Editorial

This June issue of the e-FLT encompasses six studies from countries as varied as Spain, Oman, and Malaysia to China, Korea and Vietnam. It brings together articles ranging from teaching methodologies, written corrective feedback, and new technologies in language teaching, to materials design, motivation and language strategies, and curriculum development. Although these articles vary in focus terms, they all have in common TEFL.

In the first article, **María Pilar González Castell**, **Victòria Codina-Espurz** and **Pilar Jara Jiménez** reported a comparative study in which 63 eleven-year-old EFL learners in a Spanish primary school were asked to complete object description tasks to assess the immediate and delayed effects of awareness-raising and explicit instruction of compensatory strategies (CpSs) on oral and written performance. Results revealed a positive effect of CpS training in oral production immediately after instruction in favour of the experimental group. When looking at specific strategies, superordinate appears to be the CpS that benefits the most from instruction, although this advantage is only maintained in written production six months later.

In the second article, **Bakhtiar Naghdipour** explored the extent to which a student-initiated feedback intervention helped Omani English-major undergraduates to detect and correct language-related issues in their writing, the sources and resources they consulted to do so, and the challenges they encountered as they went about reducing errors on their own. Analysis of the data revealed that the source of feedback, either provided by the course teacher or sought and acted upon by students themselves using alternative sources of feedback and learning, did not affect students' error identification and correction ability. The data also indicated that despite facing several challenges, students who did not rely on teacher feedback consulted more competent others as well as various mediating artifacts and tools to tackle linguistic errors in their writing.

The third article by **Kee-Man Chuah** and **Looi-Chin Ch'ng** discussed a case study examining the effectiveness of TikTok voice-over challenges for helping ESL students improve their speaking skills. The study involved 60 undergraduates participating in twelve challenges over two months, followed by an online questionnaire to gather feedback. Students found the voice-over challenges helpful in improving pronunciation, intonation, turn-taking, and motivation to speak English. Despite some implementation problems, the study, though limited in sample size, suggests promising outcomes for using TikTok voice-over challenges as speaking tasks for ESL learners.

The fourth article by **Liam D. Wilson** looked at ELT textbooks commonly used in Hong Kong and sought to investigate which speech acts and what pragmalinguistic and sociopragmatic information were observed in them. The textbooks were those used as learners complete Key Stages 2 and 4. The author found that there was a tendency to include certain speech acts much more frequently than others, and that some were not included at all. There was also a general lack of clear pragmalinguistic (such as the presentation of indirect speech acts) and sociopragmatic information (such as regarding dealing with high degrees of social distance) presented. This suggests that these areas could be given further consideration and that there is room for improvement that could be made to both the way that textbooks are written and selected for use.

In the fifth article **Gi-Pyo Park** investigated the relationships among intrinsic and extrinsic motivation, learning strategies, and L2 achievement, using EFL university students in Korea. The results of data analysis performed by the Pearson product moment correlation and SEM were as follows: First, the correlations among intrinsic motivation, extrinsic motivation, self-efficacy, learning strategies, and achievement were all significant, with intrinsic motivation and self-efficacy the highest and intrinsic motivation and extrinsic motivation the lowest correlations. Second, the model explaining the contributions of extrinsic motivation and self-efficacy to achievement mediated by

learning strategies fit the current data better than other competing models. Third, significant direct effects of extrinsic motivation and learning strategies on achievement were found, whereas a significant indirect effect of self-efficacy on achievement by way of learning strategies was detected.

In the sixth article **Nguyen Van Son**, **Pham Thi Hong Nhung**, **Lam Thi Lan Huong**, and **Nguyen Thi Hong-Anh** investigated 136 EFL high school teachers' beliefs and practices regarding learner autonomy (LA) in their teaching contexts. Using questionnaires and semi-structured interviews in a mixed-method study, they found that the participating EFL high school teachers showed positive attitudes towards LA and preferred its socio-cultural and psychological modes, but they believed that their students did not have a necessary level of LA. The teachers made efforts to promote LA in the English classes and identified challenges concerning learners, teachers, family, and institutional factors when promoting LA. The implications were then offered for the improvement of LA among high school students at the individual teacher, management, and the decision-making process levels.

I would like to thank the authors for their expertise and contribution to this issue. I would also like to express my sincere appreciation and gratitude to the members of our Editorial Board for the hard work and sense of commitment, and to the external reviewers for the thoughtful comments and constructive feedback. To all of them thank you for your continued support!

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Editor-in-Chief