

Editorial

The second 2021 issue of *Studies in Second Language Learning and Teaching* includes four empirical papers and three book reviews. In the first contribution, Carmen Muñoz and Teresa Cadierno report the results of a study which investigated the effects of differences in in- and out-of-class exposure on the acquisition of English as a foreign language (L2) in Denmark and Spain, geographical contexts which differ both in terms of access to the target language (TL) and the extent of linguistic distance to it. Participants were two groups of 14-15-year-old teenagers, 56 in Denmark and 80 in Spain. Quantitative analysis of the data collected by means of questionnaires, a listening comprehension test, a metalinguistic knowledge test (MKT), and a grammaticality judgment test demonstrated that the Danish participants, who had more exposure to the TL and spoke a first language with a shorter linguistic distance to English, outperformed their Spanish counterparts on all measures of TL proficiency, with the exception of the MKT, although associations between these measures differed in both contexts. The next two papers shift the focus to the role of individual differences in L2 learning. First, Hyang-IL Kim examines factors underlying foreign language reading anxiety as well as their relationships to the use of reading strategies and orientation to reading. The data were collected from 256 Korean university students in English-related courses through the *Foreign Language Reading Anxiety Scale* (Saito et al., 1999), the *Survey of Reading Strategies* (Mokhtari & Sheorey, 2002), subjective judgments of reading orientation, and TOEIC reading scores. Exploratory factor analysis identified three factors that underpin L2 reading anxiety: anxiety experienced during reading English, confidence in reading, as well as anxiety when reading English characters. Regression analysis showed that anxiety was a negative predictor of reading performance, whereas the positive impact of confidence in reading proved to be more important for strategy use than the negative impact of anxiety. Second, Xuan Van Ha, Jill C. Murray and A. Mehdi Riazi employed an explanatory sequential mixed methods design to investigate

beliefs about oral corrective feedback (CF), held by 250 high school learners of English as a foreign language in Vietnam as well as the mediating role of gender, motivation and extraversion in this respect. Exploratory factor analysis allowed identification of six factors underlying such beliefs: output-prompting CF and eliciting recasts, desire for CF, non-verbal cues, important errors, input-providing CF, and less important errors. The analysis of interview data demonstrated that participants were positively disposed towards the provision of CF, especially such that was explicit or metalinguistic in nature. In addition, females turned out to favor CF more than males, with higher extraversion amplifying this trend, while students motivated by the need to pass exams were more positive about error correction than those focusing on communication. In the final contribution, Xiaozhou (Emily) Zhou and Steve Mann report the findings of an action research study which explored translanguaging practices in the context of a content and language integrated learning reading class that was taught to 25 university-level students in China. The analysis of the data gathered over the period of two terms by means of recordings of 60 classes, questionnaires and reflective notes provided by the teacher indicated that the teacher fell back upon a diversity of linguistic resources to attain the pedagogical goals set for a given class and that the students, intent on both improving their TL skills and learning predetermined content, welcomed this approach. The issue closes with reviews of three book publications, focusing on formulaic language, language learning strategies, and teacher development in content-based instruction, which were contributed by Ella Alhudithi, Jakub Bielak and Katarzyna Papaja, respectively. As always, I am confident that all the contributions included in this issue will serve as catalysts for further, ground-breaking research into various aspects of learning and teaching of additional languages, and that the results of such research will be of value to practitioners.

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