

Editorial

The first 2013 issue of *Studies in Second Language Learning and Teaching* brings together six contributions from scholars from different parts of the world, five of which constitute reports of original research studies. As many as four of the papers are devoted to the role of affective factors in the process of learning and using second and foreign languages, which speaks to the considerable emphasis that is currently placed on the mediating effect of the affective domain. First, Annie Morris, Marc Lafontaine, François Pichette, and Linda de Serres investigate the relationship between attitudes, motivation, amotivation, parental involvement, and parental disinterest and Korean students' competence in L2 English, offering evidence that parents' roles have only a limited impact on children's language learning, even though links with some affective variables can be detected. In the next contribution, Jean-Marc Dewaele and Tsui Shan Ip present the findings of a study which is among the first to provide insights into the relationship between foreign language classroom anxiety, second language tolerance of ambiguity, and self-rated proficiency, the participants being learners of English in Hong Kong, and report that the three factors are closely related, accounting for half of the variance in each other. Reza Barzegar and Sajjad Aref Sadr examine the impact of instruction aimed at the development of Iranian learners' emotional intelligence on motivation and although the findings do not demonstrate a positive effect of awareness-raising of this kind overall, it is beneficial in the case of the instrumentality prevention aspect of L2 motivation. In the last paper dealing with affective variables, Zainab Abolfazli Khonbi and Karim Sadeghi report the results of a study which taps Iranian learners' attitudes towards self-, peer- and teacher-assessment with which they are provided for the duration of one semester, showing that all these assessment types met with the approval of the participants, with the attitudes towards peer-assessment being the most positive. The final two contributions deal with the analysis of learner language and

the evaluation of instructional practices employed in the foreign language classroom. Accordingly, Colleen A. Neary-Sundquist examines the use of cohesive devices in a corpus of transcribed oral data of learners representing different levels and finds that while the use of conjunctions increases steadily together with growing proficiency, an increase in the application of pragmatic markers becomes observable only at the highest levels. In the only paper that is not empirical in nature, Elisabetta Pavan makes a strong case for the use of translation as a tool that contributes to the growth of competence in a foreign language and a mother tongue as well as prodding the development of intercultural awareness, taking as an example a course that she taught to Italian undergraduate students. I am confident that, thanks to the topics covered, methodological rigor and sound implications for classroom instruction, all of these papers will provide food for thought for researchers looking for new lines of inquiry as well as teachers willing to enhance their everyday practices.

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