

Editorial

Dear Readers,

This is my first issue as Editor-in-Chief of the Electronic Journal of Foreign Language Teaching (e-FLT). I am very much looking forward to this new role and hope that you will find the articles in this issue as engaging and interesting as I do.

Let me begin by extending my heartfelt thanks to Dr. Salawdeh K.O. Omar for his many years of service as Editor-in-Chief of e-FLT. During the three years that Dr. Salawdeh served as Editor-in-Chief, e-FLT published 38 articles across six issues. He steered the journal through a period of profound change—a period that, with the development of large language models, may have witnessed one of the most significant transformations in our engagement with language—with a steady hand and great insight. It fills me with awe and humility to follow in Dr. Salawdeh’s footsteps. I hope I will prove worthy of the task.

The current issue once again demonstrates the breadth of research in language teaching and learning. However, it also becomes clear that the use of chatbots based on large language models has become second nature in many areas, so that the question is shifting further and further from the initial “Should we use AI?” to “How can AI be put to good use in foreign language instruction?”

Two articles in this issue address the question of how to use generative AI effectively in foreign language instruction.

In a study involving 188 foreign language instructors from six universities in Vietnam, **Nguyen Huu Hoang** examines how they evaluate feedback generated by ChatGPT for writing assignments. A key finding of the study is that the instructors surveyed rated comments regarding the content and organization of texts more positively than feedback that focused solely on linguistic correctness. The author therefore points out that the effective use of AI in language teaching requires not only technological capabilities but also an understanding of the pedagogical complexities of foreign language instruction.

Broadening the perspective beyond a single country to encompass the Southeast Asian region, **Joel C. Meniado** surveys 14 foreign language instructors from nine countries about their use of generative artificial intelligence (GAI) to teach writing skills in L2 English instruction. The author notes that while GAI is used at all levels—from generating sample texts and brainstorming ideas to drafting and revising—the technology’s full potential is not truly being realized due to limited technological and pedagogical knowledge.

What these two studies have in common, then, is their focus on the meaningful didactic integration of generative AI into foreign language instruction. The availability of new technological capabilities does not in itself create educational value. What matters is our understanding of how these capabilities can be put to meaningful pedagogical use. Studies examining learners’ cognitive prerequisites and learning strategies therefore remain essential. The following two articles address precisely these issues.

The article by **Ranjeeva Ranjan** and **Gaurav Kumar** compares Spanish learners’ use of Grammar Learning Strategies (GLS) in response to error correction with their use of other learning strategies. In their study, the authors found significant differences among the participants depending on their language proficiency level.

Taking a different approach, **Elisabet Titik Murtisari** and **Gary Bonar** use translation tasks as a means to reflect on the grammar of the target language in a contrastive manner. By contextualizing

grammar within a text, learners were able to experience linguistic form in relation to its communicative purpose. The method thus builds an interesting bridge between a more form-oriented and a communicative approach to language teaching.

Our issue concludes with a review by **Lachlan Jackson** of Robert J. Lowe's newly published book, *Frame Analysis, Critical Theory, and English Language Teaching* (Routledge, 2026). According to Jackson, the book fills an important gap in the literature by demonstrating how critical theory can be applied methodologically in second language teaching research. He further argues that Lowe presents this complex theoretical material in an accessible and engaging manner, enabling readers to draw insights for their own research.

This issue therefore covers a wide range of topics, from the acceptance and prevalence of generative AI in foreign language instruction to the cognitive prerequisites for learning and the learning strategies involved in grammar acquisition. The wide range of topics—as well as the variety of research methodologies—demonstrates once again what an exciting time this is for foreign language instruction and the scholarly discourse surrounding it.

Perhaps I am permitted a personal comment in this, my first issue as Editor-in-Chief. For me, underlying all these diverse research questions is a broader question: to what extent can the scholarly examination of second language acquisition provide insights that go far beyond the teaching and learning of languages? Rapid developments in artificial intelligence, the cognitive prerequisites of learning and mental work, and the connection between form and meaning in comprehension all touch on fundamental questions about human cognition, communication, and meaning, which are explored here through concrete observations.

In *The Logic of Life* (1970/1973), Nobel laureate François Jacob describes the history of science not simply as a progression from error to truth, but as a history of changing questions and changing ways of looking at the world. What matters in science, he suggests, is not only the answers it provides, but also the questions it asks and its openness to unexpected observations. Perhaps the study of foreign language learning is one of these seemingly “small” fields of inquiry in which specific questions and observations can lead to insights of much wider significance. I would be delighted if e-FLT could continue to make its own “small” contribution to this in the future.

Jan Auracher
Editor-in-Chief