

INTRODUCTION

In this issue, we are pleased to highlight the international dimension of published works, which include outstanding research from China, Iran, Turkey, Saudi Arabia, Russia and Spain, as well as the plurality of perspectives presented and the considerable variety of topics covered. Firstly, we note the study by Magdalena Custodio and JM García Ramos, which presents quantitative research findings on the impact of different accreditation processes, professional development and training for CLIL content teachers.

This article is followed by the research presented by Mehdi Sarkhosh and Shiva Najafi, which investigates the differential effects of collaborative writing versus individual written production and the developing precision and fluency among EFL male and female learners. Next, Huizhen Wu and Wei Zhou address the study of affective factors in English learning for marginalized children, Left-Behind Children (LBC's) in seventh grade in rural China, and offer pedagogical implications on how to foster children's motivation, the learning of English, how to improve their autonomy and activate communication among stakeholders to improve their education.

The research of Amando López Valero, Rebeca Valverde and Eduardo Encabo focuses on the use of techniques for formulating effective questions in the CLIL programs and offers a methodological proposal based on the efficient use of questions to improve student participation. Subsequently, Inmaculada C. Santos, Ester Trigo and Manuel F. Romero share a framework for teaching lexicon from the lexical associations established by speakers to given stimuli and determine that semantic associations are more conditioned by the type of centre of interest and by the informants' lexical flow than by the status of the language used.

The expectations of secondary school assistant teachers in terms of their roles and main functions in the schools of the Community of Madrid are addressed in the article by Beatriz López-Medina and Ana Otto. Data in this article shows how the perceptions of the conversation assistants differ from the recommendations suggested by the Administration. In their article, Narciso Contreras and Fermín Martos address the issue of the formulaic sequences in the teaching of Spanish as LE / L2 and their lexical frequency as a "levelling" criterion in order to check the possible correlation between the assignment of the levels established in the Common Framework European Reference for Languages (CEFR) and the frequency of use among native speakers.

The mediating role of motivation is analysed by Lihong Ma and Jian Liu, who investigate whether the students' motivational beliefs act as mediators in the association between teacher-student relationships (TSR) and the performance in the foreign language with a multiple mediation model. Their results indicate that supporting TSRs can help students improve their foreign language proficiency by promoting their motivation, especially intrinsic motivation. Next, Bogolepova Svetlana Viktorovna and Shadrova Ekaterina Viktorovna demonstrate that needs analysis in curriculum design can be extended to the area of materials assessment and should take into account the language learners' needs.

The topic of pragmatic competence as a regulator of students' oral competence is addressed by Mostafa Morady Moghaddam, Neil Murray and Yara Mirfendereski; their results indicate that there is a significant correlation between the verbal and paralinguistic components of the protocol used with the different tasks of the oral test. Next, María C.

Romeu, Enrique Cerezo and Encarna Llamas conduct an analysis of CLIL textbooks based on Bloom's taxonomy.

Rafael Crisman and Isabel Nuñez investigate the linguistic attitudes of foreign university students of Spanish as a Foreign Language towards the Andalusian linguistic modality, focusing on the cognitive, affective and behavioral components. Ali H. Al-Hoorue and Ahmed Al Shlowiy critically analyze the Vision Theory vs. Goal-Setting Theory and highlight critical gaps in current research on the subject.

Afterwards, Pedro Antonio Férrez and Yvette explore undergraduate students' beliefs about the potential of poetry as a resource for EFL before and after the administration of a lesson plan based on a poem.

Okan Önalán and Esim Gürsoy present a study on the perceptions of EFL teachers from Turkish private schools and their understanding and use of evaluation as an integral part of their pedagogical practices. The results show a high level of self-confidence of the participants in the traditional summative use of the evaluation, but moderately low levels in terms of perceptions about its formative use as well as a limited knowledge of the terminology on evaluation.

The area of vocabulary learning and retention is addressed in the article by Abdolvahed Zarifi and Zeinab Azizinezhad. This is a quasi-experimental pretest-post-test study carried out to determine if activities with a high degree of cognitive load, as predicted by the CEF framework, are more effective for learning and retaining vocabulary. The results reveal that vocabulary tasks with the highest cognitive load were the most effective, and those with the lowest cognitive load were the least effective in learning and retaining vocabulary.

Finally, Laura Pons' study aims to examine CLIL teachers' competences and identify what training needs pre-service language teachers have.

In the book review section, we have presented the book, edited by Martínez Agudo, Juan de Dios and entitled "Quality in TESOL and Teacher Education": its objectives, contents and contribution to a better understanding of the importance of quality in education in general and in the field of TESOL teacher education in particular.

The two final book reviews deal bilingual education. The volume featured by M Elena Gómez Parra presents the Cambridge Handbook of Bilingualism, edited by A. De Houwer & L. Ortega, and Carmen Guillén's contribution focuses on the volume entitled "Perspectives on Teaching Language and Content", written by S. K. Bourns, C. Krueger & N. Mills.