

Editorial Introduction

What is special about this issue? First, it addresses topics we had never dealt with before, such as teaching EFL after a pandemic. That is the topic of the article by Spataro, Ongero and Simón, “Learning Technologies in the EFL class after the pandemic: what have we learned and where to now?”. The authors propose to rethink and shape EFL classrooms considering what teachers learned during ERT (Emergency Remote Teaching). They maintain that “by reflecting on where we have been and what we have learned, we will be able to make informed decisions to continue integrating learning technologies in our English classes.”

The research articles included in this issue are concerned with assessment, empathy, CLIL and vocabulary. In the report “Roles of Test-taking Strategies, Self-regulation Strategies, and Self-efficacy in Iranian Ph.D. Candidates’ Language Proficiency”, Fariba Rahimi Esfahani and Sajad Shafiee concluded that language proficiency is “strongly, positively, and significantly correlated with self-regulation, test-taking strategies, and self-efficacy.” They contend that these three independent variables could have a substantial impact on language proficiency, and that these results suggest that some individual attributes –such as self-regulation, self-efficacy and test-wiseness– are central to success in language proficiency tests. Continuing with the role of personal attributes, in “To Be or Not to Be an Empathic EFL Teacher: A Correlational Analysis of Empathy and Classroom Management Orientations”, Roya Hassanpour Souderjani and Laya Heidari Darani examined EFL teachers’ empathy levels and classroom management orientations to demonstrate that those teachers who had a relatively high level of empathy also tended toward behavioral management orientation. And as “behavior management acts as a prerequisite for instructional management”, they conclude that empathetic teachers will have better classroom management skills.

“Challenging, but not impossible”: Student-teachers’ views of CLIL”, by Darío Luis Banegas and Gimena Cerrato Will, probe into how ELT student-teachers understand CLIL and its implementation potential to explore student-teachers’ insights on CLIL at a four-year initial English language teacher education programme in Argentina. Their findings show that CLIL is viewed as challenging -given its dual purpose-, but it is also seen as an approach that “not only favours the contextualization of language learning but also promotes learner and teacher motivation.” Regarding ELT in dialogue with other topics, “How EFL materials respond to a local curriculum: A study of interest areas” by Mario López-Barrios reports on how educational authorities in the Province of Córdoba, Argentina, propose to work with areas which are named *ámbitos de experiencia e interés*, i.e., topics that relate to the experience and interests of the target learners including, apart from typical everyday situations, topics from the other curricular areas like science, social studies or art. The study intends to raise awareness of the treatment of interest areas in EFL coursebooks and to provide insights into materials development. Considering that interest areas have scarcely been researched, his paper examines their presence in EFL materials used in some local schools to determine how deeply and broadly these topics are covered.

This section closes with “A semantic and pragmatic classification of the vocabulary of educational psychology research articles” by Andrea Silvana Garofolo, an article which provides a classification of the vocabulary of the educational psychology research article based on semantic and pragmatic criteria. This study focuses especially on the coverage and frequency of the lexical items, based on the General Service List (GSL) and the Academic Word List (AWL). The author was able to compile a list of academic and technical words representative of the genre and discipline.

This issue also contains two reviews. The first one, by Mónica Sforza, comments on *International Perspectives on Diversity in ELT* by Darío Luis Banegas, Griselda Beacon, Mercedes Pérez Berbain (Palgrave Macmillan, 2021), a book that has gathered authors from different geographies and manifold professional training and careers to analyze, from a varied set of angles, diversity in ELT. In the second review, Erzsébet Ágnes Békés works on *International Perspectives on Mentoring in English Language Education* by Mark Wyatt and Kenan Dikilitaş (Palgrave Macmillan Cham, 2022). In the words of the author, this is a “groundbreaking compilation of research studies reflecting the depth and breadth of recent developments in mentoring in educational contexts.” Undoubtedly, this issue is special in many ways, and not only for its content, but because it shows teachers and researchers moving forwards, capitalizing on recent experiences and exploring creative ways to address the challenges of these new, dynamic academic scenarios.

We wish to announce a new **Special Issue** to be released in May-November 2023, *What has become of the teaching of grammar? New Perspectives, Challenges, and Horizons in the Field*. Alongside regular articles on applied linguistics and ELT, we will welcome articles about the teaching of grammar, with a special focus on new perspectives and trends in foreign language teaching. For this issue we have invited two colleagues as special editors, Virginia López Grisolia and Juan José Arias, to assist us in the selection and editing processes.

We also wish to thank our reviewers and copy editors, without whose collaboration we would have never been able to put together this very special issue: Noelia Mendoza, Claudia Naom, Ricardo Palma, Silvana Bobbio, Florencia Viale, Paula Leonardi, Claudia Spataro, Luciana Cignetti, Fabián Mónaco, Gabriela Brun, Paola Cossu, Mario López-Barrios and Elsa Dobbioletta.

Last but not least, we wish all our readers and authors, as well as our team of generous and always well-disposed editors, reviewers, and copyeditors, can celebrate the forthcoming holidays with joy and peace and a shared feeling of fulfillment for a job well done.

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