



# INTRODUCTION

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We are pleased to introduce a new regular issue of our journal. We have made a great effort to select articles and book reviews of interest to the scientific community.

First of all, the selected scientific articles explore various aspects of language teaching and learning, focusing on factors that influence teacher effectiveness, student motivation, and language acquisition strategies across different contexts. Several studies investigate teachers' psychological traits such as resilience, grit, and emotional literacy, and their impact on job engagement, well-being, and burnout (e.g., studies on Chinese and Spanish EFL teachers). Others analyze the role of teacher-student interactions, interpersonal variables, and instructional strategies in shaping students' mental health, motivation, and willingness to communicate.

Some articles emphasize the effects of teaching approaches, such as the impact of oral presentations on communication strategies, competition-oriented tasks on motivation, and translanguaging on classroom engagement. There are also comparative studies examining novice versus experienced teachers' material design approaches and student attitudes toward bilingual education and multilingualism.

Additionally, linguistic and cognitive factors influencing L2 learning are explored, including listening comprehension models, speaking anxiety predictors, and grammatical structure processing in different instructional settings like CLIL and EFL. Finally, research on professional outcomes, such as the career trajectories of language graduates and the influence of teacher credibility on student motivation, provides insights into long-term educational impacts.

Each of the articles is as follows:

*The role of resilience and perseverance of effort among Chinese EFL teachers' work engagement.* This study explores how resilience and perseverance contribute to work engagement among Chinese EFL teachers. It highlights the psychological factors that help teachers stay motivated and committed despite challenges in the educational environment.

*On the relationship between EFL teachers' interpersonal variables and their students' mental health and willingness to communicate.* The article investigates how EFL teachers' interpersonal skills, such as empathy and communication style, influence their students' mental well-being and willingness to engage in language learning interactions.

*Secondary school teacher motivation and quality of SFL teaching in Côte d'Ivoire: a correlational study.* This research examines the relationship between secondary school teachers' motivation and the effectiveness of their Spanish (SFL) teaching in Côte d'Ivoire, using statistical methods to identify key motivational drivers.

*The effects of academic oral presentations on EFL students' oral communication strategy use: an intervention study.* The study assesses how academic oral presentations impact the strategic use of oral communication techniques among EFL students, with a focus on improving fluency and confidence.

*Revisiting Chinese English learners' perceptions of English as a global language.* This paper re-evaluates how Chinese learners perceive English in a globalized world, examining shifts in attitudes towards its use, status, and cultural implications.

*Pre-service teachers' beliefs about multilingualism in a monolingual social context.* The article explores how future teachers in monolingual environments perceive multilingualism and the implications for their teaching practices and attitudes towards linguistic diversity.

*An investigation into the predictive role of EFL teachers' sense of grit and positive psychological capital in their emotional literacy.* This study analyzes how traits like grit and positive psychological capital influence EFL teachers' emotional intelligence and their ability to manage emotions in the classroom.

*The impact of self-development competitiveness-oriented tasks on Spanish learners' motivation in foreign language teaching.* The research investigates how competition-based self-improvement tasks affect Spanish language learners' motivation and engagement in the classroom.

*English as a foreign language teacher's well-being, resilience, and burnout.* This paper examines the interplay between well-being, resilience, and burnout among EFL teachers, offering insights into maintaining teacher mental health.

*Novice and experienced language teachers' experiences of designing materials: a comparative case study.* A comparative study that explores how novice and experienced language teachers approach material design, highlighting differences in strategies and challenges.

*The -s morpheme in CLIL and EFL: DP structure and timed/untimed tasks.* This linguistic study investigates how students in Content and Language Integrated Learning (CLIL) and traditional EFL contexts process and produce the -s morpheme under different task conditions.

*Les attitudes des futurs professeurs de FLE envers l'expression orale en présentiel et à distance.* This research examines the attitudes of future French as a Foreign Language (FLE) teachers towards face-to-face and online oral expression, exploring the pedagogical implications of each mode.

*The impact of student choice in shaping their bilingual education attitudes and perceptions.* This study explores how allowing students to make choices in their bilingual education influences their perceptions, engagement, and overall attitudes towards language learning.

*Professional outcomes of University of Granada's French studies bachelor's graduates, post-Bologna process: A Preliminary Study.* The article evaluates the career trajectories and professional success of French Studies graduates from the University of Granada after the implementation of the Bologna Process.

*Predicting FLS' motivation through teachers' credibility and self-efficacy: using structural equation modeling.* This research uses statistical modeling to analyze how factors like teacher credibility and self-efficacy predict foreign language students' motivation levels.

*Linguistic, cognitive, and affective components of L2 listening comprehension: a multidimensional model.* The study presents a multidimensional model that considers linguistic, cognitive, and emotional aspects influencing second-language listening comprehension.

*Predictors of foreign language speaking anxiety in a tertiary level EFL context.* This research identifies key psychological and situational factors that contribute to speaking anxiety among university-level EFL students.

*A qualitative analysis of teachers' reasons for translanguaging.* The article provides an in-depth exploration of teachers' motivations for using translanguaging strategies in the classroom and its perceived benefits for language learning.

In addition to these articles, six book reviews have been added. These book reviews cover various aspects of language teaching and learning, including translation pedagogy in Francophone contexts, language assessment practices, and multiliteracies for educational justice. They also address pragmatic instruction in second language acquisition, reflections

on the CEFR framework, and approaches to teaching English as an international language. Each book provides insights into theoretical frameworks and practical applications for educators and researchers.

The first book explores strategies and challenges in teaching translation within Francophone contexts, offering practical insights for educators. *The second, Assessment for language teaching* is a concise overview of language assessment practices, discussing theoretical and practical aspects for teachers and policymakers. The third one, *Multiliteracies in international educational contexts*, examines how multiliteracies can promote educational justice across diverse global settings, emphasizing inclusivity and equity. The fourth *Instructed Second Language Pragmatics for the speech acts of request, apology, and refusal* is a meta-analysis of instructional methods for teaching key speech acts in second language acquisition. The fifth one titled *Reflecting on the Common European Framework of Reference for Languages and its Companion Volume* shows a critical examination of the CEFR and its updates, focusing on its impact on language teaching and assessment. In the end, the last of the reviews, *Teaching English as an international language* provides an updated perspective on teaching English in a global context, addressing linguistic diversity and pedagogical approaches.

From the Editorial Team, we hope you enjoy reading this selection of articles and book reviews.

**Editorial Team**