Introduction

We are pleased, once again, to verify the internationality of the papers published in this issue with relevant research studies from Iranian, Turkish and Chinese universities.

This volume begins with the paper written by Jing Liu, which correlates self-efficacy with self-assessment in an undergraduate sample of students.

This article is followed by Alan M. Smyth's, Nuria García Manzanares' and Juan José Fernández-Muñoz' study on anxiety and personality as indicators of academic performance at the university level, where they conclude that anxiety can still be considered to be the best indicator to predict academic performance and that personality traits do indeed play a relevant role in the foreign language learning process in the university context.

Irene Acosta follows with a study on students' perceptions with regards to their emotions during foreign language learning and concludes that positive emotions come from a supporting environment encouraged by participatory, dynamic and fun activities.

Next, Carolyn Leslie offers a study on interaction patterns and support for learning in the primary FL classroom and shows that collaborative work among participants was reinforced with the repetition of tasks and that the students who engaged in collaborative interaction experienced greater levels of support.

Zahra Alimorad's and Mohammad Sadegh Zare Bidoki's study deals with the effect of using the mother tongue as a pedagogic intervention on Iranian EFL learners' English oral production and shows that the lexical and grammatical complexity significantly improved the students' oral performance.

The previous article is followed by Cuneyt Demir, who presents a study on the identification of efficient post-writing techniques for error correction, focusing on self-editing, peer review and teacher feedback, and suggests that instructors focus, in particular, on spelling, punctuation, and articles to stimulate the development of writing.

The next article, presented by Mostafa Azari Noughabi, Seyed Mohammad Reza Amirian and Gholamreza Zareian, deals with concurrent group-dynamic assessment of EFL Learners' vocabulary. The results point to a significant effect of group-dynamic assessment in improving the receptive and productive vocabulary of students of English as a foreign language. Furthermore, qualitative data emphasizes the role of group mediation in improving student motivation by increasing vocabulary acquisition.

Afterwards, Hyun Soo Kim and Tae-Young Kim present a study on the Impact of motivational language activities on novice English teachers' motivation. Their results show that relatively motivated teachers could use these activities to regain their ideal teacher identity and improve confidence in teaching.

In the following study, Silvia Corral-Robles, Micaela Sánchez-Martín and Gracia Gónzalez-Gijón present the design and validation of a category system to evaluate the written discourse of students of English as a second language. Their results show that the category system has content validity as it meets the criteria to ensure the scientific rigor of qualitative methodology: credibility, transferability, dependence and confirmability.

Alberto Fernández-Costales deals with the topic of subtitling and dubbing as teaching resources in CLIL in Primary Education from the teacher's perspective. The most important findings highlight that teachers consider subtitling and dubbing beneficial in CLIL since they

promote the alternation of L1 and L2, metalinguistic awareness and work with the 4Cs of Coyle´s model in content subjects.

Next, Daniel Madrid presents a study on the motivating potential of bilingual and non-bilingual programs in secondary and university education. His results show that secondary school students from non-bilingual programs feel a higher overall motivation than those from bilingual programs. However, in the Education Degree, although there are no significant differences between the two groups regarding their overall motivation, EMI students feel more motivated than non-EMI students.

The topic of motivation is also covered in Tae-Young Kim and Yoon-Kyoung Kim´s study, which deals with motivational language for L2 learning. Their results suggest the usefulness of motivational language activities to improve enthusiasm towards L2 learning.

Next, Kamila Ghouali and Raúl Ruiz Cecilia examine the effect of a technology-based assessment on the writing performance of Algerian English foreign language (EFL) students and conclude that the type of evaluation proposed had pedagogical, practical and emotional attributes that explained the improvement of the students' scores and, in addition, the virtual evaluation acted as a pedagogical support to the traditional evaluation.

Elçin Ölmezer-Öztürk and Gökhan Öztürk discuss anxiety in EFL classrooms and conclude that gaining self-confidence and learning from their own mistakes help learners reduce possible apprehension.

Finally, Yasaman Azmoon investigates whether dictogloss works better on EFL Learners' writing accuracy than processing instruction.

Book reviews

This issue includes three book reviews on three publications of interest for foreign language teachers:
– An English grammar with a linguistic approach,
– A critical study on a publication on language aptitude and
– A book review on the teaching of CLIL in multicultural classrooms.

The editors.