

Introduction

We begin this issue with the paper by Inmaculada Martín-Espinosa and Rosario Gil-Galván which includes an analysis of student perceptions about the teacher, classmates, autonomous learning and parental encouragement received during their process of learning English as a foreign language during their academic stage.

Next, Begoña Velasco shows how the use of digital resources may improve the learning success of students' qualifications if applied to language learning for professional purposes in her paper entitled *Instrument zur Überprüfung von Podcasts für den Einsatz im Deutschunterricht*.

Laura Nadal and Sarah Thome publish an experimental analysis on the written mediation of instructional texts in German as a second language, and Yun Wang writes about the contribution of vocabulary and grammar knowledge to explain listening comprehension among L2 learners of English. Next, Eun-Yo Ung Choi and Tae-Young Kim present interesting data on English learning anxiety and English learning demotivation in South Korean third-year high school students.

Later, Galip Kartal and Sabahattin Yesilcinar explore the language learning outcomes of watching movie trailers in a large speaking class offered in both face-to-face and online learning environments.

Next, Ana Cristina Lahuerta investigates the aspects of academic writing that improve at the end of a semester of an English for Academic Purposes course. Their results suggest a tendency towards the frequent use of complex phrasal constructions by more competent writers. This paper is followed by Eneko Cabanillas Hilario's article, which details the effects of interdisciplinary project based learning on the oral expression of young learners.

Marta García-Balsas and Carmen López Ferrero analyze a corpus of data from a group of Australian learners of Spanish as an additional language during two oral debates. Their results highlight the greater efficiency in the request and in the alternation of speaking turns, as well as a greater variety of lexical-grammatical resources used by the informants.

Yongliang Wang and Ali Derakhshan examine the role of instructor confirmation and care in EFL students' willingness to attend classes (WTAC). Independent samples t-tests results in this study show significant differences in perceptions of caring, confirmation, and WTAC, with Chinese participants significantly outperforming Iranians.

Tugba Şimşek and Cem Can contribution involves the integration of corpus literacy consultation into language teacher education, and Beatriz Martín-Gascón presents an empirical study on the implementation of cognitive material for teaching irony based on previous research on ironic detection in tweets in Spanish and English.

Erkane Yüce provides data on the primarily the role of foreign language learning climate on self-efficacy beliefs and self-perceived communication competencies of English as a foreign language higher education students.

Yingying Peng and Jessie S. Barrot focus on post-writing form-focused instruction in process-genre-oriented writing classrooms. Their findings show that this technique benefits students as it improved their overall writing accuracy, particularly errors that impede meaning.

Feifei Han focuses on test-taking strategy use by Chinese young EFL learners in an authentic international standardized English test. Their results demonstrate that high performers not only used a broader range of cognitive strategies than low performers, but also used the same metacognitive strategies at a deeper level and in a more sophisticated way than low performers.

Pilar Couto Cantero and Noemi Fraga Castrillón examine the use of translanguaging and the CLIL approach in primary education. Their results show that both the implementation of the CLIL approach and the use of translanguaging in the school under study correspond to what the different authors mentioned in the literature.

Svetlana Antropova, Rafael Carrasco Polaino and Juana María Anguita Acero present an error analysis using the *synthetic method Phonics* in bilingual teaching in Spain. They conclude that the use of this methodology does not seem to guarantee efficient learning of spelling in the case of Spanish students. According to the authors, it is necessary to adapt the synthetic method phonics for students in bilingual schools and analyze the effectiveness of other methods of teaching writing in English at an early age.

Francisco Javier Sanz-Trigueros and Carmen Guillén-Díaz address the nature of the competence expectations achieved by teachers in initial training for the early teaching of English. Their results reveal critical foci related to the key linguistic-cultural element in early English teaching, as well as lines of remediation that reduce the uncertainties of university educators to manage adapted training actions.

Finally, Irene Luque presents an interesting research study about changes in oral production communication strategies in English “mention” teaching degree students and concludes that this itinerary produces significant changes in some types of strategies.

In this volume, seven reviews have also been included and deal with variety of topics: English as a medium instruction (two book reviews), student engagement in the language classroom, the Spanish language in the United States, pedagogical translanguaging, classroom-based conversation analytic research, and the development of English learning motivation research.

The editors.