
Editorial: Impact of variables in foreign language teaching

*"The limits of my language means the limits of my world." -
Ludwig Wittgenstein*

This quote by the Austrian philosopher emphasizes the importance of language learning and how it can expand one's world and experiences. It highlights the impact of variables, such as teaching methods and resources, on language acquisition and the potential for language to shape an individual's perspective and understanding of the world.

The papers in this issue all look at the impact of a particular variable in foreign language learning. In the first paper by **Khaled El Ebyary**, he looks at the impact of an automated error flagging tool on the editing behaviors of both native and non-native speakers of English. Through a case study using interviews, a writing task, and screen capture software, the study found that while native speakers had more flagged errors overall, non-native speakers had more grammar errors flagged. Both groups reacted similarly to the flagged errors and accepted suggestions from Grammarly. The study also highlights the need for further research on the role of teachers and learners' uptake from error flagging applications.

The second paper by **Hironori Sekizaki** turns our attention to the impact of using video footage of natural conversations as pedagogical material for Japanese as a second language learners. Three methods were tested: showing the video, providing a transcript, and directing participants to pay attention to specific aspects of the interaction. Results showed that directing attention was the most effective in promoting noticing, especially among intermediate learners. Participants in all groups had similar levels of noticing when watching the video and the transcript. Additionally, more than half of the instances of noticing were accompanied by understanding. The study discusses the potential of the tested methods in other contexts.

The third paper by **Masoomeh Estaji** and **Ladan Jonaidi-Jofari** studied the impact of Self-Directed Learning (SDL) versus Teacher-Led Instruction (TLI) on the oral proficiency and speaking structural accuracy of English as a foreign language (EFL) learners. The study involved 52 intermediate and advanced level participants who were randomly assigned to either the SDL or TLI group. Both groups received eight sessions of treatment and were tested before and after the treatment using the IELTS speaking test. The results showed that both levels benefited more from SDL than TLI. The study also found that SDL helped learners become more independent in detecting their speaking problems, while teachers in TLI had a crucial role in guiding and managing the speaking process.

The fourth paper by **Birgöl Akdağ-Çimen** and **Hatice Çeşme** looked at the impact of Total Physical Response (TPR) and Communicative Language Teaching (CLT) on the speaking anxiety, oral proficiency, and vocabulary learning of young Turkish learners of English as a foreign language. The study was a quasi-experimental research design that involved testing the participants' speaking anxiety, oral proficiency, and vocabulary knowledge before and after TPR and CLT interventions. Results showed that both teaching methods reduced speaking anxiety and improved oral proficiency and vocabulary knowledge, but TPR was found to be more effective than CLT in terms of improvement. This study contributes to the research on effective teaching practices for young learners of English as a foreign language.

The fifth paper by **Agnieszka Kaldonek-Crnjaković** examined the impact of emergency remote teaching (ERT) on the experiences of novice language teachers who taught young learners of English as a foreign language in Poland during the COVID-19 pandemic. The study aimed to understand the impact of ERT on both teacher participants and their students. Results showed that while teaching online required participants to adapt their teaching materials and approaches, it was also time-consuming and tiring. However, students benefited from enhanced one-to-one interaction with the teacher, parental involvement, alternative learning activities, and a less distracting learning environment. Nevertheless, the study found that ERT had a negative impact on the learning of some students with special educational needs. The study concludes that remote classes should only be a temporary measure for young English language learners.

The last paper by **Wei Zhu** and **Xichen Qin**, investigated the impact of peer response on the writing of Chinese as a Foreign Language (CFL) learners in an upper-division CFL writing course at a research university in the United States. The study aimed to understand the effectiveness of peer response as an instructional method to support second/foreign language writers and contribute to a better understanding of peer response in broader instructional contexts. Results showed that peer response had cognitive, social, affective, and linguistic benefits for CFL learners, such as providing opportunities for collaboration, increasing awareness of audience, and improving grammar and vocabulary. The study concludes that peer response can be an effective instructional method to support CFL writers and should be further explored in CFL contexts.

Overall, these papers provide valuable insights into the impact of different variables on foreign language learning, including the use of error flagging tools, pedagogical materials, teaching methods, and instructional approaches. The studies highlight the need for further research to better understand how these variables can be optimized to enhance the language learning experience for learners. Furthermore, the papers underscore the importance of considering the unique needs and characteristics of language learners and the contexts in which they learn. By taking a nuanced approach to language learning research, educators and researchers can gain a better understanding of how to support language learners and promote language learning success.

The issue ends with a review by **Zakaria Fahmi** of a book by Mbaye Lo about the teaching of Arabic, which covers an extensive scope of the Arabic language teaching and learning in the 21st century. The review highlighted the book's strength in offering a multi-perspectival examination of Arabic language teaching and learning, discussing global and local instructional Arabic language phenomena in empirical, theoretical, and personal pedagogic accounts.

The e-FLT editorial board wishes to extend their appreciation to their readers for their unwavering support, and they are looking forward to receiving high-quality submissions for publication in the upcoming issues.

Daniel K.-G. Chan
Editor-in-Chief
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Reference

Wittgenstein, L. (1922). *Tractatus Logico-Philosophicus*. London: Kegan Paul.