

Introduction

In this volume, we present 17 articles and 8 book reviews of a considerable variety of topics related to the teaching of foreign languages. As has been the case in previous publications, this issue draws from a wide international authorship, and while articles are mainly focused on English as a foreign language or as part of Content and Language Integrated Learning (CLIL), we are also pleased to include research from the Spanish and Chinese languages.

R A Martin Vegas begins by talking about the impact of the frequency factor on the teaching of prepositional verbal structures in Spanish for Chinese-speakers. Through error analysis, the author endeavours to ascertain where the main difficulty lies in the formation of these structures with the aim of being able to draw valid conclusions for teaching. This study is followed by the work by Elif Sari and Turgay Han who, using the generalization theory as a theoretical framework, investigate the variability and reliability of holistic scores assigned by human raters and e-rater to essays completed by EFL students. Next, Raquel Fernández-Fernández, Nathan James Florian and Blanca Arteaga-Martínez examine existing definitions of literacy in order to determine their degree of correctness compared to those presented in the specialized literature in this field. The paper by Inmaculada Fortanet-Gómez and Nuria Edo-Marzá presents an innovative pedagogical model based on the study of genres within the field of English for Specific Purposes which is developed around a cycle of teaching and learning that promotes critical thinking and the perception of the multimodality. María Salomé Yélamos-Guerra and María García-Gámez write about a TikTok-based project that students did in British History class; here, the results obtained show high levels of acceptance and motivation on the part of the students towards the learning experience, which is supported by the digital component.

The next article, by Rui Li, presents a meta-analysis on studies related to the anxiety that students experience when listening to a foreign language and its correlates. From Taiwan, Javier Pérez Ruiz conducts a study with Taiwanese students of Spanish which investigates the impact of face-to-face and online classes on the process of acquiring sociolinguistic skills. Ali Işık presents a study investigating and comparing the effects of content-based instruction materials and materials from a general English course on students' attitudes towards learning English. The article by Hui-Chuan Lu, An Chung Cheng and Meng-Hsin Yeh presents a corpus-based study that explores new perspectives for the acquisition of collocation combinations in Spanish. Next, Marzieh Mehrabi and Noushin Daneshvar Hakimi Meibodi present a study that examines the cross-linguistic influence in a group of 30 Iranian children between the ages of 8 to 13, who have Persian as their mother tongue, English as their second language and are learners of French as the third language. Pablo A. Cano-Jiménez and Fernando D. Rubio-Alcalá describe the development and standardization of a self-esteem test in the foreign language classroom and Huizhen Wu and Xiaohu Yang focus on the efficacy of textually enhanced subtitles in language learning vocabulary of Chinese learners of English as a foreign language. In this volume, the topic of motivation is addressed by Arkadiusz Pietluch's article which focuses on how to maintain the continuity of a motivational current and the factors that contribute to the longevity of directed motivation. Martín Aoiz Pinillos describes the creation of an oral and written version of a bilingual vocabulary test and confirms the assertion that oral and written vocabulary are two different dimensions, which influences how vocabulary should be taught in classrooms. Afterwards, the study by Ana Isabel García Abellán focuses on teachers' perceptions of the implementation of CLIL in the Region of Murcia from three dimen-

sions: linguistic, cognitive and affective. Next, Cristina Díaz Martín and María Elena Gómez Parra analyse the influence of video self-analysis on the positions of pre-service teachers in CLIL contexts and demonstrate that this experience helped them understand their praxis and the meaning of CLIL, while introducing changes in their positions. Finally, Domingo Albarracín Vivo, Eduardo Encabo Fernández and Amando López Valero focus on the written composition and show the improvements achieved by the students who plan the texts, as well as significant differences between the teaching beliefs and the linguistic reality obtained by the students.

This volume includes 8 book reviews dealing with a considerable variety of topics: eye tracking in SLA, situating language learning strategy use, cognitive bases of L2 fluency, oral corrective feedback and practice, introduction.

The editors.