

Introduction

This issue contains several interesting articles. Wang's article examines a Spanish proficiency test and applies cognitive diagnostic analysis to understand the relationship between test items and learners' cognitive processes, aiming to bridge the gap between assessment and learning.

Cañada & Mila explore the impact of a language assessment on teachers' perceptions of speaking and spoken interaction in the classroom, specifically focusing on the First Additional Language (FAL) setting.

Then, Gao investigates the use of modal verbs in English writing by Chinese learners who are studying English as a Foreign Language (EFL), aiming to understand the challenges and patterns in their writing.

Weng's research examines the assessment literacy of English as a Foreign Language (EFL) teachers in China, exploring their knowledge, beliefs, and practices related to writing assessment.

The authors Azimian, Rouhi & Jafarigohar explore the effects of written languaging and reformulation on the writing accuracy of English as a Foreign Language (EFL) learners, investigating how these practices can improve their writing skills.

On the other hand, Alonso investigates the extent and nature of out-of-school contact with English as a Second Language (L2) across different educational levels, aiming to understand the impact of such contact on language learning.

Enriquez & Mendoza examine the linguistic and cultural competences of bilingual child language brokers in audiovisual translation, focusing on their reception and understanding of translated content.

In addition, Gibert & Gutierrez develop and validate tests to assess and correlate pragmatic and grammatical competence in students who speak both Chinese (Sino) and Spanish, aiming to understand their language proficiency in a bilingual context.

Gila, Mañas & Birello investigates the teaching competencies of Spanish as a Foreign Language (ELE) teachers at the Instituto Cervantes, exploring their competency profiles and the relationship between competencies and types of employment contracts.

Gerns provides qualitative insights and develops an evaluation tool for a teaching approach based on the Common European Framework of Reference for Languages (CDF), aiming to assess the effectiveness of this approach in language education.

Also, Silva & Lourenço explore how language education, specifically through an approach called "Awakening to Languages," can contribute to educating for global citizenship and peace.

García & Fonseca examine the concept of multiliteracies in the context of adult language learners, exploring how multiple literacies can enhance language learning and teaching approaches.

On behalf of Rui & Lui consider the impact of online English learners' perceived teacher support on their self-regulation, mediated by their self-efficacy beliefs, aiming to understand the role of teacher support in online language learning.

Serna & Lasagabaster analyze the motivational factors that influence students' choice of English Medium Instruction (EMI) courses, exploring why students opt for courses taught in English rather than their native language.

Finally, Guo, Wang and Ortega's study examine the effects of blended learning-based scaffolding techniques on learners' self-efficacy (belief in their own abilities) and willingness to communicate in an English as a Foreign Language (EFL) context. The research investigates how these scaffolding techniques, which combine face-to-face instruction with online learning, influence learners' confidence and motivation to engage in communication.

And last but not the least, Shakki explores the relationship between English as a Foreign Language (EFL) learners' engagement and their achievement emotions. It examines how learners' level of engagement in the learning process impacts their emotions related to achievement, such as feelings of joy, pride, or anxiety. The study aims to gain a better understanding of the emotional experiences of EFL learners and how they are influenced by their engagement levels.

In this volume, eleven book-reviews have also been included and deal with variety of topics:

What individual differences, such as learning styles, aptitude, motivation, and cognitive abilities, influence the effectiveness and outcomes of computer-assisted language learning (CALL) approaches.

Also, the use of digital games for language learning purposes. It explores case studies and applications of using digital games to enhance language learning outcomes, engagement, and motivation.

Other topic, the use of teaching materials and resources in language learner pedagogy. It investigates how different materials and resources can mediate language learning processes and outcomes.

In addition, Escape Rooms. This topic focuses on the use of interactive and immersive activities, such as breakouts, breakout boxes, and escape rooms, to engage and motivate learners in the classroom and enhance their learning experiences.

On the other hand, Linguistic landscape explores the concept of linguistic landscape, which refers to the visible language and communication in public spaces. It investigates how linguistic landscapes change over time, the exchanges of languages within a community, and the methods used to analyze and interpret linguistic landscapes.

Also, a comprehensive overview of the intersection between second language acquisition (SLA) and technology. It covers various aspects of technology in language learning, including computer-assisted language learning, online resources, language learning apps, and digital tools.

Another subject focuses on the research methods employed in studying vocabulary acquisition and vocabulary learning strategies. It explores various quantitative and qualitative research methods used to investigate vocabulary development, retention, and effective vocabulary learning practices.

Different perspectives and best practices in training English language teachers explore effective approaches to teacher training, including methodologies, pedagogical techniques, and professional development opportunities.

One book-review explores the policies and practices related to English language teaching across the European Union. It examines language teaching approaches, curriculum development, language assessment, and the impact of policies on English language education.

The book titled "Camino al español: A Comprehensive Course in Spanish" focuses on a comprehensive course in Spanish language learning. It covers various aspects of Spanish language acquisition, including grammar, vocabulary, reading, writing, listening, and speaking skills.

And finally, a critical examination and analysis of theoretical concepts related to a specific field, such as language learning, teaching, or linguistic theories, explores the strengths, weaknesses, and implications of these theoretical concepts.

Editorial Team