

Editorial

The five articles of the e-FLT December 2023 issue highlight various aspects of foreign language teaching and language pedagogy. The contributors share their findings relying on qualitative and quantitative research and touch upon important issues of foreign language education in different parts of the world.

In the first article, **Ayşegül Okumuş** and **Nurdan Gürbüz** explored English as a Foreign Language (EFL) learners' habits of utilising subtitles and captions for incidental and intentional learning of grammar and vocabulary through subtitles and captions. According to the findings of the survey and interviews, the majority of 113 Turkish EFL learners at tertiary level were found to perform intentional learning of vocabulary and grammar. There were also learners performing incidental learning. The learning strategies and commonly used on-screen texts according learning behaviours were also revealed. Based on these strategies, a template for learning vocabulary and grammar is designed.

In the second article, **Nansia Kyriakou** reported on a qualitative study in which nineteen teachers who taught preparatory language lessons in public primary schools in Cyprus, participated in semi-structured walking interviews to provide insight as to how spaces both literally and metaphorically were transformed following lockdowns. The together spaces in which translanguaging practices were performed were reported, triangulated via photographs and field notes. The study reports on teaching practices such as two-way translation for instructional explanations among students with the same L1, the creation of dual-language texts for note-keeping and personal use, as well as teachers modeling translanguaging in the classroom as a method of providing further explanations or creating a pleasant environment.

In the third article, **Fouad Akki**, **Mohammed Larouz**, **Saif Aqachmar**, and **Brahim Ait Hammou** reported a correlational study in which 80 EFL undergraduate semester six students at a Moroccan university were assigned a writing proficiency to measure their descriptive and argumentative abilities. Although the findings showed that descriptive writing scores are greater than argumentative writing ones, there is still positive correlation between descriptive and argumentative writing. Correlation between subcomponents such as grammar, mechanics, vocabulary, content & organization, and syntax across the two genres ranges respectively from strong to weak levels. The study suggests adopting a sequential teaching through which teachers could start with introducing students to descriptive writing and follow it by argumentative genre, which was found more difficult for these students. Following this order would allow students later to transfer their good command of writing sub-skills from descriptive to argumentative genre. The study ends with further implications for pedagogy and recommendations for future research.

In the fourth article, **Marianna Lórinéz** reported on a comparative study that explored the beliefs of EFL student teachers in Ukraine regarding language teaching approaches and compared these beliefs with their actual classroom practices. The study utilized a researcher-designed questionnaire, reflective journals, and lesson observations to collect data. Despite the participants' self-identification with communicative language teaching, as evident in both the questionnaire and journal data, challenges arose in translating these beliefs into practice. Notably, during lessons, student teachers incorporated elements from both contemporary and traditional approaches. The findings suggest a partial alignment between the beliefs and performance of student teachers, emphasizing the need for support in bridging the gap between their theoretical knowledge and classroom practices for effective professional development.

In the fifth article, **Cristina Castillo Rodríguez** and **Cristina Navas Romero** conducted an analysis of the perceptions of 423 pre-service teachers at the University of Málaga regarding the

implementation of Picture Dictation as a potential activity in Primary Education. They compared two distinct samples from different academic years and teaching modalities: 233 participants engaged in the activity virtually during the 2020/2021 academic year, while 190 applied it in a face-to-face setting in 2021/2022. The findings revealed that participants in the virtual modality considered the online format for the activity unfavourably. In contrast, participants in the face-to-face modality identified timing as a challenge, expressing a sense of pressure due to the constrained timeframe for activity completion. Both groups highlighted several positive aspects stemming from the incorporation of picture dictation in the classroom. These included the promotion of creativity, enhanced oral comprehension, teamwork development, and the acquisition of vocabulary in a foreign language.

On behalf of the e-FLT team I would like to take this opportunity to thank all the authors without whom this issue would not have been possible. I hope the articles published here will shed some light on FLT in new settings and contexts. I also hope that our intended audience across the world like current and prospective applied linguists, researchers, graduate students, and teachers will find them of particular interest.

Omar Salawdeh
Editor-in-Chief