

## Foreword

The articles in this edition of WoPaLP are arranged in two sections. The first section contains two theoretically oriented articles, those of Horváth and Sándor. The second section contains three articles by Fajt, Dogan Ger and Zólyomi, respectively. All of them are pilot studies, with preliminary results, chiefly done to validate their instruments for the different particular uses in their main studies. It should be added that such validation of a questionnaire, interview questions, etc. is always understood to mean the validation of not the instrument itself, but the validation of the instrument for the particular research purpose, as the instrument may or may not be valid for a purpose other than the designated one.

**Ágnes Horváth** reports on the design of a course for translators in tertiary education, in the field of medicine. Developing the right kind of genre awareness is in the centre of her attention and varied sensitisation activities and exercises lead to a complex design. The article is dominantly theoretical in as much as it elaborates on the construct for the course.

With **Eszter Sándor's** article, the theme of ESP continues and it is also a theoretical discussion of what the teaching of Business English should be like in the future, given the profound changes in the world of ELT and in the world in general, in the past few decades. She criticises communicative language teaching from an English as Lingua Franca standpoint and proposes that the pre-service teaching of English to business students should focus more strongly on preparing students for the uncertainties of the lingua franca communication in their field.

**Balázs Fajt's** article resumes the line of pilot studies from earlier WoPaLP editions, with the purpose of collecting validity information about a questionnaire he plans to use later in his main study. Fajt investigates the elusive construct of extramural activities of learners of English, most notably its relationship with L2 learning motivation. The study is also useful in clarifying the difference between competing terminology, such as the difference between extramural and extracurricular activities.

The next pilot study is by **Songul Dogan Ger**, who investigated teaching materials for appropriate representation of the teaching of intercultural (communicative) competence and found that they covered a variety of elements of culture, of big C, little c, and deep culture. Her pilot study is based on the thematic content analysis of teaching materials used in the upper primary classes of an international school in Budapest. The findings revealed that the materials include a variety of culture-related activities with elements of *big C*, *little c*, and *deep culture*.

Finally, **Anna Zólyomi**, concluding the line of pilot studies in this edition of WoPaLP, establishes the validity of a questionnaire with the chief purpose of finding out about explicit vs. implicit learning and related constructs. The results provide support that the questionnaire can reliably measure the proposed constructs. Based on the beliefs of the selected sample, implicit learning seems more effective than explicit learning. Besides this, the participants also prefer implicit learning to explicit learning, and they also displayed more implicit learning habits and language use. The results are preliminary, highlighting the importance of the behavioural dimension of implicit language use and the effort invested in language learning in predicting perceived foreign language learning success. Consequently, it is particularly relevant that language learners' beliefs are explored to find out in upcoming studies what leads to success and failure in foreign language learning.

Happy reading!  
The editors