

Introduction

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The current issue of e-TEALS features four articles which address a range of topics related to the interconnected element of language, culture, and identity, which together shape and define individuals and communities. Language serves as a powerful tool for communication, allowing individuals to express their thoughts, emotions, and experiences. However, language is not merely a means of conveying information but also reflects our cultural heritage and provides insights into our individual and collective identities.

The first article by João Ferreira focuses on the promotion of intercultural communicative competence through the short story *My Son the Fanatic* (1997) by Hanif Kureishi. Ferreira shows how using a content-based approach with a literary text can develop 12th Grade learners to be more critically aware of how their own beliefs, behaviours and identities condition their interpretation of the story.

Donzilia Soares analyses the importance of linguistic choices in Gloria Anzaldúa's *How to Tame a Wild Tongue* (1987), and presents the findings of a small-scale study on opinions of non-Spanish speakers' attitudes to language and identity, as illustrated in the text.

The last two articles in the issue focus on culture and identity in the foreign language classroom. Ruben Correia turns our attention to the role of intercultural awareness, and how it is addressed in FL classrooms in Portuguese state schools. His findings from an online questionnaire administered to teachers from all cycles of basic and secondary education seem to suggest that this is a topic teachers struggle to address in lessons.

In the final article, Sandra Costa sheds light on the increasingly multilingual nature of classrooms in Portugal, and highlights the need for teacher education on the use of affective strategies in the classroom, with a particular focus on refugees.

As readers will see, this collection of papers provides valuable insights into aspects that need to be considered in our growingly multicultural classrooms, as well as some suggestions for their implementation. We thank all those who have contributed to this volume.