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## From the Editors

Recent developments in educational systems worldwide as well as dynamic global changes in information and communication technologies not only confirm how significant a role literacy skills play in our participation in educational and professional lives, but also how extensive the evolution of the concept has been. Broadly defined, literacy skills are interpreted as the skills of reading and writing as well as oral skills involved in one's interaction with a variety of text types by constructing, integrating, and critiquing meanings situated in different cultural, social, and disciplinary environments. Investigating literacy skills thus concerns their wide implementation, be it in mono- or multilingual, print or multimodal/digital contexts, when taught initially, developed through all the stages of education or maintained as lifelong competencies. It is such a view of literacy skills that the authors of the articles in the current volume subscribe to by addressing a wide spectrum of topics within their research interests.

The specific topics covered in the present volume include: pluriliteracies in CLIL instruction (Letizia Cinganotto and Daniela Cuccurullo), differences in institutional discourses and their relationship with education (Mehdi Galiere), literacy development programmes (Ildikó Szabó), sociocultural perspective in defining literacy (Izabela Dąbrowska), modelling online reading in L1 and L2 (Liliana Katarzyna Piasecka), strategic text processing in L2 reading (Halina Chodkiewicz), teacher role in developing L2 reading skills (Melanie Ellis), reading as a component of academic literacy skills (Anna Kiszczak), reading literacy in external exam context (Karolina Kotorowicz-Jasińska and Małgorzata Krzemińska-Adamek), impact of extensive reading on writing skills (Abir Ouafi), and academic writing skills and EAP courses (Magdalena Trepczyńska).

The editors believe that the current volume will enable both scholars and students delve into the reflection on the complexity of the literacy issues explored.

