

EDITORS' FOREWORD

The articles in this edition of *Working Papers in Language Pedagogy (WoPaLP)* present a varied yet cohesive picture of emerging issues in language pedagogy, particularly within the Hungarian educational context. The volume brings together four insightful empirical studies that cover motivational dynamics, coursebook content evaluation, and the intricacies of language assessment.

The pivotal role of motivation in EFL learning is investigated by two studies. **Mai Nelly Kaw's** investigation focuses on the English language learning motivational disposition of English majors in Hungarian tertiary education, with a focus on the changes and differences in the motivational dynamics in online versus traditional in-person classes due to the COVID-19 pandemic. Her qualitative analysis, drawing on in-depth interviews, reveals how factors such as L2 selves, classroom experiences, and a variety of motivation-related factors shape students' motivation for language learning in the post-pandemic era.

Complementing this approach, **Han Htoo Naung's** study examines tertiary-level EFL learners' perceptions of explicit teacher motivational strategies through a questionnaire survey. The research highlights that teacher behaviors—including creating a pleasant classroom climate, recognizing learners' effort, and promoting self-confidence—serve as key drivers for sustaining student motivation. Notably, the strong correlations found by the study underscore the essential role of the teacher in creating supportive and dynamic learning environments.

The next paper investigated the content of EFL course materials from a unique perspective: environmental awareness. **Eszter Veszelinov's** quantitative content analysis of a widely used English as a Foreign Language coursebook sheds light on the representation (or lack thereof) of environmental education. By scrutinizing the inclusion and portrayal of topics related to mobility and eating out, her study finds that while environmentally harmful behaviors are disproportionately highlighted, some other, potentially more harmful behaviours are underrepresented. Her study calls into question the suitability of current materials in meeting UNESCO goals and national educational guidelines and encourages a more critical assessment of EFL syllabi and coursebooks.

Finally, **Éva Végh-Rupert's** paper addresses the domain of language assessment by investigating the impact of examiner training on the consistency of the English Matura examination. Using a quantitative methodology with a

convincing and varied sample, her study reveals that examiner background knowledge and systematic training are indispensable for ensuring reliable and valid assessment of productive language skills. The research emphasizes the need for continuous professional development and standardisation to cope with the inherent problems of high-stakes language examinations.

Together, these studies give timely insights into a variety of domains in language pedagogy. We are confident that the novel ideas and methodological rigor showcased in these papers will both enrich current academic discourse and inspire future research in the field.

Happy reading!

The editors