

Publish or Perish: A PhD's Guide to Navigating Academic Journals

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Maria-del-Mar Suárez: my academic identity

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.

My profile on ResearchGate (2024/11/10)


ResearchGate Home Questions Jobs Search for research, journals, people, etc.  7  26

**Maria-Del-Mar Suárez**  Edit
Applied Linguistics (PhD); Masters in Tertiary Education; English Philology Degree · Lecturer at University of Barcelona
Spain | [Website](#)
99 Associate Professor and teacher trainer at the Universitat de Barcelona.

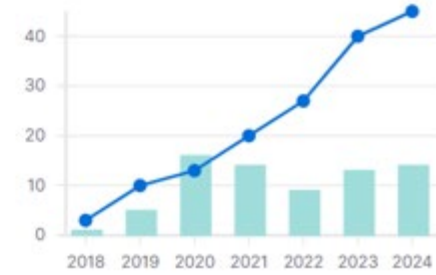
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Year	Research Items	Citations
2018	2	2
2019	5	10
2020	15	15
2021	15	20
2022	10	28
2023	13	40
2024	14	45

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



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

Other names ▶

Lecturer, [Universitat de Barcelona](#)

Verified email at ub.edu - [Homepage](#)

[Second Language Acquisition](#) [Multimodality](#) [Aptitude](#) [Foreign Language Learning...](#)
[Individual Differences](#)

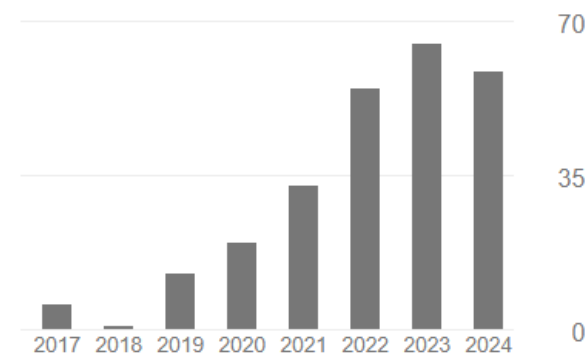


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Citations	277	247
h-index	8	8
i10-index	8	8




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<input type="checkbox"/>	TITLE		CITED BY	YEAR
<input type="checkbox"/>	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
<input type="checkbox"/>	Becoming a Good BookTuber MM Suárez, MV González Argüello RELC Journal 51 (1), 158-167		31	2020
<input type="checkbox"/>	Aptitude, age and cognitive development: The MLAT-E in Spanish and Catalan MM Suárez, C Muñoz EuroSLA Yearbook 11 (1), 5-29		23	2011
<input type="checkbox"/>	Language Aptitude in Young Learners: The Elementary Modern Language Aptitude Test in		21	2010



Maria-del-Mar Suárez

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

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Maria-del-Mar Suárez uploaded a paper

JITT in EFL



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

by Maria-del-Mar Suárez

2024 • Gesa, F., Frigolé, N., & Suárez, M.M. (2024). EFL grammar teaching applying the Just-in-Time Teaching methodology: A

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



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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

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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](#)



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

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Peer Review

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Date: newest first ▾

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



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Suárez, Ma del Mar

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65

Citations by **58 documents**

15

Documents

4

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What makes
you an
'author'?

CRedit – Contributor Roles Taxonomy

- provides a more open, standardized and transparent approach to authorship
- ensures that all contributors receive appropriate credit for their work across all aspects of research including writing, data curation and statistical analysis
- enables Equality, Diversity and Inclusivity by recognising all contributors regardless of status or any other characteristic
- reduces ambiguity and potential conflicts regarding authorship

CReditT roles

- [Conceptualization](#)
- [Data curation](#)
- [Formal analysis](#)
- [Funding acquisition](#)
- [Investigation](#)
- [Methodology](#)
- [Project administration](#)
- [Software](#)
- [Resources](#)
- [Supervision](#)
- [Validation](#)
- [Visualization](#)
- [Writing – original draft](#)
- [Writing – review & editing](#)



Number and order of authors

- Social Sciences and Humanities: max. 3 authors
- Experimental and Health Sciences: to infinity and beyond
- Order of authors: shows how much each researcher contributed equally to the study, what they were responsible for, and how much credit they should get.
- The last author should be the lead PI, who has supervised, financed, or the main person responsible for the project
- Corresponding author: link between the journal and the authors



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 – Access with fees (universities, 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
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Últimas novedades

Resultados UVa en el THE World University Rankings 2025

Resultados UVa en el ranking 2024

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

Which one is better: WoS or Scopus?

- Complementary
- Scopus: wider list of sources. Implements its own system of sources. Easy interface.
- WoS: more comprehensive citation system. Higher volume of data.
- Both subdivide journals using quartiles, aimed to measure the **quality (???)** of journals (and papers)

¿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.

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



Let's inspect SJR

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

SJR

Scimago Journal & Country Rank

	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	

Let's now see JCR

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

LANGUAGE & LINGUISTICS

Journal name ▾	ISSN	eISSN	Category	Total Citations ▾	2022 JIF ▾	JIF Quartile	2022 JCI ▾	% of OA Gold ▾	
<input type="checkbox"/> Transactions of the Association for Computational Linguistics	N/A	2307-387X	LANGUAGE & LINGUISTICS - AHCI	4,277		10.9	N/A	6.95	98.24 %
<input type="checkbox"/> COMPUTATIONAL LINGUISTICS	0891-2017	1530-9312	LANGUAGE & LINGUISTICS - AHCI	3,123		9.3	N/A	3.48	97.73 %
<input type="checkbox"/> Computer Assisted Language Learning	0958-8221	1744-3210	LANGUAGE & LINGUISTICS - AHCI	4,291		7.0	N/A	3.59	6.38 %
<input type="checkbox"/> ReCALL	0958-3440	1474-0109	LANGUAGE & LINGUISTICS - AHCI	1,382		4.5	N/A	3.56	29.85 %
<input type="checkbox"/> Language Testing	0265-5322	1477-0946	LANGUAGE & LINGUISTICS - AHCI	2,712		4.1	N/A	2.39	10.64 %
<input type="checkbox"/> Annual Review of Applied Linguistics	0267-1905	1471-6356	LANGUAGE & LINGUISTICS - AHCI	1,612		3.7	N/A	2.63	31.43 %
<input type="checkbox"/> Language Teaching	0261-4448	1475-3049	LANGUAGE & LINGUISTICS - AHCI	2,677		3.6	N/A	2.42	16.54 %
<input type="checkbox"/> Language Culture and Curriculum	0790-8318	1747-7573	LANGUAGE & LINGUISTICS - AHCI	1,001		3.5	N/A	2.01	9.62 %
<input type="checkbox"/> Annual Review of Linguistics	2333-9691	2333-9691	LANGUAGE & LINGUISTICS - AHCI	675		3.2	N/A	3.40	0.00 %
<input type="checkbox"/> Journal of English for Academic Purposes	1475-1585	1878-1497	LANGUAGE & LINGUISTICS - AHCI	2,244		3.0	N/A	2.17	10.27 %
<input type="checkbox"/> Language Assessment Quarterly	1543-4303	1543-4311	LANGUAGE & LINGUISTICS - AHCI	1,207		2.9	N/A	1.41	6.98 %
<input type="checkbox"/> International Journal of Bilingual Education and Bilingualism	1367-0050	1747-7522	LANGUAGE & LINGUISTICS - AHCI	3,439		2.8	N/A	2.86	13.18 %
<input type="checkbox"/> Language Testing in Asia	N/A	2229-0443	LANGUAGE & LINGUISTICS - ESCI	413		2.8	N/A	1.70	100.00 %
<input type="checkbox"/> Journal of Language Evolution	2058-4571	2058-458X	LANGUAGE & LINGUISTICS - ESCI	149		2.6	N/A	2.79	37.04 %
<input type="checkbox"/> Applied Linguistics Review	1868-6303	1868-6311	LANGUAGE & LINGUISTICS - AHCI	1,007		2.6	N/A	2.32	10.19 %

Why are
the indices
different?

JCR measures the citations of the last 2 years. All of them have the same weight and value.

SJR measures the citations of the last 3 years and their value is weighed. The “figure” provided depends on the position of the journal.



Scopus

Source title ↓					Documents 2019-22 ↓	% Cited ↓	SNIP ↓	SJR ↓	Publisher ↓	<
		CiteScore ↓	Highest percentile ↓	Citations 2019-22 ↓						
<input type="checkbox"/>	1	Transactions of the Association for Computational Linguistics <i>Open Access</i>	25.4	99% 1/1078 Linguistics and Language	7,018	276	84	4.791	1.985	MIT Press
<input type="checkbox"/>	2	Artificial Intelligence Review	23.0	99% 1/1001 Language and Linguistics	13,565	591	94	4.347	2.49	Springer Nature
<input type="checkbox"/>	3	Communication Research	13.4	99% 2/1001 Language and Linguistics	2,588	193	96	2.999	2.779	SAGE
<input type="checkbox"/>	4	Computer Assisted Language Learning	12.6	99% 3/1001 Language and Linguistics	2,813	224	97	3.108	1.754	Taylor & Francis
<input type="checkbox"/>	5	Artificial Intelligence	11.4	99% 4/1001 Language and Linguistics	4,414	387	83	3.416	1.819	Elsevier
<input type="checkbox"/>	6	Computational Linguistics <i>Open Access</i>	11.3	99% 5/1001 Language and Linguistics	1,130	100	72	3.466	1.238	MIT Press
<input type="checkbox"/>	7	Modern Language Journal	10.7	99% 6/1001 Language and Linguistics	1,836	171	80	3.64	2.463	Wiley-Blackwell
<input type="checkbox"/>	8	Language Teaching Research	10.1	99% 7/1001 Language and Linguistics	1,734	172	96	2.108	1.44	SAGE
<input type="checkbox"/>	9	Language Learning	9.7	99% 8/1001 Language and Linguistics	1,538	158	92	2.699	2.195	Wiley-Blackwell
<input type="checkbox"/>	10	Open Mind <i>Open Access</i>	9.4	99% 10/1078 Linguistics and Language	141	15	87	3.127	1.95	MIT Press
<input type="checkbox"/>	11	Journal of Second Language Writing	9.1	99% 9/1001 Language and Linguistics	999	110	79	2.838	2.314	Elsevier
<input type="checkbox"/>	12	Language Learning and Technology	9.0	99% 10/1001 Language and Linguistics	690	77	78	4.029	1.125	University of Hawaii Press
<input type="checkbox"/>	13	Topics in Cognitive Science	8.2	98% 13/1078 Linguistics and Language	1,666	202	90	1.748	1.242	Wiley-Blackwell
<input type="checkbox"/>	14	Studies in Second Language Acquisition	8.0	98% 11/1001 Language and Linguistics	1,602	200	87	2.852	2.077	Cambridge University Press
<input type="checkbox"/>	15	ReCALL	7.9	98% 12/1001 Language and Linguistics	575	73	88	2.479	1.173	Cambridge University Press



Why all these
metrics?



The perverse
logic of the
publishing
system...



Re-energising Your Career

@career_re

...

#AcademicTwitter This always makes me laugh! 😂😂 @phdvoice
#phdlife

19th century scientist

I must find the
explanation for this
phenomenon in order
to truly understand
Nature...



21st century scientist

I must get the
result that fits my
narrative so I can
get my paper into
Nature..



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But careful...



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.

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How about books?!



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Indicadores para Editoriales Académicas

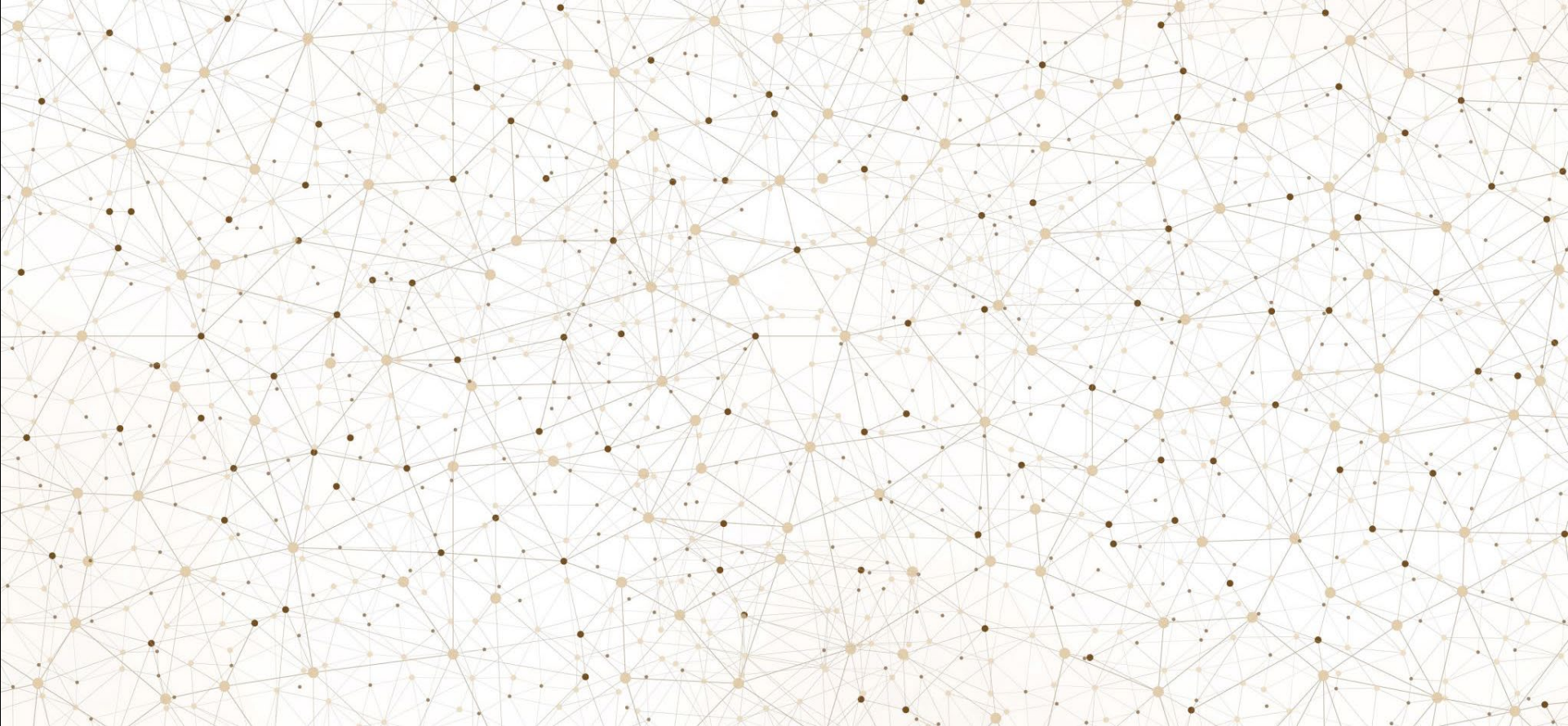
Un proyecto del Grupo de Investigación sobre el Libro Académico (ILIA)

Ningún mapa sustituye a la región cartografiada, pero al mismo tiempo (...)

una carta bien trazada simplifica el recorrido

Tomás Granados Salinas

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



SPI Q1... always?

Books as a byproduct of a conference (but not only)

What kind of books are they?

Jack of all trades, master of none

Poor copyediting/layout

Poor scientific quality (?!)

Variety in the extension of chapters

Peer review (or not even that)

Limited time to review chapters with very light criteria

Books with > 800 pages (or many books out of one conference).

CEA-APQ

Sello de 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/>

Making the Right Choice



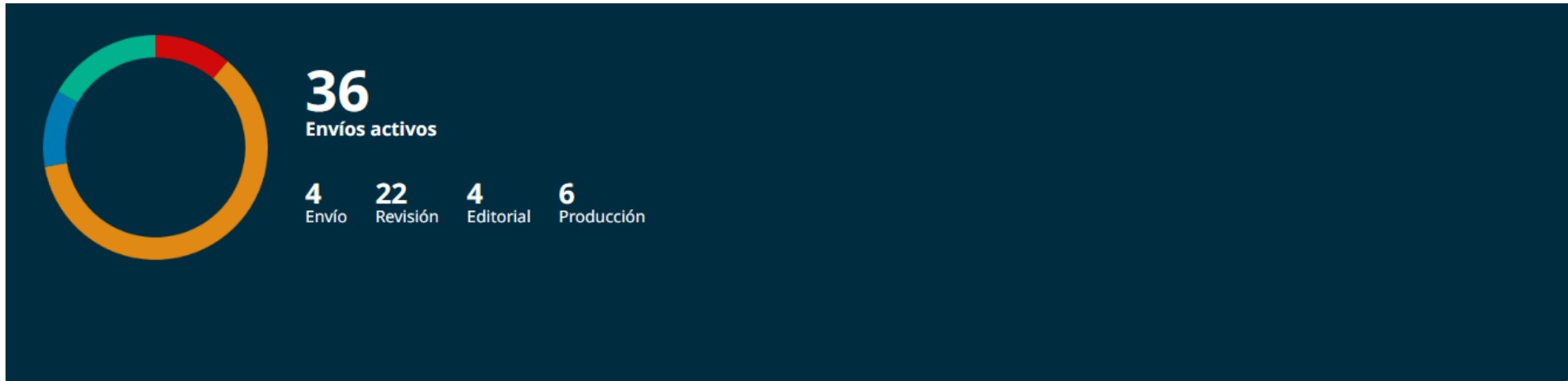
Quality? Quantity? Both?



Navigating a journal

Aspects to consider when choosing a journal

- Consistency when publishing (continuous vs issues)
 - Blind peer-review (even open review!) (Publons - Scopus)
 - Accomplishes norms and regulations (Latindex)
 - Backed by a prestigious publishing house
 - Stats: percentage of accepted and rejected papers
 - Mean average of days to assign a paper to reviewers
 - Mean of average days until acceptance (from 3-4 months to 2 years!)
 - Whether your paper cites articles or authors published in the same journal
 - Misconceptions
 - Transparency (*open data*)
- , etc.



Tendencias

2022-01-01 — 2022-12-31 Filtros

Nombre	2022-01-01 — 2022-12-31	Total
Envíos recibidos	56	423 (55/año)
Envíos aceptados	16	177 (28/año)
Envíos rechazados	30	147 (19/año)
Envíos rechazados (antes de revisión)	17	49 (17/año)
Envíos rechazados (después de revisión)	13	98 (15/año)
Envíos publicados	29	177 (29/año)
Días hasta la primera decisión editorial ?	6	71
Días hasta la aceptación	227	322
Días hasta el rechazo	107	109
Tasa de aceptación ?	34%	42%
Tasa de rechazo ?	66%	35%
Tasa de rechazo antes de revisión	36%	12%
Tasa de rechazo después de revisión	30%	23%


Academic (Recerca)	Professional	Both
Research	Practice	Study of practice generates new knowledge
Small audience	Large audience	Mixed
Values theory	Values experience	Researches experience

In-between (journals/ books with practical experiences and research)



(Murray, 2005, p. 41)

The case of *RELC Journal*

Sage Journals


Search this journal ▾ Enter search terms... 

[Advanced search](#)

 Access/Profile  Cart

Browse by discipline ▾ Information for ▾


RELC Journal



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

JOURNAL HOMEPAGE

SUBMIT PAPER



The *RELC Journal*, established in 1970, is a triannual peer-reviewed international publication of the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC), located in Singapore. It publishes original research and review articles on topics pertinent to language teaching and learning. [View full journal description](#)

This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).

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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

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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.

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

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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.

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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.
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- 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>

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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.

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 Lluís Codina Academia ▾ IA Periodismo

¿Existe un porcentaje de plagio aceptable en trabajos académicos? Spoiler: no

30 julio, 2020 por [Lluís Codina](#)

Entre **un 10% y un 20% es aceptable**, señalan los profesores acostumbrados a saltar de tribunal entre tribunal. En algunos casos, como en Derecho, **un 30% vale**. Al fin y al cabo, hay que citar, y el Turnitin no suele hacer distinciones. Hay otras alternativas al popular método. Por ejemplo, Grammarly, un programa de corrección y edición de texto que sirve igualmente de detector de plagio.

Fuente: artículo publicado en El Confidencial. [Clic para acceder](#)

Ningún porcentaje de plagio es aceptable. Ni en trabajos académicos ni en ninguna otra clase de trabajos intelectuales. La razón es que un plagio siempre es una **mala praxis**, con independencia de que sea fruto de un error o de un intento deliberado de manipulación.

How much plagiarism is acceptable?

¿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:

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.

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.

¿Puede un trabajo académico ser completamente original?

Respuesta corta: no.

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

Es **imposible** que el cien por cien de un trabajo académico de calidad (p.e. una tesis doctoral) sea original. Es igual de imposible que lo sea un artículo científico. Y tampoco es deseable. Tal vez un poema, una canción o una novela pueden ser cien por cien originales, pero un trabajo científico, no.

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.

Por tanto, no existe ninguna contradicción entre la imposibilidad de la **originalidad** de un trabajo académico con el rechazo al **plagio**. Se rompe esta (aparente) contradicción con el simple hecho de **atribuir** los contenidos tomados en préstamo de otras obras. Fin de la contradicción.



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Estimada María del Mar:

Con sorpresa he recibido su notificación en la que indica que en el artículo existe un alto índice de **plagio**. El artículo es una pequeña parte de mi tesis doctoral que realice en la Unive dirección de los profesores Amando López, Eduardo Encabo e isabel Jerez.

En el informe del programa Turnitin aparece un 69% de similitud, pero que integramente corresponde a mi tesis inédita depositada en la Universidad de Murcia. Por lo tanto, el porcer trabajo de investigación.

Con tal motivo, le rogaría reconsiderase la decisión puesto que se publica un trabajo autónomo e inédito (no estoy plagando a nadie).

Le adjunto el informe del programa antiplagio de Turnitin y unas capturas de pantalla en la que se indica que el 69% de **plagio** corresponde a mi tesis doctoral.

En espera de sus noticas, reciba mi más cordiales saludos

[Redacted signature]

Mª del Mar Suárez <didacticae@ub.edu> escribió:

Apreciados [Redacted names],

En base a las observaciones recibidas de parte de uno de los revisores, que indica un alto índice de **plagio**, tomamos una decisión sobre su envío a Didacticae: Revista de Investig bajomedievales como recurso educativo actual: Una propuesta didáctica". Nuestra decisión es: "No publicable".

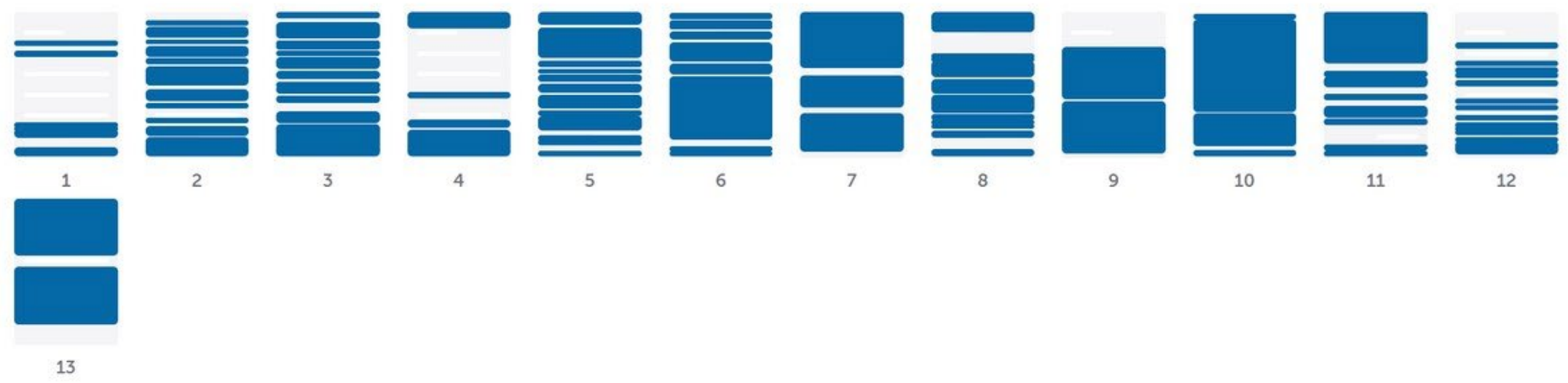
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Tue 04/04/23 16:25

Apreciado [REDACTED]:

Según Urkund el autoplagio (aunque sea auto, no deja de ser texto copiado íntegramente) es de un 74%. Asimismo, las referencias más recientes corresponden a 2012 (exceptuando una ley de 2020), con su mayoría de los 2000, lo que hace que el trabajo necesite:
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Saludos,

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Hassan Mohebbi <hassan.mohebbi973@gmail.com>

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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. cèntra	Grade	N	A camina de pressa	B estri	C fruita	D* visu al mar	Mixing	Attempts	F - A	F - B	F - C	F - D*
	3	57	0	0	3	33	41	36	-0.333333	-0.333333	-0.083333	0.75
	4	62	2	2	3	36	19	45	-0.271538	-0.271538	-0.240351	0.782546
	5	61	0	3	7	36	15	46	-0.333333	-0.246377	-0.130444	0.710145
	6	60	1	0	8	38	13	47	-0.304665	-0.333333	-0.106389	0.744683
	7	64	1	3	8	43	9	55	-0.309091	-0.286026	-0.139355	0.709091
	all	304	4	8	29	164	97	207	-0.307568	-0.281804	-0.146054	0.73501

* 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 (viena), which was finally removed from the test ($D=0.14$).

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 only 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 (Starsfield 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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37 referencias bibliográficas -> 2010 --> 15 (40%) new refs. + PhD dissertation acknowledged

Language Teaching Research Quarterly, 2022, Vol 31, 101-118

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. The version in Catalan also covers the Catalan language specificity in all parts, while respecting 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



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




WEN ZHISHENG <edwardwen@ipm.edu.mo>

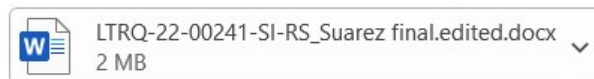
To Maria del Mar Suárez Vilagran

Cc hassan.mohebbi973@gmail.com; Language Teaching Research Quarterly Journal



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.



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

A yellow magnifying glass is positioned in the center, focusing on a large, light blue question mark. The background is a solid dark blue, and it is filled with numerous smaller, light blue question marks of varying sizes, creating a sense of inquiry and confusion. The text "Choosing a reviewer" is written in white, sans-serif font across the middle of the image, partially overlapping the magnifying glass and the question marks.

Choosing a reviewer

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1 of 1

Vocabulary learning through viewing dual subtitled videos: Immediate repetition versus spaced repetition as an enhancement strategy
ReCALL
2023-08-14
2023-05-05

Students' motivation to learn grammar: the contribution of output based instruction
Cogent Education
2023-01-09

Publons profile: reviewer

What is an R score?

- 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.

Reviewer's recommendations

- **Accept** - No further revision required. The manuscript is publishable in its current form. The majority of articles require revision before reaching this stage.
- **Minor Revision** - A limited number of changes are required. Implies that the editors and reviewers feel the paper is publishable once their comments have been addressed.

Examples:

- Some re-writing is needed to address specific areas where the manuscript is ambiguous and requires clarity.
- Citations are appropriate but need revision i.e., these could be limited or excessive.
- Simple factual or numerical errors, which are easily resolved.
- Presentational issues with tables and figures i.e., incorrect labelling, missing arrows etc.
- Ethics and consent statements are present and appropriate, but need rewording for clarity.
- Minor language edits required i.e., repetitive statements, typos, spelling errors.

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

Reviewer's recommendations

Major Revision – Substantial work is required prior to resubmission.

Examples:

- Substantial rewriting is required. Key elements are missing from the paper or not described in adequate detail, meaning the study is unreproducible and difficult to interpret.
- The reviewers have highlighted significant issues with the data and additional analysis, or reanalysis is needed.
- The reviewers have raised publication ethics concerns which need explanation i.e., if similar work has been published without the authors appropriately acknowledging or citing it.
- Lack of clarity regarding ethics approval or patient consent. We should have this information prior to review, but sometimes the reviewers raise concerns which warrant investigation.
- Substantial language edits are required.
- Extensive problems with figures & tables

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

Reviewers' recommendations

- **Resubmit to another journal:** similar papers, not interested, wrong scope, quantitative vs qualitative...
- **Reject** – The manuscript is of insufficient quality, novelty or significance to warrant publication. Even when rejecting a paper, editors are encouraged to share suggestions for improvement in the decision letter.

Examples:

- If issues of quality, novelty and/or contribution cannot be addressed through revision
- Revisions made are insufficient.

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

What makes a good review?

- Reviewer comments are substantial for the first review (even if Minor Revision recommended) and any Major Revision recommendations.
- Reject recommendations don't necessarily have to be substantial if there are fundamental errors/issues which have been noted by the reviewer.
- It provides an overview of the paper's suitability for publication, followed by more detailed feedback.
- Ideally, the review should be easy to read and written in a logical order.
- The reviewers should list any specific edits (e.g. spelling) with a page and paragraph/line number.
- Will include the good points as well as bad, especially for Major Revisions, as authors will have a better idea of the aspects of the paper which are strong.
- Comments to the Editor don't include any useful material for the authors that isn't already in the Comments to the Authors.
- The reviewer agrees to review again....

What makes a bad review?

- Vast majority of the time – any review that recommends Acceptance at first round review.
- Lacking detail at first review stage – even if the recommendation is for Minor Revisions, the reviewer should be able to justify why the paper is already suitable.
- Any major revisions without substantial detail and or/justification.
- When the overall recommendation doesn't reflect the reviewer's comments.
- Purely descriptive with no evaluation of content
- Reviewer asks authors to cite own papers with no justification
- Only grammatical/spelling changes requested.
- All aspects are rated very high or very low with no rationale behind.

Editor's
decision



First decision... (*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]



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.

2nd decision

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,

3rd decision

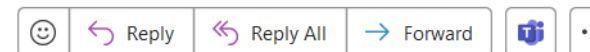
Revista Española de Lingüística Aplicada – Q1

RV: Your submission RESLA-23066



Ferran Gesa

To: María del Mar Suárez Vilagran



dt. 8/10/2024 7:01

Start your reply all with:

[Thank you!](#)

[Got it, thanks!](#)

[Received, thank you.](#)

[Feedback](#)

Asunto: 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,

Imma Miralpeix

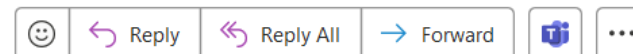
4th decision... Minor revisions! – *Language Teaching for Young Learners – Q1*

RV: LTYL-24024



Ferran Gesa

To Imma Miralpeix; Maria del Mar Suárez Vilagran



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:

URI · <https://www.editorialmanager.com/ltvl/>

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

What does a 'Response Letter' look like?

Literature Review			
Editor	<p>Please consider the following two sources of research relevant to this study:</p> <p>a. Teng, M. F., & Reynolds, B. L. (2025). <i>Researching incidental vocabulary learning in a second language</i>. Routledge.</p> <p>b. Prof. Mike Rodgers</p>	<p>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.</p> <p>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</p>	pp. 2, 27, 32, and 33

1	<p>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. <i>Journal of Computer Assisted Learning</i>, 40(3), 973–989.</p>	<p>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.</p>	<p>pp. 5, 6, 10, 11, 26, 28 and 29</p>
1	<p>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.</p>	<p>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.</p>	<p>pp. 5-9</p>
1	<p>This article, focusing on young learners, is a needed piece. It is a little bit similar to:</p> <p>Suárez, M. M., & Gesa, F. (2019). Learning vocabulary with the support of sustained exposure to captioned video: Do proficiency and aptitude make a difference? <i>Language Learning Journal</i>, 47(4), 497–517.</p> <p>The difference was on young learners in the context of extensive viewing. I wonder why the authors have not cited Suárez and Gesa (2019).</p>	<p>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.</p>	<p>pp. 10, 11 and 29</p>

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	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	p. 16
	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?	the English language, including new vocabulary unrelated to the target words.	
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	<p>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:</p> <p>Plonsky, L., & Oswald, F. L. (2014). How big is “big”? Interpreting effect sizes in L2 research. <i>Language Learning</i>, 64(4), 878–912. https://doi.org/10.1111/lang.12079</p>	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

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	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

Hopefully...

Gesa, F., Miralpeix, I., & Suárez, M.M.
(forthcoming). Extensive viewing in
young English as a foreign language
learners: Do aptitude and vocabulary
size influence vocabulary learning?.
Language Teaching for Young Learners.



Then galleys...

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That's all Folks!