

# INTRODUCTION

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We are pleased to present this new issue of the journal, which brings together a rich and diverse collection of studies reflecting current theoretical, methodological, and pedagogical concerns in foreign language teaching and learning. The contributions in this volume address both learner- and teacher-centered perspectives, offering empirical evidence and innovative approaches across a wide range of educational contexts.

Several articles explore affective and individual difference variables in second language learning, such as grit, motivation, anxiety, hope, and self-regulation, and examine their relationship with engagement, writing performance, and long-term achievement. Other contributions focus on language use and development through corpus-based analyses, pragmatic competence in digitally mediated communication, and the assessment of academic and orthographic competence in bilingual and multilingual settings.

This issue also highlights the growing importance of educational contexts and instructional practices, with studies on English-medium instruction (EMI) programs, CLIL teacher training, bilingual education, inclusion, and textbook analysis. Attention is given to teacher education and research training, as well as to the validation of research instruments adapted to contemporary and post-pandemic realities.

Taken together, the articles in this issue offer valuable insights into how linguistic, cognitive, affective, and contextual factors interact in language learning and teaching. We hope that this collection will contribute to ongoing scholarly dialogue and provide meaningful implications for researchers, educators, and policy makers in the field.

*Unpacking the relationship between L2 grit profiles and foreign language engagement among Chinese university students.* This study examines how different profiles of L2 grit relate to levels of engagement in foreign language learning among Chinese university students, shedding light on perseverance as a key affective factor in sustained language learning.

*Development and validation of a questionnaire to assess students' perceptions of EMI degree programmes.* This contribution focuses on the design and validation of a research instrument aimed at capturing students' perceptions of English as a Medium of Instruction (EMI) degree programmes, offering a reliable tool for evaluating program quality and effectiveness.

*Second language pragmatic competence in digitally mediated communication: Exploring requests and refusals.* This article investigates learners' pragmatic competence in online communication, specifically in the production of requests and refusals, highlighting how digital contexts shape second language use and interaction.

*A corpus-based analysis of patterned structures and semantic types used by learners of English.* Using learner corpora, this study analyzes recurring linguistic patterns and semantic categories in English learner production, providing insights into developmental trends and usage-based language learning.

*The differential impacts of domain-specific anxiety on L2 writing performance across different levels of topic familiarity.* This research explores how anxiety related specifically to writing affects L2 performance, considering how varying levels of topic familiarity may intensify or mitigate its impact.

*How linguistic repertoires contribute to the formation of linguistic competence of Primary School preservice teachers in Asturias and Catalonia.* This study examines the role of multilingual linguistic repertoires in shaping the linguistic competence of preservice primary teachers, emphasizing regional and sociolinguistic diversity.

*Teacher training in CLIL: Teachers' perceptions in a public school in Bogotá. A case study.* Through a case study approach, this article analyzes teachers' perceptions of CLIL training in a public-school context, identifying strengths, challenges, and professional development needs.

*Motivation, trait anxiety and hope, and their relationship to academic achievement of Spanish foreign language learners: A case study in Secondary Education.* This contribution explores the interplay between motivational and emotional variables and academic achievement, offering insights into affective factors influencing foreign language learning in secondary education.

*Examining English pronunciation instruction in Galician secondary education textbooks.* This article analyzes how pronunciation is addressed in English textbooks used in Galician secondary schools, evaluating its pedagogical treatment and alignment with curricular goals.

*Found in translation: English as a decoder for financial education.* This study investigates the role of English as a mediating language in understanding financial concepts, highlighting translation as a tool for content comprehension and literacy development.

*Longitudinal effect of learning environment, learner motivation, and self-regulation strategies on EFL students' L2 achievement.* Adopting a longitudinal perspective, this research examines how contextual and individual factors interact over time to influence EFL learners' language achievement.

*Inclusion in bilingual education: Assessment of the SPI-BE scale for measuring student perceptions of inclusive practices.* This article presents the assessment of the SPI-BE scale, focusing on its validity and usefulness in measuring students' perceptions of inclusion in bilingual education settings.

*Assessing academic language proficiency in meaning construction in Physics-Chemistry: a bilingual educational case study.* This case study explores how students construct meaning in a bilingual Physics-Chemistry classroom, with particular attention to academic language proficiency.

*Influence of the sociolinguistic and educational context of Gibraltar on the development of orthographic competence.* This study analyzes how Gibraltar's unique sociolinguistic and educational context shapes learners' orthographic development, highlighting the impact of multilingual exposure.

*Textbook analysis for literacy development in CLIL.* This contribution examines CLIL textbooks from a literacy development perspective, assessing how instructional materials support reading and writing skills in content-based learning.

*Teaching research methods in foreign language teacher training: Results from expert interviews.* Drawing on expert interviews, this study explores current practices and challenges in teaching research methods within foreign language teacher education programs.

*Analysis of cultural content in Spanish as a foreign language textbooks for Chinese-speaking university students.* This article evaluates the representation of cultural content in ELE textbooks used with Chinese-speaking learners, considering its relevance and intercultural potential.

*Re-evaluating the SILL in the post-pandemic times.* This study revisits the Strategy Inventory for Language Learning (SILL) in light of post-pandemic learning realities, questioning its applicability and relevance in contemporary language education contexts.

In addition to these articles, one book review has been added: *Data-driven Learning in and out of the Language Classroom.* Pérez-Paredes, P., & Boulton, A. (2025). Cambridge University Press, 102 pages, ISBN: 978-1-009-51143-8. This book review introduces Data-driven Learning in and out of the Language Classroom by Pérez-Paredes and Boulton (2025), a timely contribution that examines the pedagogical potential of data-driven learning (DDL) across formal and informal learning contexts. Published by Cambridge University Press, the volume offers a concise yet comprehensive overview of how learners and teachers can engage with language data to foster autonomy, critical thinking, and evidence-based language learning practices. The review highlights the book's key theoretical foundations, practical insights, and its relevance for researchers, teacher educators, and practitioners interested in corpus-informed language teaching.

**Editorial Team**