

Dear colleagues, dear readers,

It is our great pleasure to present the new issue of CASALC Review. The central theme in this issue is plurilingualism and language teaching. The contributors thus examine the reality and existence of plurilingualism in both academic and everyday life through the metaphor of a shadow cast by English as the vehicular language over other languages. Though this metaphor may seem rather dark, as dark as the related Jungian archetype, we are rather optimistic. The objective, after all, is to discuss and share ideas how to approach this imbalance in order to benefit from the potential of plurilingual competence, which makes our intellectual and mental worlds richer and more stimulating.

The topic is approached from a variety of perspectives. Some articles are dedicated to analysing diverse aspects of the motivation to learn languages other than English, the very heart of the impact cast by the lingua franca shadow. Other authors discuss English as a medium or catalyst of learning or attrition of other languages. Our exciting journey through plurilingualism and language teaching is completed with articles that offer a variety of learning-related topics and tools.

As this issue is conceived to promote the synergy of multiple languages, we have decided not to divide the articles into sections according to language. We hope you will appreciate the cultural and intellectual diversity driven by this linguistic variety.

The articles devoted to plurilingualism are complemented with a section focused on innovation and best practice. Here, several authors from language centres at Czech universities share their experience with distance teaching during the last spring semester, when all of us had to adjust to the unforeseen Covid-19 pandemic. This sharing of best practices has been conceived as a mosaic in line with our guiding philosophy of plurilingualism, and thus these contributions are also arranged according to topic, not language.

Finally, you will also have the opportunity to find inspiration in a study on the Academic Self-Organised Learning Environment and in a review of a recently published book on using corpora when teaching the language of dentistry.

We wish you inspiring and captivating reading.

*The Editors*