

Editors' foreword

As nearly two decades of the twenty-first century have worn on, a sense of interconnectedness and interdependence in our globalised world has become increasingly more pronounced in virtually every area of human existence. Any supranational and international cooperation and coordination are reliant on a language that, despite its variegated forms, projects a sense of unity and ensures wide intelligibility. However, apart from a means of communication shared by many, success in such a bewildering array of settings and contexts is conditional upon a number of related factors as well: the teaching approaches that afford equal access to the language by addressing the specific needs of individual students and promote sustainable motivation in the learners, as well as standardised forms of language testing that mirror and replicate real-life environments and situations. Along these lines, the papers published in Issue 13 of *WoPaLP* are good reflections of the multifarious demands for global communication and of the means to meet them.

As for the need to ensure intelligibility while appreciating linguistic diversity, **Johansen's** discussion highlights the importance of introducing a range of 'standard' varieties in the EFL classroom, arguing for a preference for a holistic approach in instruction over one that puts a premium on presenting selected points of difference, mainly in pronunciation and lexis, in isolation. As an added benefit, besides gaining a better grip on accents, learners taught in the proposed way may also develop highly useful discourse-competence-related techniques.

The question of offering equal access to all learners to the language is taken up by two of the articles in this issue. In her effort to fill the gap between the relatively well-researched context of students with special needs and general pedagogies, **Nagyné Nyikes** concentrates on the challenge posed by students with specific learning differences (SpLD). Based on an inductive interpretation of classroom observation and interview data from primary school settings, she advocates the creation of a supportive classroom environment and the effective use of multisensory language teaching approaches. Another investigation dealing with the specificities of different learning contexts narrows down on the affective, individualistic and gender-specific attributes of language learning. As one of the main conclusions of her study defined by an analysis of emotions, learner autonomy and male-vs-female attitudes, **Komlosi-Ferdinand** suggests that although female language learners may tend to be less self-confident in L2-instruction-related environments, they also appear to be less dependent on their instructors' perceived likeability. She also encourages teachers to be more innovative by experimenting with and implementing psychological-content-based strategies in their teaching.

The long-term implications of continuous language development constitute the chief concern of **Hoffmann's** paper. The inquiry conducted into a B2+ level university EFL course examines the part played by skills development techniques, assessment and course design. By describing patterns in students' L2 development from the learners' as well as from the tutors' standpoint, mainly with the help of retrospective introspection, the author underscores the significance of process motivation and calls for a certain degree of flexibility in course design.

Finally, **Dávid's** treatment of bias sequences and turn-taking mechanisms in co-constructed oral language examinations supplies empirical evidence for the widely established practice of testing candidates in threes rather than in pairs or any other configurations. The arguments in favour of this arrangement include references to the close parallels between the interactive

settings created for such examinations and real-life conversations, and confirm the conversational nature of such exchanges.

It is our most sincere hope that, by reading these articles that represent various strands in the learning and teaching of an ever more internationalised language in a constantly broadening range of educational and personal contexts, fellow professionals – teachers, teacher trainers, trainees and researchers alike – will be able to identify patterns that most closely correspond to the conditions in their own realities and transfer the ‘lessons’ drawn so that they can keep abreast with the new expectations of the rapidly changing world of language teaching.

Happy reading!

The Editors