

## Editorial

This issue holds special importance because it marks the 20th anniversary of the e-FLT. Over the past two decades our journal has evolved from a modest publication into a prominent and well-respected journal in the field of Foreign Language Teaching on par with other established journals in the field. This success is mainly due to the invaluable support and dedication of all those involved, both past and present.

The current issue includes contributions from Ecuador, Spain, Brunei Darussalam, Japan and Australia, with one article from each of the first four countries and one article jointly from Japan and Australia. I am deeply grateful to all the authors who have contributed to this issue.

In the first article, **Félix Estrella** investigated students' perceptions of using WhatsApp for practicing essay writing in Ecuador. A mixed-methods approach was used, combining qualitative data from semi-structured interviews with quantitative data from a survey. The survey, adapted from Sari & Putri (2019), assessed students' perceptions of WhatsApp's advantages, disadvantages, educational impact, and acceptance as a tool for writing. Results indicated that WhatsApp helped students improve writing skills through collaborative learning and real-time feedback, provided distractions are minimized and proper guidance is given.

In the second article, **Beatriz López-Medina** examined pre-service teachers' beliefs about language learning and communication strategies using Horwitz's (1985) Beliefs About Language Learning Inventory (BALLI). Comparing bilingual (BG) and non-bilingual (NBG) groups at a university in Madrid, she found no significant differences between the groups, though some marginal differences in strategy use were noted. The study suggested that initial beliefs may shift as students experience more teaching practices.

In the third article, **Najib Noorashid** and **Haziq Jamil** explored Foreign Language Anxiety (FLA) among Islamic trainee teachers (TTs) at a university college in Brunei, focusing on English for Specific Purposes (ESP). Given the importance of English for academic and professional advancement in Brunei, the study examined FLA within the country's bilingual educational context. Using Horwitz et al.'s (1986) FLA framework, the research analysed anxiety levels, patterns, and sources among 54 TTs enrolled in advanced English modules. The results indicated that most participants experienced low levels of anxiety on the surface. However, further analysis revealed high test anxiety and a reluctance to attend classes as primary concerns. The study suggested that FLA is influenced by shifting curricula and the perception that English is not essential for the trainees' future careers. It recommended revising language education policies and teaching methods to reduce anxiety and improve learning outcomes within a bilingual framework.

In the fourth article, **Sean H. Toland** and **Tony Cripps** focused on a professional development initiative for Japanese English as an International Language teachers during the COVID-19 pandemic. The study explored interactive, teacher-driven workshops designed to support teachers facing isolation and increasing work demands. These workshops, organized as part of a blended community of practice, aimed to develop pedagogical strategies and lesson ideas for fostering 21st-century skills in English language learners. The researchers used Chen and McCray's (2012) Whole Teacher framework to create a holistic learning environment. Data from in-service teachers and university seminar students were collected over 18 months and analysed using thematic analysis. The study highlighted key strategies for facilitating effective digital learning and offered insights into improving virtual teacher development.

In the fifth and final article, **Zongling Mao** and **Naomi Kurata** looked at the motivational trajectories of Japanese as a Foreign Language (JFL) learners at an Australian university, using Deci

and Ryan's (1985) Self-Determination Theory (SDT). The study investigated how the students' motivation evolved during a semester and the break between semesters. Five students were interviewed and findings showed that their motivation remained stable during the semester but decreased during the break, especially for formal language learning. However, some participants maintained motivation through informal activities, like engaging with Japanese media. Overall, the students were driven by intrinsic and identified regulations (goal-driven). The study also highlighted the importance of meeting learners' psychological needs for competence and relatedness.

Lastly, I would like to express my sincere gratitude to everyone who has been part of our journey for the past 20 years, including authors, external reviewers, as well as members of the Editorial and International Advisory Boards. And perhaps most importantly, I must thank Prof. Wai Meng Chan, founder of the e-FLT and Emeritus Editor-in-Chief. He tirelessly led the journal for 16 years, and during his tenure the journal gained global recognition and attracted readers from all corners of the world. I have had the privilege of working with him on the Editorial Board since 2014 and have learned much from him. Thank you so much, Prof. Chan!

Omar Salawdeh  
Editor-in-Chief