

## Editors' foreword

The eighth volume of **WoPaLP** is just out in time to wish you all a happy holiday season and to provide some good reading for the cold winter days here on the northern hemisphere or for the hot summer for those on the southern hemisphere ☺. The articles we offer this time range from theoretical to practical, and we hope that they will be of use to applied linguists, language teachers, teacher trainers and research students. Apart from the wide selection of topics they cover, their research approach is also noteworthy, and can certainly be the target of analysis at research seminars.

**WoPaLP** has been honoured by **Robert B. Kaplan** (Emeritus Professor of Applied Linguistics at the University of Southern California, prolific author, founder of the *Annual Review of Applied Linguistics* and *Current Issues in Language Planning*), who sent us the leading article in this volume. In “*Is a metaphor merely a metaphor?*” he discusses how meanings and connotations – metaphors – in language change and warns that foreign or second language learners must be made aware of this to help them function successfully and culturally appropriately in the target language. In the following article the reader is guided by **Alexandra Bakó** through the process of developing a theoretical framework of terminological awareness. The text describes the process and considerations of theory building and illustrates these with examples of medical English, a very relevant area in ESP. Following this, **Kata Vadai** presents a case study on raising foreign language learners' critical language awareness (CLA). Although an essential skill in effective foreign language communication, CLA is not usually included in language programmes, nor in mother tongue education for that matter. This study shows how CLA and English language development were integrated in a BA course of English as a foreign language. Focussing on the translation of EU texts, **Adrienn Károly** also examines BA in English programmes. She approaches the issue from the perspective of three teachers whom she interviewed about their views on a variety of aspects concerning teaching translation. The next article also explores teachers' understandings of language teaching as **Esther Gutierrez Eugenio** reports on a survey she conducted with 61 teachers of German, French and Spanish as a third language. However, at this stage of her work she concentrated on creating and validating the appropriate research tool, a questionnaire on multilingualism. And to close this volume, **Uwe Pohl** and **Judit Révész** give an account of the participants' reflections on a training course to become mentor teachers in English as a foreign language. The article shows how professional growth also brings about personal development, which is vital in assuming the role of a mentor.

As always, we would like to express our gratitude to everyone who contributed to making this volume of **WoPaLP** possible: The authors, the reviewers, the members of the Advisory and Editorial boards as well as the proof readers. Without their work we would surely not be able to publish **WoPaLP** year after year.

Have a good time reading!

The editors