

Contents

Preface (<i>Jolanta Latkowska, Adam Wojtaszek</i>)	
Articles	
Bruno Costa, Jorge Pinto	
Who Cares If the Teacher Has a Cat? The Impact of Affect and Interaction upon Motivation in Online Portuguese L2 Classes during the COVID-19 Pandemic	
Jasrael D. Stokes	
The Impact of Foreign Language Anxiety on the Utterance Fluency of International Students in the UK: Does the Presence of an Audience Matter?	
Agata Wolanin	
“I Feel Like I’m a Different Person”: Exploring Undergraduate Students’ Imagined L2 Selves	
Katarzyna Morena	
Academics’ Motivation to Learn Foreign Languages: The Case of English	
Adelina Castelo	
Model for Using Music in Pronunciation Teaching (MOMUP): New Validation and Revision	
Andrew Schenck	
Gleaning Insights about Input-Based and Output-Based Form-Focused Instruction through Meta-Analysis of Korean EFL Learners	
Petra Langerová	
The Learning Styles of Technical Students and Their Role in Learning English as a Foreign Language	

Zdeňka Neumanová	
An Investigation of Complexity, Accuracy, and Fluency in the Speech of EFL	
Learners	
Eihab Abu-Rabiah	
The Productive Vocabulary Size of Second Language Learners upon Entry	
into Higher Education	
Meihua Liu	
Learning Style Preferences, Strategy Use and Chinese Undergraduate EFL	
Students' English Achievements	
Mohammad Hamad Al-khresheh	
The Role of Digital Storytelling in Jordanian School EFL Classrooms:	
A Qualitative Exploration of Teachers' Perceptions	
 Reviews	
Rachelle S. Savitz, Leslie D. Roberts, & Jason DeHart (Eds.) (2023),	
<i>Teaching Challenged and Challenging Topics in Diverse and Inclusive</i>	
<i>Literature: Addressing the Taboo in the English Classroom</i> —by Kornél Farkas	
Style Guide for the Authors	