

Editorial

This issue of *EduLingua* is a collection of articles presented at a thematic seminar that we organized within the 14th ESSE (the European Society for the Study of English) Conference in Brno, Czech Republic. The ESSE conferences embrace a wide range of fields, including linguistics, literary, cultural and translation studies as well as English language teaching and learning, and unlike many other conferences, the ESSE adopts a bottom-up approach, which means that ESSE members co-convene seminars (i.e. thematic sessions) that they themselves come up with. The 2018 ESSE conference in Brno welcomed around 700 participants, who could attend, among other events, four plenary lectures, four roundtables, 18 parallel lectures and 67 seminars. The conference therefore can be regarded as one of the largest events in English and American studies that have taken place in the Czech Republic.

As members of ESSE national organizations we decided to propose a seminar within which scholars from different countries and backgrounds could meet, network, share experience and discuss the current state of the art in both local and global contexts of teaching English as a foreign language. We therefore opted for a rather general title *Current Trends in Teaching English as a Foreign Language* and outlined the possible formats of presentations as case studies introducing and/or evaluating the implementation of innovations as well as critical analyses, reviews and empirical research reports.

We appreciate that the field of English language teaching and learning has been earning a more prominent place at the ESSE conferences. It was a nice surprise for us that, alongside other seminars offered on teaching English for specific purposes and for special needs, our seminar attracted many interesting paper proposals from which we selected 12 papers for presentation. The papers from the Czech Republic (5), France (2), Hungary, Japan, Romania and Spain (2) were presented in three sessions, which included papers on language teaching, such as teaching strategies for bilingual teaching, space design in the language classroom, assessment in the Waldorf School, the use of film adaptations, or the adaptation of WebQuests. In addition, there were three papers on teacher education which addressed national policies and teacher education in France, final year teacher trainees' perspectives on effective teachers, and the role of translation in teacher education. Finally, there was a group of papers related to language learning and use, such as a corpus analysis of prepositions used by students in school-leaving essays, research on listening comprehension enhanced by 3D sound or introduction of a research project in the area of peer interaction.

Each of the three sessions was attended by many scholars from different countries and backgrounds who listened to the presentations and contributed to the lively discussion between individual presentations and sessions. The overall impression and

feedback that we received from the seminar participants were very positive and this issue can serve as evidence of the productive nature of the event.

This special issue comprises four articles which represent the thematic variety of the seminar. The paper by Věra Sládková analyzes the use of prepositions and adjectives by (presumably intermediate) Czech learners of English in their school-leaving essays and reveals that the learners overuse elementary adjectives and that they tend not to complement adjectives with prepositions. A discrepancy between the expected proficiency and the actual state of affairs can also be observed in the second paper by Jill Partridge Salomon, who discusses issues related to language policy and primary teacher education in France. While these two papers address the mainstream population, the article by Kateřina Dvořáková deals with the assessment in a Waldorf School in the Czech Republic. Assessment in this alternative school concentrates more on the pupils, their personalities and self-image, which results in formative and verbal forms of final reports which Dvořáková analyzes. Last but not least, the paper by Jesús Ángel González and Javier Barbero Andrés evaluates a way of developing internationalization at a Spanish university by introducing selected aspects of CLIL (content and language integrated learning). While the lecturers are generally aware of the need for a change in their ways of teaching, the study reveals that they may not yet be ready to adopt a different approach. Although all the four papers address an issue in language learning and teaching in a national or a more local context, it follows from the papers that some issues, tensions or recommendations seem to be of a more general nature. For instance, the relationship between an expected or desired state and the actual reality (be it the complexity of learner language, assessment, language proficiency of teachers, or teaching methodology) is reflected in all four papers.

As seminar convenors we would like to thank all the presenters and participants for their contribution to a very productive dialogue, one of whose outcomes is this issue. We also appreciate the help of Linda Nepivodová and Nicola Fořtová, who helped us organize the event. As editors, we would like to thank many people who have contributed to the preparation and publication of this special issue, particularly all the authors and reviewers for their careful preparation and rigorous reviewing of the papers.

We are very happy to have contributed to this outcome of the seminar and we hope to be able to meet again at the 15th ESSE conference in Lyon in 2020.

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