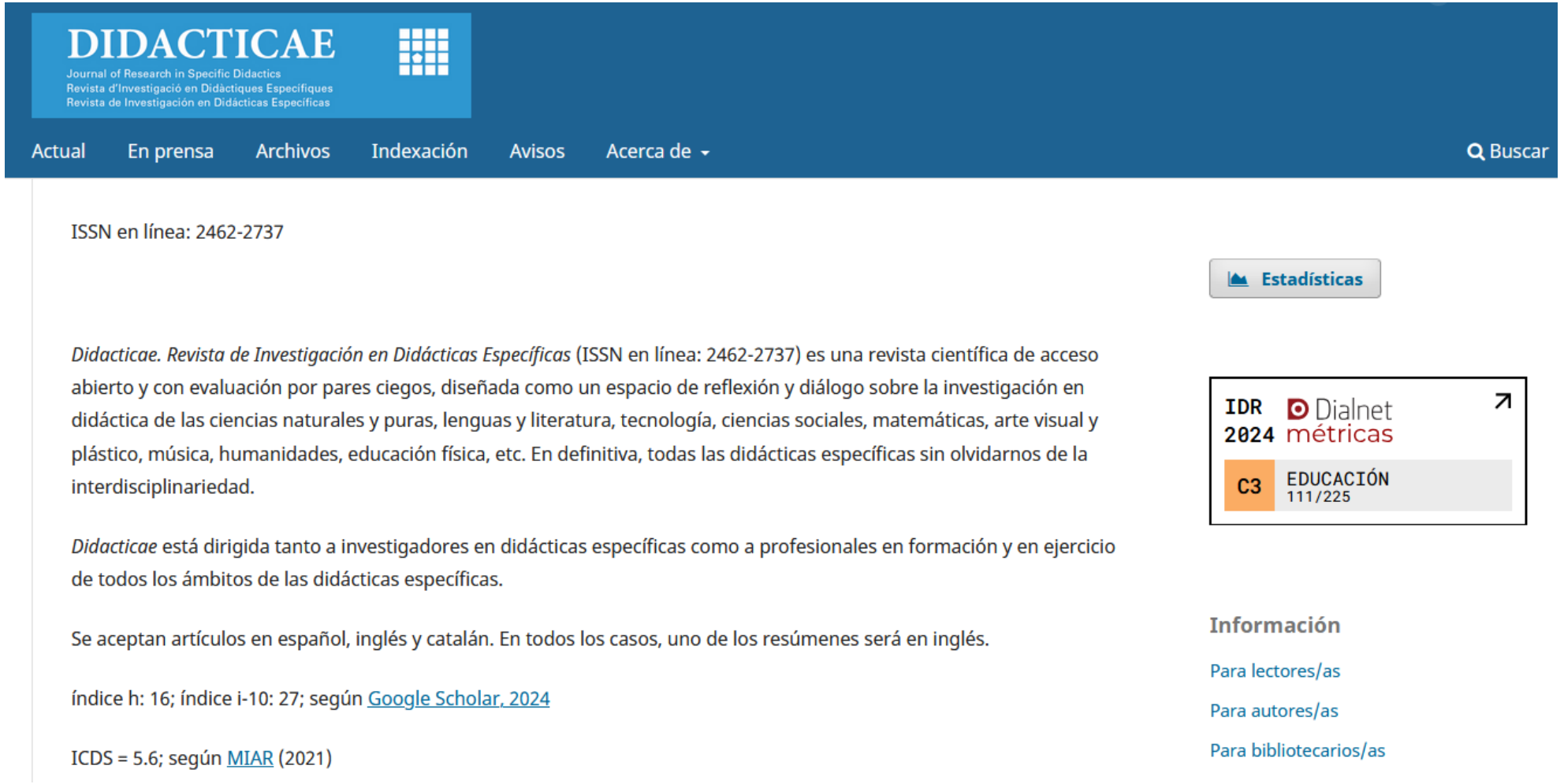
2. El sistema de publicació científica

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  - Criteris de qualitat i adequació (abast, public, índexos, quartils)
  - Estratègies per identificar revistes pertinents
  - Errors habituals en la selecció de revistes
- Rols: autors, editors i revisors
- Funcionament del procés editorial



Fem un passeig pels budells d'una revista

El cas de *Didacticae*



Envío | Revisión | Editorial | Producción

Ayuda

Ronda 1 | Nueva ronda de revisión

Estado de ronda 1
Esperando las respuestas de los revisores/as.

Revisar archivos

Buscar | Subir/Seleccionar archivos

170227	[redacted].docx	7 julio 2026	Texto del artículo

Revisores/as

Añadir revisor/a

[redacted]	**Solicitud aceptada** Revisión prevista: 2026-09-04	Revisor/a anónimo / Autor/ a anónimo
[redacted]	**Solicitud aceptada** Revisión prevista: 2026-09-03	Revisor/a anónimo / Autor/ a anónimo
[redacted]	**Solicitud enviada** Respuesta prevista: 2026-07-14	Revisor/a anónimo / Autor/ a anónimo
[redacted]	**Solicitud enviada** Respuesta prevista: 2026-07-14	Revisor/a anónimo / Autor/ a anónimo

Solicitar revisiones

Aceptar envío

No publicable

Participantes

Asignar

Editor/a de la revista

- Maria-del-Mar Suárez

Autor/a

- [redacted]

Abans d'assignar els revisors... *Desk review!*

Format, *layout*, extensió, anonimitzat, esborrar metadata

Tema (*scope*) → Consell editorial

Segueix els principis de recerca i parts d'article

Quantitatiu (N suficient, si només un qüestionari --> out!)

Qualitatiu: vàlid / anàlisi triangulada

Autor (sí, a vegades soc selectiva): mateixos autors / endogàmia / COPE (Committee of Publication Ethics)

Comprovació de plagi (Urkund Ouriginal)

IA?



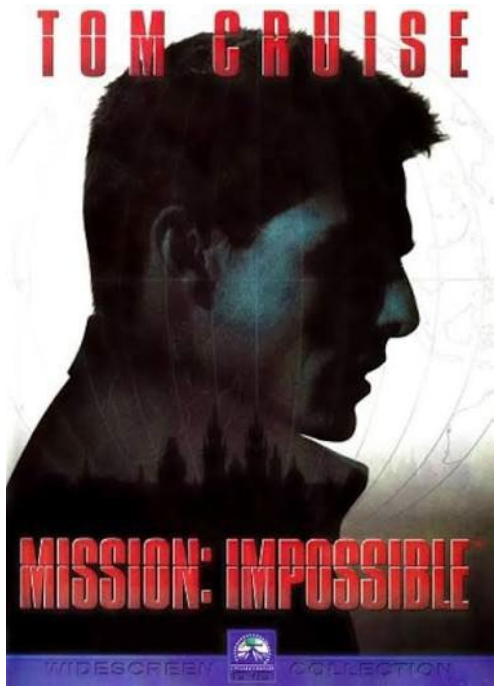
Si l'editor no ho veu clar ja d'entrada...
Desk reject!

I si hi veu potencial...

3. El procés de revisió per parells

- Tipus de revisió (simple cec, doble cec, obert)
- Interpretació dels informes dels revisors
- Estratègies per respondre els comentaris
- Factors que influeixen en la decisió editorial
- Gestió del rebuig i “resubmissió”





Busca 2, 3, 4, 5, 6... ànimes ~~caritatives~~ revisores

Tipus de revisió

- Cec simple
- Doble cec
- Obert

DIDACTICAE

Journal of Research in Specific Didactics
Revista d'Investigació en Didàctiques Específiques
Revista de Investigación en Didácticas Específicas

Actual | En prensa | Archivos | Indexación | Avisos | Acerca de

Inicio / Revisores 2021-2025

Revisores 2021-2025

Revisores 2025

Helder Aldas Arcos, Universidad de Cuenca, Ecuador
Lilia Benítez Corona, Universidad Politécnica de Pachuca, México
Ángel Luis Cortés Gracia, Universidad de Zaragoza, España
Javier Damián Simón, Universidad del Papaloapan, México
Mauro Grassi-Roig, Universitat de les Illes Balears, España
Paula Inés Laguarda, Universidad Nacional de La Pampa, Argentina
María Jesús Fernández-Sánchez, Universidad de Extremadura, España
Jacinto González Cobas, Universidad Autónoma de Madrid, España

Cecs a mitges

Published in



Frontiers in Education
Psychology in Education

2.6 impact factor 4.3 citescore

Reviewers

Reviewed by

2 Anonymous reviewers

SYSTEMATIC REVIEW article

Front. Educ.

Sec. Psychology in Education

Conceptualizing and Modeling the Bridging Role of Reading Fluency between Decoding and Reading Comprehension in L1 Research: A Scoping Review

János Steklács [1] Linh Tuyet Vuong [2]

1. Pecsi Tudomanyegyetem, Pécs, Hungary
2. University of Szeged, Szeged, Hungary

Published in



Frontiers in Education
Psychology in Education

2.6 impact factor 4.3 citescore

Editor & Reviewers

Edited by

Cristina Dumitru

Reviewed by

Kaharuddin Arafah

Yoffie Kharisma Dewi

Front. Educ., 03 July 2026
Sec. Psychology in Education
Volume 11 - 2026 | https://doi.org/10.3389/feduc.2026.1872044

Modelling factors associated with Indonesian fifth graders' English learning motivation and task engagement

Mai Sri Lena [1,2*] Marianne Nikolov [3] Edit Tóth [4]

1. Doctoral School of Education, University of Szeged, Szeged, Hungary
2. Department of Elementary School Teacher Education, Universitas Negeri Padang, Padang, Indonesia See more

Abstract

Què fa que una revisió sigui bona?

https://us.sagepub.com/en-us/nam/making-decisions

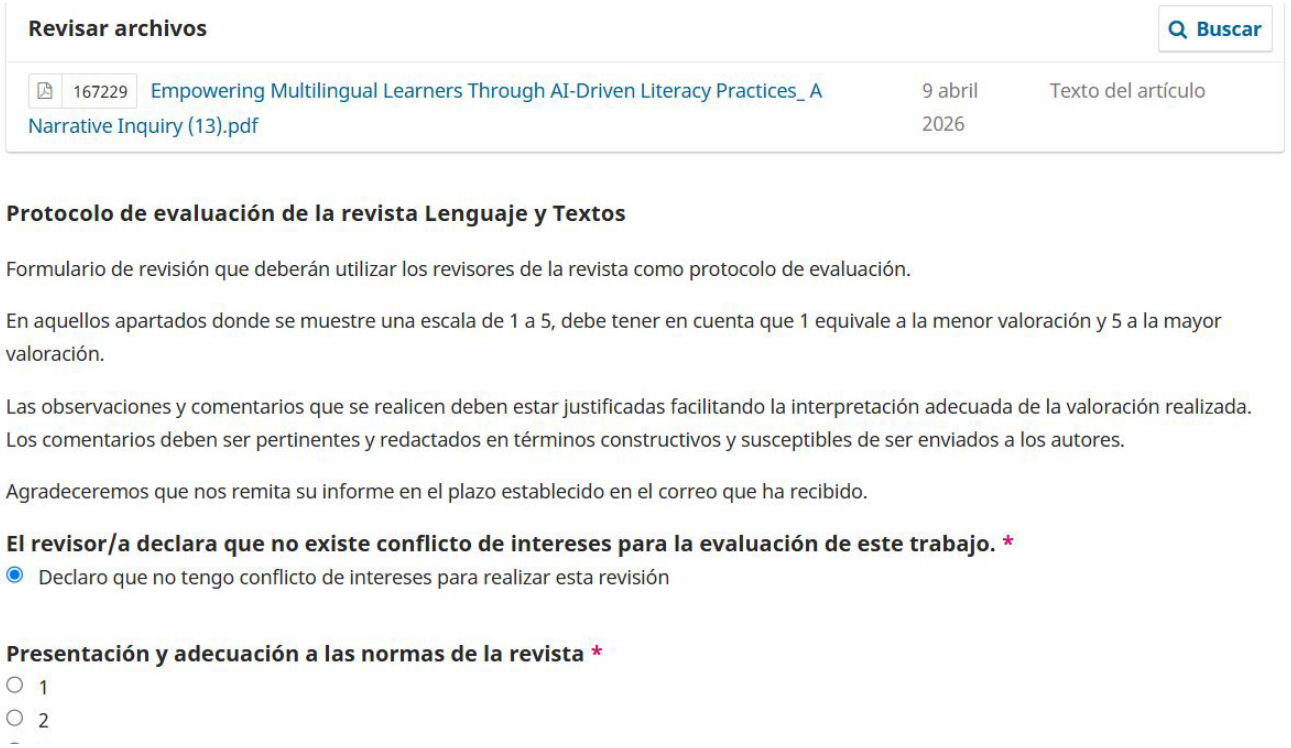
- Els comentaris dels revisors són substancials per a la primera revisió (fins i tot si es recomana una revisió menor) i per a qualsevol recomanació de revisió major.
- Les recomanacions de rebuig no han de ser necessàriament substancials si hi ha errors o qüestions fonamentals que el revisor ha assenyalat.
- Ofereix una visió general de la idoneïtat de l'article per a la publicació, seguida de comentaris més detallats.
- Idealment, la revisió hauria de ser fàcil de llegir i escrita en un ordre lògic.
- Els revisors haurien de llistar qualsevol edició específica (per exemple, ortografia) amb un número de pàgina i de paràgraf/línia.
- Inclouen tant els punts bons com els dolents, especialment per a revisions importants, ja que els autors tindran una millor idea dels aspectes de l'article que són forts.
- Els comentaris a l'editor no inclouen cap material útil per als autors que no estigui ja als Comentaris als Autors.
- El revisor accepta tornar a revisar....

Què fa que una revisió sigui fluixa?

- La gran majoria de vegades – qualsevol revisió que recomani l'Acceptació a la primera ronda.
- Manca de detall en la primera fase de revisió – fins i tot si la recomanació és per a revisions menors, el revisor hauria de poder justificar per què l'article ja és adequat.
- Qualsevol revisió important sense detalls substancials i/o justificacions.
- Quan la recomanació global no reflecteix els comentaris del revisor.
- Purament descriptiu sense avaluació del contingut
- El revisor demana als autors que citin els propis articles sense justificació
- Només es demanen canvis gramaticals o ortogràfics.
- Tots els aspectes tenen una valoració molt alta o molt baixa sense cap justificació.

https://us.sagepub.com/en-us/nam/making-decisions

Instruccions per als revisors



Revisar archivos Buscar

167229	Empowering Multilingual Learners Through AI-Driven Literacy Practices_ A Narrative Inquiry (13).pdf	9 abril 2026	Texto del artículo

Protocolo de evaluación de la revista Lenguaje y Textos

Formulario de revisión que deberán utilizar los revisores de la revista como protocolo de evaluación.

En aquellos apartados donde se muestre una escala de 1 a 5, debe tener en cuenta que 1 equivale a la menor valoración y 5 a la mayor valoración.

Las observaciones y comentarios que se realicen deben estar justificadas facilitando la interpretación adecuada de la valoración realizada. Los comentarios deben ser pertinentes y redactados en términos constructivos y susceptibles de ser enviados a los autores.

Agradeceremos que nos remita su informe en el plazo establecido en el correo que ha recibido.

El revisor/a declara que no existe conflicto de intereses para la evaluación de este trabajo. *

- (●) Declaro que no tengo conflicto de intereses para realizar esta revisión

Presentación y adecuación a las normas de la revista *

- ( ) 1
- ( ) 2

Formulari

Adecuación del título, palabras clave, resumen, así como su traducción *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

Observaciones *

Interés, actualidad y originalidad del tema *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

Observaciones *

Formulari

Rigor, relevancia y calidad de resultados y conclusiones *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

Observaciones *

Comentarios para editor (el autor no los recibirá) *

Comentarios para autor y editor *

Formulari

Subir

Además, puedes subir los archivos para que el editor y/o el autor los consulten, incluyendo las versiones revisadas del archivo(s) de la revisión original.

Archivos del revisor/a — Buscar | Subir fichero

No hay archivos

Discusiones de revisión — Añadir discusión

Nombre	De	Última respuesta	Respuestas	Cerrado

No hay artículos

Recomendación

Seleccione una recomendación y envíe la revisión para completar el proceso. Debe introducir la revisión o subir un archivo antes de seleccionar una recomendación.

Seleccione uno

Este campo es obligatorio.

Presentar solicitud | Guardar para más tarde | Volver

Recomanació del revisor

- **Acceptar -** No cal cap revisió addicional. El manuscrit es pot publicar en la seva forma actual. La majoria d'articles requereixen revisió abans d'arribar a aquesta etapa.

- **Revisió menor** - Es requereix un nombre limitat de canvis. Implica que els editors i revisors consideren que l'article és publicable un cop s'han tractat els seus comentaris.

Exemples:

Cal una mica de reescriptura per abordar àrees específiques on el manuscrit és ambigu i requereix claredat.

Les cites són adequades però necessiten revisió, és a dir, poden ser limitades o excessives.

Errors simples de fets o numèrics, que es poden resoldre fàcilment.

Problemes de presentació amb taules i figures, és a dir, etiquetatge incorrecte, fletxes que falten, etc.

Les declaracions d'ètica i de consentiment són presents i adequades, però cal reformular-les per aclarir-les.

Requereix petites correccions lingüístiques, p. ex., afirmacions repetitives, faltes tipogràfiques, errors ortogràfics.

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Recomanació del revisor

- **Revisions majors** – Es requereix un treball substancial abans de tornar a presentar.
- **Exemples:**
- Cal una reescriptura substancial. Falten elements clau a l'article o no es descriuen amb prou detall, cosa que significa que l'estudi és irreproductible i difícil d'interpretar.
- Els revisors han posat de manifest problemes importants amb les dades i calen anàlisis addicionals, o reanàlisis.
- Els revisors han plantejat preocupacions sobre l'ètica de la publicació que necessiten una explicació, és a dir, si s'han publicat treballs similars sense que els autors l'hagin reconegut o citat adequadament.
- Manca de claredat sobre l'ètica, l'aprovació o el consentiment del pacient. Hauríem de tenir aquesta informació abans de la revisió, però de vegades els revisors plantegen preocupacions que mereixen investigació.
- Es requereixen edicions substancials de llenguatge.
- Problemes considerables amb figures i taules.

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Recomanació del revisor

- **Reenviar a una altra revista:** articles similars, no interessa, abast incorrecte, quantitatiu vs qualitatiu...
- **Rebutjar –** El manuscrit no té prou qualitat, novetat o importància per justificar la publicació. Fins i tot quan es rebutja un article, s'anima els editors a compartir suggeriments per millorar la carta de decisió.
- **Exemples:**
- Si les qüestions de qualitat, novetat i/o contribució no es poden abordar mitjançant revisió.
- Les revisions fetes són insuficients.

https://us.sagepub.com/en-us/nam/making-decisions

Decisió editorial



RESPONSE LETTER

Dear Editor and Reviewers,

Thank you very much for the time you spent reading our manuscript and for your expert feedback and advice. Thank you as well for your insightful comments on the first version of the paper, which have undoubtedly contributed to improving the manuscript. Below you will find all your comments listed by section, together with our proposed actions. We hope that with these changes the paper will be worth publishing in *Language Teaching for Young Learners*.

Should you have any questions or comments, please do not hesitate to contact us.

Yours faithfully,

The Authors

Reviewer	Recommendation	Proposed action	Page(s)
Introduction			
1	Is it possible to make the gap for young learners clearer in the introduction section?	We have specified that, in Reynolds et al. (2022), only 17.65% of the studies included in the review targeted primary school children. Moreover, we have also quoted Luquin and García Mayo (2021) to claim that research with young learners is very much needed because of schools introducing foreign language learning at an early age.	p. 2

Com es responen els comentaris dels revisors?

Literature Review			
Editor	Please consider the following two sources of research relevant to this study: a. Teng, M. F., & Reynolds, B. L. (2025). *Researching incidental vocabulary learning in a second language*. Routledge. b. Prof. Mike Rodgers	Thank you for these two references. Regarding Teng and Reynolds (2025), we have incorporated two of its chapters. First, we have cited the introduction chapter by Teng (2025) to exemplify the need to integrate informal activities like TV viewing into more formal instructional approaches. Second, we have cited Montero Perez et al. (2025) since they suggest an idea for further research which is definitely worth exploring. As for Michael Rodgers's work, we have incorporated two new references to the ones that were already included in the first version of the manuscript: Rodgers (2016) to explain the concept of 'extensive viewing', and Durbahn et al. (2024) when discussing lexical coverage	pp. 2, 27, 32, and 33

1	There are also some recent studies focusing on young learners, which should be referred to: Teng, M. F., & Cui, Y. (2024). Comparing incidental learning of single words and collocations from different captioning conditions: The role of vocabulary knowledge and working memory. *Journal of Computer Assisted Learning, 40*(3), 973–989.	Thank you for pointing out this study, which we were not aware of. Indeed, Teng and Cui (2024) is very relevant to the present study, and we have now cited it when discussing previous research on captioning type among young learners, as well as when discussing the role of vocabulary size language aptitude in vocabulary learning from video viewing. We have also referred to it in the discussion section.	pp. 5, 6, 10, 11, 26, 28 and 29
1	There are quite a lot of details for the old references. I do not say this is not good. Some are very classic references. I just want to say that a lot of references, particularly those on young learners, after 2022, need more details to let the readers understand what has been done in this area.	We have now given more details about the most recent research conducted on video viewing and young learners. However, when reviewing the previous research on the role of vocabulary size and language aptitude, we have not given so many details due to word limit constraints and the fact that some of the studies had already been introduced earlier in the manuscript.	pp. 5-9
1	This article, focusing on young learners, is a needed piece. It is a little bit similar to: Suárez, M. M., & Gesa, F. (2019). Learning vocabulary with the support of sustained exposure to captioned video: Do proficiency and aptitude make a difference? *Language Learning Journal, 47*(4), 497–517. The difference was on young learners in the context of extensive viewing. I wonder why the authors have not cited Suárez and Gesa (2019).	Thank you very much for the positive feedback and the reference. Indeed, the two studies are very similar, the difference being the target population. We have now cited Suárez and Gesa (2019) when reviewing and discussing the role of language aptitude and vocabulary size in vocabulary learning from extensive viewing and explicit teaching.	pp. 10, 11 and 29

The present study			
2	This study lasted three terms, one academic year, which has made the research more plausible, but it seemed to have sacrificed students' learning other aspects of English. As a reviewer, I don't know whether in the research context, the goal of the English curriculum is only learning vocabulary. Throughout the academic year, students did only vocabulary tasks. The author has to explain this to the readers. In addition, each term students were tested 40 words. Does that mean that each week only five words were taught?	Thank you for pointing this out. We have clarified that the intervention took up one of the three English classes participants had every week, with the other two devoted to learning other aspects of the English language, including new vocabulary unrelated to the target words.	p. 16
2	On page 14, the author expressed that written consent forms were obtained from the students' tutors. This doesn't seem to be legal; the consent forms should be obtained from students' parents after the school has approved the teaching experiment; their tutors had no right to approve the teaching experiments.	We have now specified that the experiment was approved by the school board and by participants' parents, from whom written consent was obtained. In the first draft of the manuscript, we used the term 'legal tutors' when we meant 'legal guardians'; our sincerest apologies.	p. 16

Results			
2	When you interpret the effect sizes, please refer to Plonsky and Oswald (2014) for their explanation of the strength of effect sizes in language learning. The reference is below: Plonsky, L., & Oswald. F. L. (2014). How big is "big"? Interpreting effect sizes in L2 research. *Language Learning, 64*(4), 878–912. https://doi.org/10.1111/lang.12079	Thank you very much for this reference. We have proceeded accordingly, and effect sizes are now interpreted according to Plonsky and Oswald (2014), and not to Cohen (1988).	pp. 20, 22 and 23
2	Descriptive statistics in Table 2 should include the raw scores means, SDs, not just the relative gains or absolute gains in the appendix. In case the paper is published, this will be helpful for future researchers if they want to do meta-analysis studies in this aspect.	Thank you for the suggestion. We have now included raw scores of pre- and post-tests in Appendix B (see Table B2). We have not embedded such table within the text since we feel it might distract the readers' attention, as raw scores were not used in the statistical analysis. However, an endnote has been added for the reader to know that raw scores are available in the Appendix.	pp. 33 and 51
Discussion			
2	Since the differences between the two groups in word meanings were very small, the effect sizes of viewing OV after pre-teaching TW were small. In the discussion and conclusion sections, the author should soften the tone regarding the effects of OV.	Throughout the discussion, we have softened the tone and made it clear that explicit teaching accounted for most vocabulary learning.	pp. 24-32
2	The author explained that the EG students were more used to watching videos, so they performed better in Term 2 and Term 3.	Indeed, thank you for the suggestion. We have incorporated this idea, as EG learners were definitely used to the dynamics of the	pp. 26 and 27

Discussion			
2	Since the differences between the two groups in word meanings were very small, the effect sizes of viewing OV after pre-teaching TW were small. In the discussion and conclusion sections, the author should soften the tone regarding the effects of OV.	Throughout the discussion, we have softened the tone and made it clear that explicit teaching accounted for most vocabulary learning.	pp. 24-32
2	The author explained that the EG students were more used to watching videos, so they performed better in Term 2 and Term 3.	Indeed, thank you for the suggestion. We have incorporated this idea, as EG learners were definitely used to the dynamics of the	pp. 26 and 27
	Could another possibility be students, being more aware of teachers' repeated game, which was that they would be tested in the post-test for those words practiced in the tasks?	intervention after the first term, and this could have also affected the learning of the target words.	
1	The discussion can be updated after the literature review has been updated.	In the revised version of the discussion, we have referred to the new studies we have introduced in the Literature Review (e.g., Avello, 2023; Teng, 2025; Teng & Cui, 2024).	pp. 26-31
2	Could the little difference in the word forms between the two groups be due to the similarities between English and Spanish?	Thank you for the suggestion. However, we feel that this reason cannot explain the little difference in word form learning in Term 1 (it should be noted that significant differences between groups were found for word form learning in Terms 2 and 3). First, we believe that English and Spanish, albeit Indo-European languages, are not that close to one another, Spanish being a Romance language and English being a Germanic language. Second, in terms of word form learning, English is not very transparent (i.e., the manner words are pronounced in English does not coincide with the way they are written, with the same phoneme corresponding to multiple graphemes), whereas this is not the case in Spanish, as words in this language are usually written in the same way they are pronounced. Most importantly, though, great care was taken not to include cognates in the target word sample, so any potential similarities between the two languages (e.g., the fact that they use the same alphabet or share some syllable structures) could not have impacted the results. However, if the reviewer feels we should include a paragraph explaining this idea, we would be willing to do so.	N/A

Getting to know AIRA: our digital teammate and detective

As we celebrate Peer Review Week 2025, we're getting to know more about our very own AI assistant, AIRA.



Photo credit: Frontiers

Frontiers in…

AIRA quality checks report

Know more about the checks

Repeat submission (Duplicates)

26 Dec 2024 - 04:01 GMT

I am checking the current submission against existing articles in our database.

Frontiers manuscript matches

AIRA 26 Dec 2024 - 04:01 GMT

I did not detect similarities with any other manuscript submitted to Frontiers.

Scope suitability

27 Dec 2024 - 13:34 GMT

I am checking if the manuscript is in scope of the current journal or section selected.

Scope verification

AIRA 27 Dec 2024 - 13:34 GMT

This manuscript was submitted to an appropriate journal and section.

Image integrity

26 Dec 2024 - 04:01 GMT

I am checking for areas of similarity within figures. Flagged images should be checked to see if the areas of similarity are intentional or whether clarification is required from the authors.

Image integrity verification

AIRA 26 Dec 2024 - 04:01 GMT

This article type does not require image similarity verification.

Ethics guidelines

26 Dec 2024 - 04:01 GMT

I am checking that the ethics statement and manuscript comply with our ethics guidelines and policies.

Useful links

Research Ethics Guidelines

Animal studies statement verification

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This article type does not require animal studies verification.

Human studies statement verification

AIRA 26 Dec 2024 - 04:01 GMT

This article type does not require human studies verification.

Identifiable images and information

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Human images

27 Dec 2024 - 13:29 GMT

I am checking for human images in the figure files and supplementary files, as these require consent statements.

Face and body detection

Editorial Office 27 Dec 2024 - 13:29 GMT

No humans in images.

Data availability

26 Dec 2024 - 04:01 GMT

I am checking that the manuscript complies with our data availability guidelines.

Data availability statement verification

AIRA 26 Dec 2024 - 04:01 GMT

This article type does not require data availability verification.

Commercial conflicts

26 Dec 2024 - 04:01 GMT

I am checking the submission for potential commercial conflicts.

Commercial keyword detection

AIRA 26 Dec 2024 - 04:01 GMT

I did not detect any potential commercial conflicts of interest.

Controversial topics

27 Dec 2024 - 13:34 GMT

I am checking the manuscript for controversial topics.

Controversial themes

AIRA 27 Dec 2024 - 13:34 GMT

I didn't detect any controversial theme in this manuscript.

Controversial keywords (global and journal specific)

Editorial Office 27 Dec 2024 - 13:29 GMT

Manuscript keywords are not controversial (keep keywords in the list).

Language quality

26 Dec 2024 - 04:01 GMT

I am checking the language quality of the manuscript and assigning it a recommended copy-editing level score.

Language evaluation

AIRA 26 Dec 2024 - 04:01 GMT

The language quality of this manuscript is suitable for peer review.

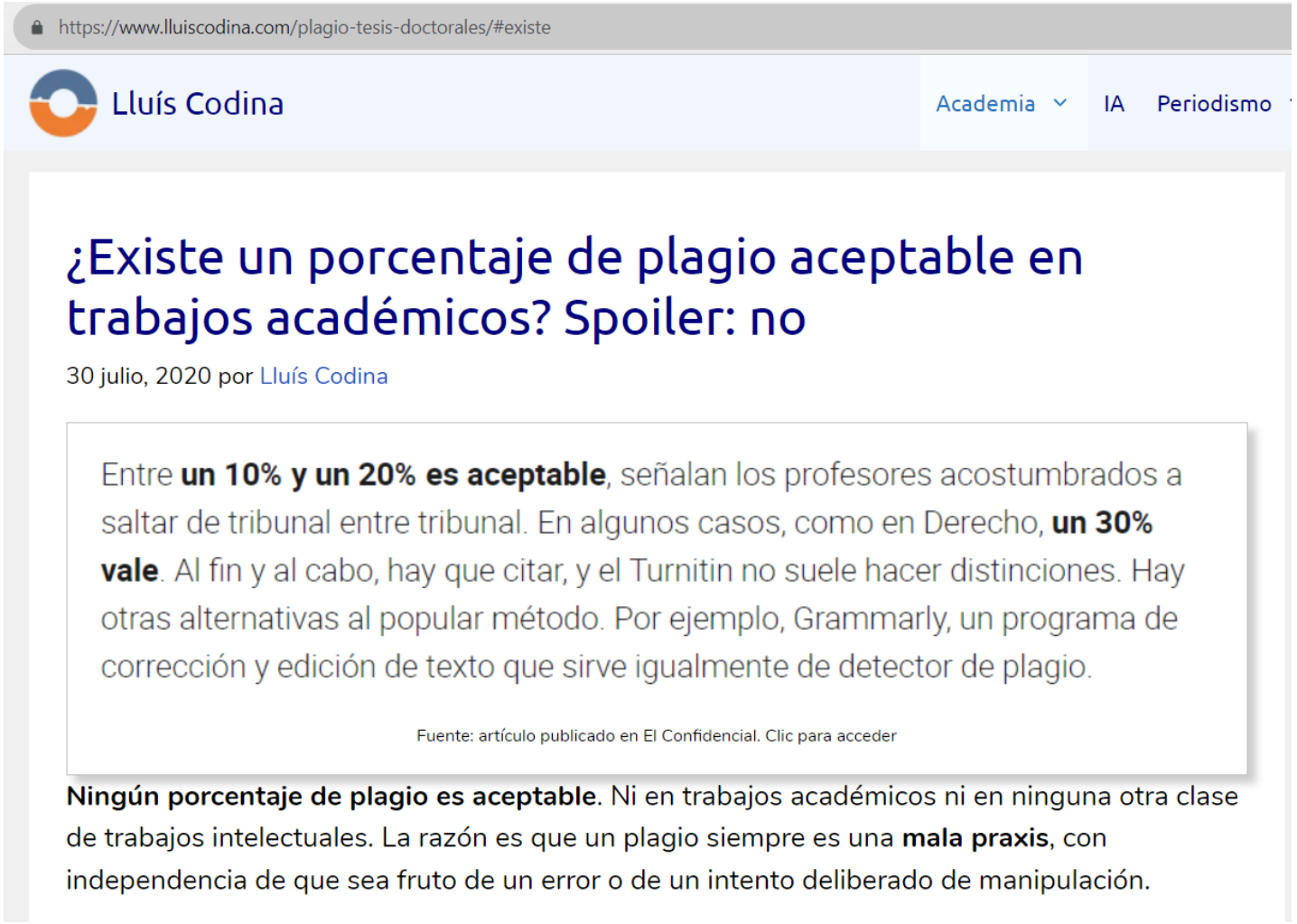


IA de revisora...



4. Aspectes transversals

- Ètica en la publicació (plagi, autoria, conflictes d'interès)
- Gestió emocional del procés de publicació



Quant de plagi és acceptable?

... i el *salami slicing*

¿Existe alguna cosa tal como el autoplagio?

Respuesta corta: no.

Respuesta larga: el concepto de autoplagio, en sí mismo, es una contradicción. Aunque todos lo hemos utilizado alguna vez, lo más adecuado sería llamarlo de otro modo. El *Committee on Publication Ethics* (COPE) propone denominarlo *text recycling*. La cuestión es que parece haber un acuerdo según el cual, a diferencia del plagio, en el caso de contenido reciclado **sí** podemos tener grados aceptables.

Por ejemplo, algunas revistas científicas aceptan artículos que contienen contenido reciclado siempre que: (a) el porcentaje de nueva creación sea superior a un determinado umbral (p.e. al 60%), que esta circunstancia (b) sea declarada explícitamente, (c) que los contenidos reciclados sean identificados y la fuente original sea citada en la bibliografía. Lógicamente, esto no significa que un artículo que cumpla estas condiciones vaya a ser aceptado. Hay factores adicionales que son propios de cada caso, como la calidad y significación del nuevo aporte, y de cualquier manera siempre es un riesgo mandar un trabajo con contenido reciclado.

COPE añade la importante precisión que el contenido reciclado es especialmente comprensible (en el caso de artículos de investigación) si se mantiene en apartados como la metodología:

(Codina, 2020)

> *Use of similar or identical phrases in methods sections where there are limited ways to describe a common method, however, is not uncommon. In such cases, an element of text recycling is likely to be unavoidable in further publications using the same method*
>
> *COPE. Text recycling guidelines*

En el caso de las editoriales de libros también son habituales los casos de contenido reciclado. Algunas ediciones consisten en compilaciones de trabajos publicados anteriormente, de lo que se debe informar con el detalle de las fuentes originales en alguno de los apartados introductorios. Estas compilaciones pueden haber sido revisadas expresamente para la nueva edición y esto lógicamente justifica aún más la edición al aportar un valor añadido: la compilación en sí misma y la labor de edición global que añade coherencia al conjunto en beneficio del lector.

Con todo, hay otros aspectos con el contenido reciclado que lo aproximan al fraude cuando el material reutilizado ha sido cedido para su explotación exclusiva a terceros, bajo algún tipo de contrato, pese a lo cual, el autor lo reutiliza en otros contextos. Pero se trata de una cuestión muy distinta de la que nos ocupa ahora.

(Codina, 2020)

Trabajos de estudiantes

Ya hemos señalado que las universidades pueden tener **políticas** muy claras sobre el plagio que incluyan el contenido reciclado. Un buen ejemplo es la **University of Oxford**, que ya hemos visto que maneja abiertamente el concepto de **autoplagio** en el caso de trabajos académicos de los alumnos, aunque también señalan lo siguiente respecto a su interdicción: «unless this is specifically provided for in the special regulations for your course».

Otro ejemplo es el de la **Walden University**, que, en una línea similar, también permite y a la vez establece límites estrictos al *text recycling* (citing yourself): debe ser muy limitado, contar con la autorización del supervisor y ser identificado apropiadamente. En sus propias palabras: «In other words, reuse previous work sparingly, use it only with good reason and your instructor's permission, and cite it using APA format».

En síntesis: **reutilizar** contenidos **propios** no es lo mismo que **plagiar**. Puede haber porcentajes, siempre limitados, de contenido reciclado que sean legítimos si se atienden a determinadas restricciones como las que hemos examinado.

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¿Puede un trabajo académico ser completamente original?

Respuesta corta: no.

Respuesta (solo) un poco más larga: **no debería serlo**.

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La ciencia es acumulativa. Por esta razón, si alguien dice que su obra es totalmente original, solo puede tratarse de **pseudociencia**. El autor de una obra académica que asegure que su obra no se basa en **ninguna** anterior lo más probable es que se trate de un estafador.

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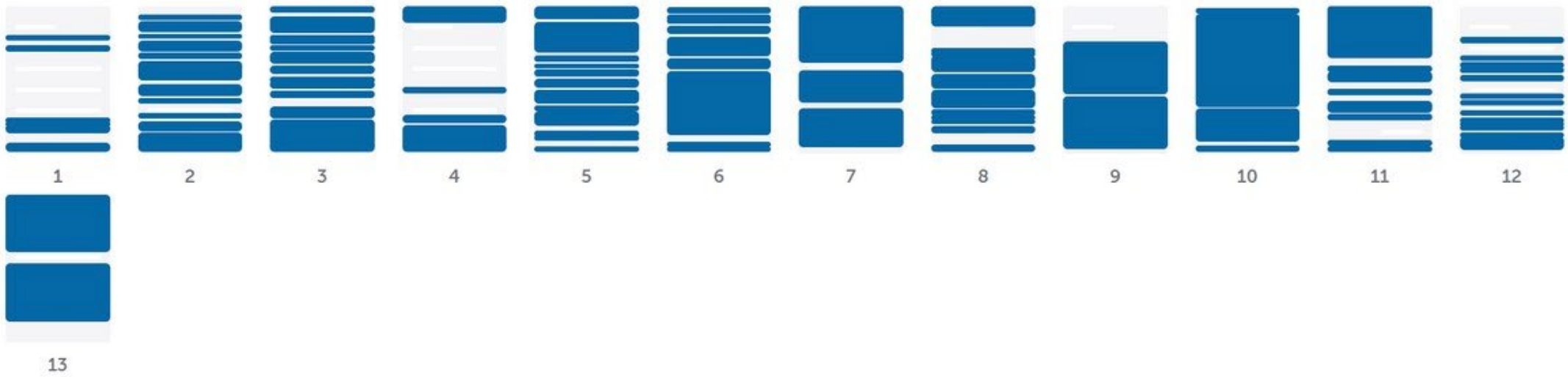
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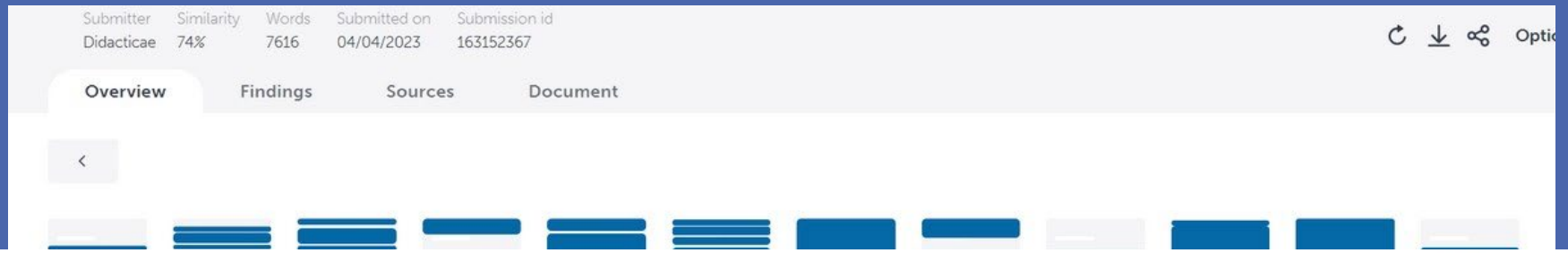
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those who answered it chose distractor C, although it is uncertain whether their reason for choosing it was the one intended by the test adaptor.

Table 7. Item 29 on the MLAT-EC *Part 1 Paraules ocultes*: *p*-values and distractor behavior analysis

Item 29. cirrena	Grade	N	A camina de pressa	B estri	C fruita	D* viu al mar	Missing	Attempts	IF – A	IF – B	IF – C	IF – D*
	3	57	0	0	3	13	41	16	-0.333333	-0.333333	-0.08333	0.75
	4	62	2	2	3	36	19	45	-0.271318	-0.271318	-0.24031	0.782946
	5	61	0	3	7	36	15	46	-0.333333	-0.246377	-0.13044	0.710145
	6	60	1	0	8	38	13	47	-0.304965	-0.333333	-0.10638	0.744681
	7	64	1	3	8	43	9	55	-0.303091	-0.260606	-0.13939	0.709091
	all	304	4	8	29	166	97	207	-0.307568	-0.281804	-0.16654	0.73591

* correct answer

The discrimination index of the items on the MLAT-EC was, on average, good enough. However, the discrimination power of some of them diminished because of the increase in their facility as compared with the Spanish version. This is the case of item 3 (vlena), which was finally removed from the test (D_i=0.14).

The point-biserial correlation coefficient (r_{pb}) of this item (.221) confirms that it does not reach the ideal .300 required for an item to be discriminant. What confirms that item 3 was the one to be removed is the calculation of the reliability of this part. Initially, Cronbach's alpha for this part was .931, which is an excellent index. However, taking a look at the corrected item-total correlation, it can be seen that the correlation for item 3 is much lower than it would be desirable (item-total r = .181).

Part 2 *Paraules que es corresponen* (Words in Sentences):

While it was foreseen that the potentially problematic aspects when adapting the MLAT-ES to Catalan would be the increase in the number of words when translating verbs, possessive adjectives, and proper nouns into Catalan, the item analysis proved that the problematic items were those which presented non-canonical word order or those which presented explicit subjects, a feature considered marked in Spanish and Catalan.

Thus, item 4 appeared to be red-flagged due to the changes in the position of qualitative adjectives (when fronted, the adjective takes on a literary tone). In the MLAT-EC version of this item, the sentence was changed so that what prevailed was the type of adjective regardless of its position. Therefore, the fronted adjective "*GRAN*" (great) was meant to be matched with "*intel-ligents*" (intelligent), whose order of appearance in the sentence (after the noun it modifies) differs from the one of "*GRAN*", which appears in front of the

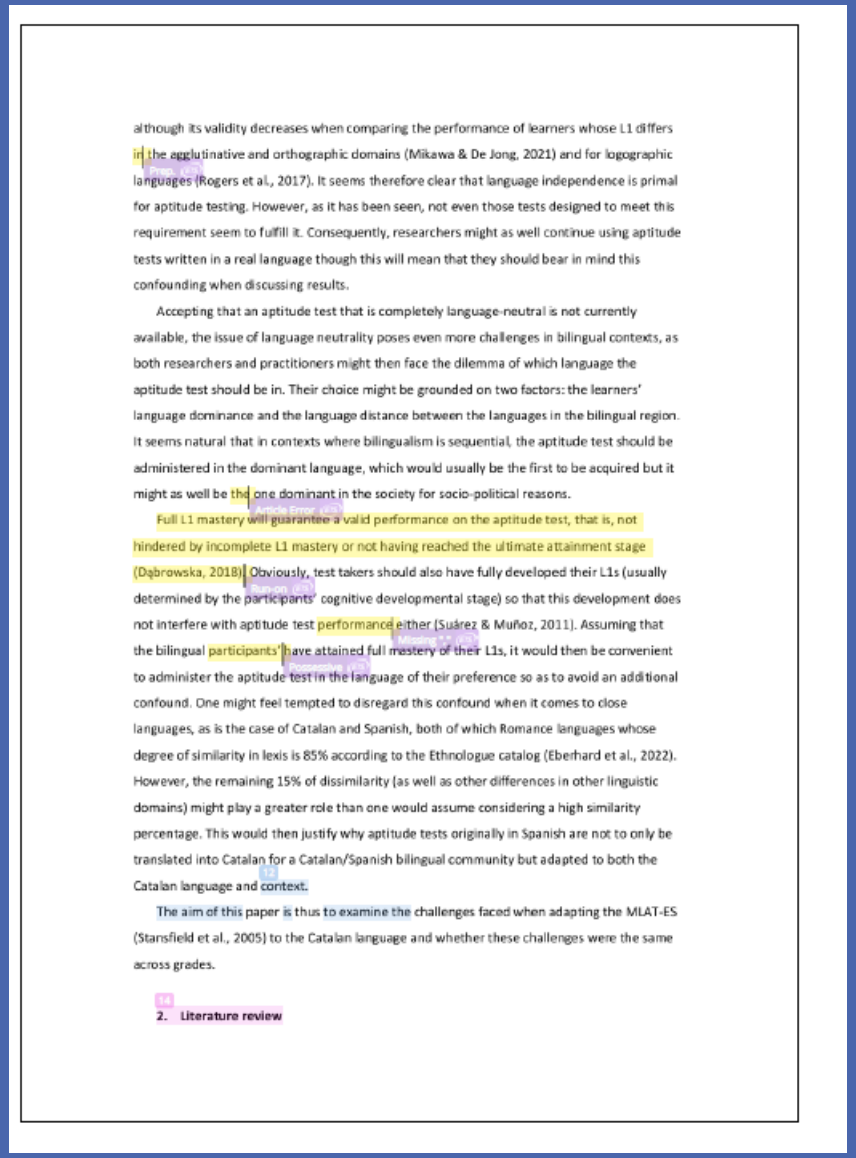
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although its validity decreases when comparing the performance of learners whose L1 differs in the agglutinative and orthographic domains (Mikawa & De Jong, 2021) and for logographic languages (Rogers et al., 2017). It seems therefore clear that language independence is primal for aptitude testing. However, as it has been seen, not even those tests designed to meet this requirement seem to fulfill it. Consequently, researchers might as well continue using aptitude tests written in a real language though this will mean that they should bear in mind this confounding when discussing results.

Accepting that an aptitude test that is completely language-neutral is not currently available, the issue of language neutrality poses even more challenges in bilingual contexts, as both researchers and practitioners might then face the dilemma of which language the aptitude test should be in. Their choice might be grounded on two factors: the learners' language dominance and the language distance between the languages in the bilingual region. It seems natural that in contexts where bilingualism is sequential, the aptitude test should be administered in the dominant language, which would usually be the first to be acquired but it might as well be the one dominant in the society for socio-political reasons.

Full L1 mastery will guarantee a valid performance on the aptitude test, that is, not hindered by incomplete L1 mastery or not having reached the ultimate attainment stage (Dąbrowska, 2018). Obviously, test takers should also have fully developed their L1s (usually determined by the participants' cognitive developmental stage) so that this development does not interfere with aptitude test performance either (Suárez & Muñoz, 2011). Assuming that the bilingual participants' have attained full mastery of their L1s, it would then be convenient to administer the aptitude test in the language of their preference so as to avoid an additional confound. One might feel tempted to disregard this confound when it comes to close languages, as is the case of Catalan and Spanish, both of which Romance languages whose degree of similarity in lexis is 85% according to the Ethnologue catalog (Eberhard et al., 2022). However, the remaining 15% of dissimilarity (as well as other differences in other linguistic domains) might play a greater role than one would assume considering a high similarity percentage. This would then justify why aptitude tests originally in Spanish are not to only be translated into Catalan for a Catalan/Spanish bilingual community but adapted to both the Catalan language and context.

The aim of this paper is thus to examine the challenges faced when adapting the MLAT-ES (Stansfield et al., 2005) to the Catalan language and whether these challenges were the same across grades.

2. Literature review

proven useful to delve into the role of aptitude in vocabulary learning through subtitles (Gesa, Miralpeix & Suárez, in review).

The existing young learners' language aptitude tests tend to rely on the students' L1. However, it has also been found that young learners' literacy skills, along with their cognitive development and their L1 development, are the cause for significant statistical differences between grades 3 and 4 in such tests (Suárez & Muñoz, 2011), coinciding with the end of the Piaget's (1964) preoperational stage and beginning of the concrete operational stage. A plateau is also found in the results between grades 6 and 7 when learners are entering the formal operational stage. Cognitive developmental stages seem to coincide with young learners' performance patterns on aptitude tests and that, therefore, not only one's cognitive developmental stage but also one's L1 literacy stage become a confound if the same aptitude test is used across grades cross-sectionally (Suárez & Muñoz, 2011). Nevertheless, the use of such aptitude tests seems to be supported by the fact that the patterns found in the L1 acquisition are also found in L2 development, including those dependent on orthography and phonology (Ellis, 1996). Indeed, this correspondence seems to have long-lasting effects on later L2 aptitude scores and L2 proficiency (e.g. Skehan, 1986; Sparks et al., 2011).

These findings also question the concept of aptitude as innate and untrainable (e.g. Carroll, 1981; see Singleton, 2017, for an overview), as not only one's L1 developmental stage but also any difficulties in phonological decoding skills will certainly transfer to one's performance in language aptitude tests, as stated in the Linguistic Coding Deficit/Difference Hypothesis (LCDH) (e.g., Sparks & Ganschow, 1993).

2.2 Bilingualism, language preference, and FL aptitude

The lack of language neutrality in aptitude testing might blur the results of language-dependent aptitude tests. But what happens when learners taking such a test are bilingual? Which language should they take the test in? Given the connections, as explained above, between one's L1 development, L2 development, and language aptitude, one might consider that the wisest option would be the one they are stronger in or, at least, that of their preference.

Research to date has not yet reached clear results as to how bi/multilingualism may affect cognitive abilities including aptitude, considering its supposed (un)trainability. However, one's L1 preference is not strong enough to significantly alter one's performance in language-dependent aptitude tests as are the MLAT-ES and the MLAT-EC, at least in the lower grades (Suárez & Stansfield, in review).

When asked about which language they considered to be one of their preference, half of the students showed a preference for Catalan (N=147), while 87 expressed their preference for Spanish and 70 claimed to have no preference over any of the two. As stated above, though, this preference did not play any role in their language aptitude test performance, regardless of the language of the test (Suárez & Stansfield, in review). Consequently, in this study, they will all be considered fully proficient in both Catalan and Spanish as they were all simultaneous bilinguals. Besides, only those participants who had learned both languages in early childhood were included.

3.3. Instruments

The MLAT-EC (Suárez, 2010), a paper and pencil test, was developed from the Spanish version of the MLAT-E, the MLAT-ES. It is beyond the scope of this study to explain the latter in detail. The MLAT-EC contains the same parts as the MLAT-ES, widely validated in South America (Colombia, Costa Rica, and Mexico) and in Spain (Madrid and Catalonia). After the MLAT-ES validation study, the test was rendered with 123 items, 42 less than in the first version. The Catalan version also included, in the first version, 123 items. These items were distributed in the same way as in the MLAT-ES, in the following subtests:

Part 1: Hidden Words (*Paraules ocultes*). Based on the MLAT's Spelling Clues, this test presents easier vocabulary. It is believed to measure L1 vocabulary and sound-symbol association. (30 items)

Part 2: Words in Sentences (*Palabras que es corresponen*). This part measures grammatical sensitivity without using formal grammatical terms. Learners are to find the word in a sentence that performs the same function like the one in capital letters in the item's stem. (29 items)

Part 3. Rhyming Words (*Palabras que rimen*). This test has no counterpart in the MLAT. It measures the ability to hear speech sounds while selecting words that rhyme. (38 items)

Part 4. Learning Numbers (*Números en un altre idioma*). In this test, test takers learn six numbers (units and tens) and must learn six numbers and how to combine them in an artificial language. This part taps into rote memory learning as well as vocabulary learning and the ability to form and remember associations between speech sounds. (25 items)

Wrong answers were not penalized, while right answers were awarded one point. Results were computed in SPSS. Cross-cultural and cross-linguistic issues were already detected when running the item analysis and analyzing it from a qualitative perspective due to

because while the number 2 (*vein*) in the artificial language used in this part is very similar to the real name for the number 20 in Spanish ("*veinte*"), it is not in Catalan, in which the number 20 is "vint". Actually, number 20 in Catalan shares the same syllable with its name in the artificial language of the test, as number 20 in Catalan is "*vint*". As happened in the MLAT-ES, quite a few test-takers (44 out of 304 - 14.5%) wrote 20 (vinca) for the last two questions in the test, even though they were dictated differently. This could be attached to, perhaps, test fatigue.

6. Conclusions

This paper aimed at explaining the difficulty in adapting a language-dependent aptitude test like the MLAT-ES to Catalan, a very closely related Romance language, and to see how this adaptation was challenged in certain items depending on the learners' age. Though those learners showing a preference for Catalan outperform the other groups (Suárez & Stansfield, in review), this only happens in the upper grades, once the acquisition process of both bilinguals' L1s has finished. Therefore, this type of performance could be due to the fact that Catalan is the language used in formal instruction and so, the students applied their formal knowledge to answer the aptitude test.

Catalan and Spanish are certainly close Romance languages, but that does not mean that a light translation of the MLAT-ES into Catalan could guarantee a perfect fitting test in the minoritarian language for several reasons. On the one hand, phonetics and spelling were a challenge for parts 1 and 3, as Catalan does not offer the almost perfect one-to-one correspondence of grapheme and phoneme. Also, the fact that certain translations implied the use of words that were not cognates but that came from other linguistic roots meant changing items completely or reusing one of the distractors for the sake of comparability. These slight changes did not prevent the MLAT-EC from being slightly more difficult than the MLAT-ES, though not significantly so, across ages.

Regarding part 2, the challenges posed by the two languages at work involved care in the selection of distractors. However, the resulting adaptation did not pose any significant challenges or problems except for, once again, those verb forms that due to the not-so-common use were rather novel for the test takers.

Finally, as for Part 4, tapping into rote memory, the same patterns of response are found regardless of the test version, thus proving that, in this particular part, the challenges do not seem to be language-related but, rather, both age- and ability-related and, perhaps, one could venture, test-fatigue also contributed to the response pattern found as well.

Some patterns are also to be observed across grades, with the MLAT-EC being significantly more difficult for 3-graders than 4-graders, especially in specific items. This difficulty, as seen above, is due to two main factors: the learners' cognitive developmental stages, with 3-graders being in the impasse between the preoperational and the concrete operational stages on the one hand, and still mastering their literacy skills and vocabulary on the other. While an aptitude test meant to cover grades 3 to 6 will necessarily show an evolution in the scores (despite the innateness and untrainability claims regarding aptitude), test adaptors can adjust their decisions on other factors such as the learners' familiarity with certain words or unfortunate similarities with other words in the same language.

While the validity and reliability of both the MLAT-ES and the MLAT-EC have been proven in a Catalan/Spanish population across ages (Suárez, 2010), the MLAT-EC solves some specific linguistic and cultural problematic items in the MLAT-ES, especially for grade 3, and that it also covers the Catalan language specificity in all parts, bearing in mind the rationale behind the creation of the original MLAT-ES and without being significantly affected by the participants' language of preference. Therefore, it can be concluded that it is an instrument that covers the gap of a lack of an aptitude test in a minoritarian language as is Catalan, with 4.1 million native speakers according to the 2021 version of the *Ethnologue*, and whose extinction might have already started (Junyent, 2020).

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Re: Your Manuscript for Special issue: LTRQ-22-00241-SI-RS



Maria del Mar Suárez Vilagran
To Hassan Mohebbi

Reply | Reply All | Forward

Fri 26/08/2022 20:22

You forwarded this message on 01/09/2022 12:34.

LTRQ-22-00241-SI-RS_final.docx
2 MB

Dear Hassan Mohebbi,

See attached the new version fixed. I was particularly concerned about the high percentage of "self-plagiarism". The thing is that the item analysis is the same (and will always be) as it is all about objective data. What I do here is a completely new contextualization and discussion on the results. As you will see, there is hardly any red either in the introduction or the conclusion. In any case, I have rephrased those parts in red as much as I have been able to, considering that it is all about results.

Please, let me know if it's now acceptable or if it still needs further rewriting. I will do that with pleasure.

Thank you once again for this great chance of publishing in LTRQ.

Best regards,

Re: RV: Your Manuscript for Special issue: LTRQ-22-00241-SI-RS

WZ

WEN ZHISHENG <edwardwen@ipm.edu.mo>
To Maria del Mar Suárez Vilagran
Cc hassan.mohebbi973@gmail.com; Language Teaching Research Quarterly Journal

Reply | Reply All | Forward

Sun 04/09/2022 06:58

You replied to this message on 05/09/2022 08:56.
We removed extra line breaks from this message.

LTRQ-22-00241-SI-RS_Suarez final.edited.docx
2 MB

Dear Maria,

As Hassan and Esma are dealing with copy editing and production issues, I was not aware of this, but overall, please understand that we have to be extremely cautious about plagiarism issues, so we really appreciate your efforts to paraphrase those suspicious parts in red at the very least. We will later take another check to see if the issues have been solved or not.

Before that, I've just taken a second quick read of your paper and sorted out some obvious grammar points. That said, there is still a place on page 6 (I've marked it as XXX as it needs a noun phrase here; I've highlighted it in red as well) that needs your attention. Could you please add the missing noun phrase to it and send the paper back to us so that we will proceed with further steps?

Many thanks and shall stay in touch,

With best wishes,
Edward

Evitar els conflictes d'interès

- Anonimitzar el contingut
- Anonimitzar les referències
- Netejar les metadades
- Si som revisors i esbrinem els autors, declarar-ho i retirar-se
- Participació en projectes
- Amistat

4. Aspectes transversals

- Ètica en la publicació (plagi, autoria, conflictes d'interès)
- Gestió emocional del procés de publicació

La primera decisió... (*System* – Q1)

RV: Decision on submission to System - [EMID:4be814cdedef5cef]



Ferran Gesa
To Maria del Mar Suárez Vilagran

Reply | Reply All | Forward

dt. 8/10/2024 7:57

Start your reply all with: Thank you! | Got it, thanks! | Received, thank you. | Feedback

Asunto: Decision on submission to System - [EMID:4be814cdedef5cef]

ELSEVIER

Manuscript Number: SYS-D-22-01083R1

Second Language Vocabulary Learning in Primary School: The Role of Extensive Viewing, Vocabulary Size and Language Aptitude

Dear Dr Gesa,

Thank you for submitting your manuscript to System.

I regret to inform you that the reviewers recommend against publishing your manuscript, and I must therefore reject it. My comments, and any reviewer comments, are below.

For alternative journals that may be more suitable for your manuscript, please refer to our Journal Finder (http://journalfinder.elsevier.com).

System

Editor and Reviewer comments:

As the reviewers were divided, we sought a 3rd reviewer, but after many declined invitations, unfortunately we have had to go ahead with the editorial decision to reject, based on the two reviewers' comments. The study certainly has merit - we hope the reviewer comments will be useful for revising and submitting to another journal.

2a decisió

Foreign Language Annals – Q1

RV: Foreign Language Annals - Decision on Manuscript ID FLA-04-23-0045 [email ref: DL-SW-4-a]



Ferran Gesa
To Maria del Mar Suárez Vilagran

Reply | Reply All | Forward

dt. 8/10/2024 7:58

Attached standard file: FLA-04-23-0045_Proof_hi_commented.pdf
445 KB

Start your reply all with: Thank you! | Got it, thanks! | Received, thank you. | Feedback

30-Aug-2023

Dear Dr. Gesa:

I have had an opportunity to read manuscript # FLA-04-23-0045 entitled "Vocabulary Learning in Primary School: The Role of Extensive Viewing, Vocabulary Size and Language Aptitude" which you recently submitted to Foreign Language Annals and I have received comments, included below this message, from two reviewers.

While the reviewers and I would like to commend you on your interest in this topic, the reviewers also expressed a number of concerns about the study design and the conclusions that were drawn from the data. In addition, it is important to point out that Foreign Language Annals prioritizes manuscripts that address new issues and perspectives, that investigate standards- and proficiency-based approaches to curriculum, instruction, and assessment, and that address the teaching and learning of languages other than English.

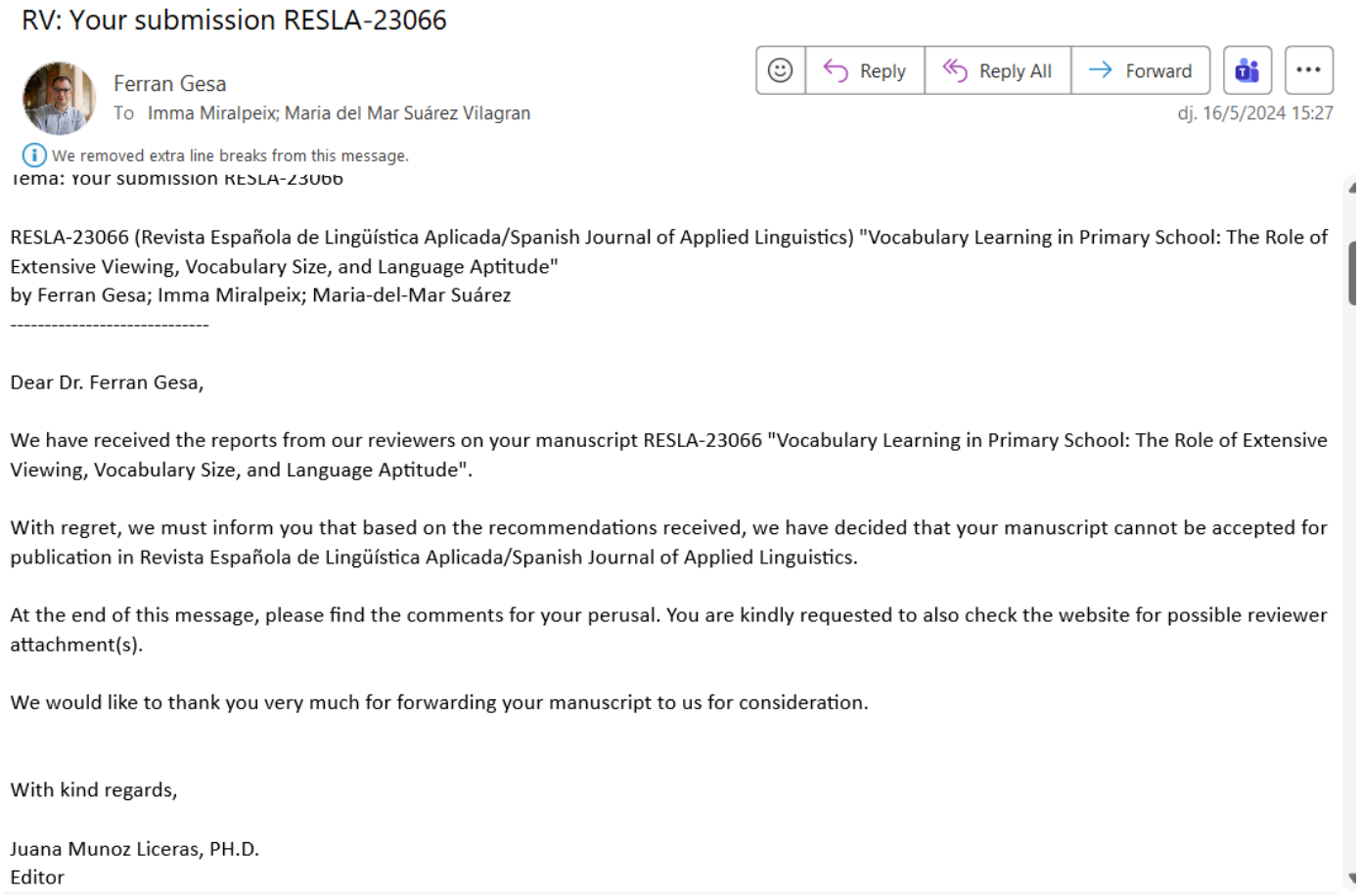
Having considered the reviewers' ratings and comments, I concur with the major concerns that they have identified and I cannot recommend your paper for revision, further review and possible publication.

Thank you for giving us the opportunity to consider your work. Know that I wish you the very best in finding an appropriate venue in which to share your research.

Yours sincerely,

3a decisió

Revista Española de Lingüística Aplicada – Q1



RV: Your submission RESLA-23066

Ferran Gesa
To Imma Miralpeix; Maria del Mar Suárez Vilagran

Reply | Reply All | Forward

dj. 16/5/2024 15:27

We removed extra line breaks from this message.

Tema: Your submission RESLA-23066

RESLA-23066 (Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics) "Vocabulary Learning in Primary School: The Role of Extensive Viewing, Vocabulary Size, and Language Aptitude"
by Ferran Gesa; Imma Miralpeix; Maria-del-Mar Suárez

Dear Dr. Ferran Gesa,

We have received the reports from our reviewers on your manuscript RESLA-23066 "Vocabulary Learning in Primary School: The Role of Extensive Viewing, Vocabulary Size, and Language Aptitude".

With regret, we must inform you that based on the recommendations received, we have decided that your manuscript cannot be accepted for publication in Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics.

At the end of this message, please find the comments for your perusal. You are kindly requested to also check the website for possible reviewer attachment(s).

We would like to thank you very much for forwarding your manuscript to us for consideration.

With kind regards,

Juana Munoz Liceras, PH.D.
Editor

4a decisió... Revisions menors! – *Language Teaching for Young Learners – Q1*

RV: LTYL-24024



Ferran Gesa
To Imma Miralpeix; Maria del Mar Suárez Vilagran

Reply | Reply All | Forward

dt. 8/10/2024 7:39

LTYL-24024 (Language Teaching for Young Learners)
"Extensive Viewing in Young English as a Foreign Language Learners: Do Aptitude and Vocabulary Size Influence Vocabulary Learning?"
by Ferran Gesa; Imma Miralpeix; Maria-del-Mar Suárez

Dear Dr Ferran Gesa,

Thank you for submitting your manuscript to Language Teaching for Young Learners. We have completed the review of your manuscript. A summary is appended below. While revising the paper please consider the reviewers' comments carefully. My sense is that although the reviewers have signaled major revisions, the issues raised should be able to be addressed without a huge amount of extra work.

In particular I would like to highlight the need to address gaps in the literature review. While an impressive range of references have been cited, reviewer 1 has identified a couple of gaps, and a tendency to emphasize older research in places. In addition, please consider the following two sources of research relevant to this study

a. Teng, M. F., & Reynolds, B. L. (2025). Researching incidental vocabulary learning in a second language. Routledge.

b. Prof Mike Rodgers
https://scholar.google.com/citations?hl=en&user=vTpL0s8AAAAJ&view_op=list_works&sortby=pubdate

Please submit the revised article before 21 Nov 2024. When you resubmit please also provide detailed information about your responses to the reviewers' comments and the revisions you have made. We look forward to receiving your detailed response and your revised manuscript.

Please submit your revised manuscript online by using the Editorial Manager system which can be accessed at:
URL : https://www.editorialmanager.com/ltyl/

Extensive viewing in young English as a foreign language learners

Do aptitude and vocabulary size influence vocabulary learning?

Article published In: **Language Teaching for Young Learners**
Vol. **7:2** (2025) ▶ pp.270–302

◀ PREVIOUS NEXT ▶

Ferran Gesa | Universitat de Barcelona
Imma Miralpeix | Universitat de Barcelona
Maria-del-Mar Suárez | Universitat de Barcelona

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AUTHORIZATION REQU

Audiovisual input has been shown to promote vocabulary acquisition in foreign language learners. However, there is limited research on the effects of extensive viewing in a classroom context with young beginner learners of English. This study investigates foreign language vocabulary learning through explicit teaching and additional viewing of subtitled TV series, as well as the role that second language (L2) vocabulary size and language aptitude may play. A teaching intervention lasting one academic year was implemented in primary school. Weekly, two groups of beginner learners of English enrolled in grade 6 and aged 11 ($N = 47$) were taught a set of target words. One group was additionally exposed to the target vocabulary through an episode of a TV series with subtitles in Spanish, their native language. Gains in form and meaning recall of the target vocabulary were measured. Participants' L2 vocabulary size and language aptitude were also assessed at the beginning of the intervention. Multivariate tests showed



Tornem-hi, que no ha estat res!

Recapitulem

1. Identitat com a recercaire
2. Sistema de publicació: triar revista en base a tota la informació disponible a la plataforma
3. Fer bona feina
4. Paciència, que és la mare... de la ciència!

I això és tot!
Gràcies!

Maria-del-Mar Suárez
mmsuarez@ub.edu

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