

INTRODUCTION

This issue offers a diverse and timely selection of research articles that address key areas in second and foreign language education. The contributions reflect both theoretical and practical concerns across various educational contexts and learner populations.

Among the featured topics are innovative teaching methodologies such as spaced repetition in ESL instruction, and the impact of vocabulary size on language skills development. The issue also examines interactional feedback techniques, including reformulations and elicitations, and explores the benefits of Computer-Assisted Language Learning tools for vocabulary acquisition.

Several studies focus on teacher education and learner engagement, including analyses of CLIL teacher training programmes, the role of teacher and peer support in L2 motivation, and grammar learning strategies in technology-enhanced environments. Research on self-efficacy, emotional regulation, and professional success among EFL teachers further enriches this thematic line.

Other articles highlight the sociocultural and cognitive dimensions of language learning, including the semiotics of dramatic play, gesture-based rhythm acquisition in French, early bilingualism, and autonomous learning readiness. Additional contributions analyze evaluation in learner narratives, intercultural perspectives in Spanish FL classrooms, and cultural representation in EFL textbooks.

Finally, the issue includes investigations into ICT training for future primary teachers and a content analysis of oral communicative competence in widely used Spanish textbooks. Together, these studies provide valuable insights for researchers, educators, and policy-makers committed to advancing the field of language education.

Without intending to be exhaustive, here is a brief description of each of the articles selected for this issue:

Spaced repetition as a basic structural method for organizing English as a second language teaching. This article explores the pedagogical benefits of spaced repetition as a core method for organizing ESL instruction, emphasizing its impact on long-term retention and learner engagement.

Measuring the effect of receptive and productive vocabulary size on foreign language skills.

This study investigates the relationship between learners' vocabulary knowledge—both receptive and productive—and their overall proficiency in a foreign language.

Examining the differential effects of reformulations and elicitations on Turkish EFL learners' uptake and use of English past counterfactual conditionals. A comparative analysis of how two types of corrective feedback influence Turkish learners' uptake and accuracy in using complex English grammatical structures.

Interactive tool improves Chinese vocabulary in linguistic education via Computer Assisted Language Learning. This research evaluates the effectiveness of a digital tool designed to enhance Chinese vocabulary acquisition through CALL in formal educational settings.

Meeting the training needs of CLIL educators? An analysis of master's programmes in bilingual education. An in-depth review of master's programmes across institutions to assess how adequately they prepare educators for teaching content and language in integrated contexts.

Teacher and peer support on L2 engagement: Mediation by Ideal and Ought-to L2 selves. The article examines how social support from teachers and peers influences learner engagement, mediated by learners' motivational self-guides in L2 contexts.

EFL learners' grammar learning strategies in technology-enhanced contexts and relations to writing buoyancy and motivation. This study links learners' use of grammar strategies in digital learning environments to their motivation and resilience in writing tasks.

Le jeu dramatique: sémiotique et dérivation. An exploration of dramatic play as a semiotic system, analyzing its role in language development and symbolic expression in educational contexts.

The interplay between EFL teachers' self-efficacy, emotion regulation, and perceived professional success. This article explores how EFL teachers' beliefs about their capabilities and emotional management strategies relate to their sense of professional accomplishment.

On the ability to express evaluations in another language: An analysis of Chinese JFL learners' narratives. A study of how Chinese learners of Japanese as a foreign language express evaluative meaning in narrative texts, shedding light on cross-linguistic discourse competence.

Afghan EFL learners' perceptions of readiness for autonomous learning. This research explores the self-perceived readiness of Afghan learners to take responsibility for their own language learning, highlighting sociocultural and institutional factors.

A verbo-tonal approach to the acquisition of rhythm in L2 French through gestures. An experimental study demonstrating how gesture-based techniques, informed by the verbo-tonal method, aid rhythm acquisition in French as a second language.

The classroom of Spanish as a FL: a place to revitalize ethnicity and interculturalism. This article presents the Spanish FL classroom as a dynamic space for fostering intercultural understanding and affirming ethnic identities.

Do future Primary school teachers receive training on the use of ICT in foreign language teaching? A content analysis in Spanish public universities. A review of curriculum content in teacher education programmes in Spain to evaluate the extent of ICT training specific to foreign language instruction.

Cognitive benefits of early bilingualism. A synthesis of findings on the cognitive advantages associated with early exposure to two languages, including executive function and metalinguistic awareness.

Cultural representation in English textbooks: Voices from Chinese EFL teachers. This qualitative study collects insights from Chinese EFL teachers regarding how culture is portrayed in English textbooks and its implications for classroom practice.

Oral communicative competence from "Horizontes" and "¡Más allá!" textbooks: teachers' perspective and content analysis. An evaluation of how two popular Spanish FL textbooks promote oral communication skills, based on content analysis and teacher feedback.

In addition to these articles, four book reviews have been added. This issue includes a review of *Board Games in the CLIL Classroom: New trends in Content and Language Integrated Learning*, edited by Alexiou and Karasimos (2024). The volume brings together innovative perspectives on the integration of board games into CLIL (Content and Language Integrated Learning) settings, highlighting their pedagogical potential for fostering language acquisition and subject content learning simultaneously. Through contributions from various

scholars, the book offers both theoretical insights and practical applications, making it a valuable resource for researchers, educators, and curriculum developers interested in gamification and CLIL methodology.

The other three significant contributions to the field of language education and sociolinguistics *Language Ideologies and L2 Speaker Legitimacy: Native Speaker Bias in Japan* by Jae DiBello Takeuchi (2023), critically examines how native speaker ideologies shape perceptions of legitimacy among L2 English speakers in Japanese educational and social contexts. *Teaching English for Academic Purposes: Theory into Practice* by Ece Zehir Topkaya and Handan Çelik (2024) provides a comprehensive exploration of EAP pedagogy, bridging theory and classroom application across varied academic settings. Lastly, *Dominant Language Constellations Approach in Education and Language Acquisition* by Larissa Aronin and Eva Vetter (2021) introduces a novel framework for understanding multilingualism through the lens of dominant language constellations, offering theoretical insights and implications for multilingual education. Together, these volumes offer valuable perspectives for researchers, educators, and policy-makers engaged in the dynamics of language teaching and learning.

We invite readers to explore the diverse and thought-provoking contributions presented in this issue. Each article offers valuable insights into current research and practice in language education, addressing both emerging challenges and innovative solutions across a variety of contexts. Whether you are a researcher, educator, or practitioner, we are confident that the studies and reflections gathered here will inspire further inquiry and enrich your professional practice.

Editorial Team