

Editorial

The present issue of volume 22 of the e-FLT collects four articles and two book reviews and closes the year 2025. The articles gathered in this issue are diverse and varied reflecting the breadth and dynamism of research in the field of Foreign Language Teaching. Each contribution offers unique insights and modestly advances our understanding of this important field and its challenges.

In the first article, **J. M. Hall** explored the perplexities faced by student teachers (STs) conducting language activities in Japanese junior high schools. Data came from 233 critical incident reports by 172 STs between 2016 and 2024. Five perplexities were identified: two on activity facilitation and the remaining to language teaching. Exploratory Practice frames these challenges as opportunities for understanding rather than problems to solve. STs often focus on lesson execution over student communication. Exploring perplexities supports informed pedagogical decisions and professional development in EFL contexts. Understanding them helps both novice and experienced teachers navigate language activities effectively.

In the second article, **Abdu Al-Kadi** examined how university students engage with digital reading formats and multimodal texts. The primary focus was on their digital reading habits, strategies, and preferences. Thirty-four English language and literature students at a Jordanian university participated through a survey and a reading task. Findings reveal an inclination toward screen reading. The participants employed selective strategies such as skimming, scanning, goal-setting, and filtering irrelevant ads or links as they engage with social media posts and web pages. Although the majority preferred multimodal texts, only half of those reading multimodally online achieved full comprehension. The study highlights the need for training in digital and multimodal reading strategies which are distinct from traditional print reading. It also calls for rethinking cognitive load in multimodal materials to support better comprehension.

In the third article, **Marie-Theres Gruber, Silvia Lasnik, Anna Schöffberger and Kyle Talbot** investigated early career Austrian primary school teachers' sense of agency in foreign language (FL) learning and teaching. Nine teachers participated in semi-structured interviews analysed through qualitative content analysis. The research reveals that agency is shaped by both psychological and ecological factors. Teachers' past FL learning experiences strongly influence their present teaching beliefs and practices. Positive experiences tend to foster proactive professional behaviour while negative experiences can inhibit agency but may be overcome through reflection and supportive contexts. Reflective practice plays a crucial role in helping teachers adapt and strengthen their agency. The study calls for improved teacher education programmes to better prepare novice FL educators. It highlights the importance of reflection and empowerment in sustaining effective FL teaching.

In the fourth and last article, **Hyeseon Jeong** looked at demotivation and remotivation among Thai university students majoring in Korean as a foreign language. A mixed-methods approach was applied to data from 204 Korean majors across five Thai universities. Major demotivating factors included assessment anxiety, lack of confidence, heavy academic burden, and declining cultural interest. Remotivation arose from recognizing Korean's instrumental value for future goals and renewed engagement with Korean culture. Teachers, peers, and supportive learning environments played key roles in restoring motivation. Psychological, academic, and cultural factors interact dynamically to sustain or reduce learner motivation. KFL learners' motivational patterns differ from EFL learners, reflecting intrinsic interest and long-term aspirations. Findings suggest teaching strategies that reduce psychological pressure and integrate culturally rich, engaging materials. The study

advances LOTE's research and offers practical insights for fostering sustained motivation in Korean language learning.

This issue closes with two book reviews on language teaching. In the first review, **Yiqian Yan** and **Xin Lyu** presented an overview of Luis Javier Pentón Herrera, Gilda Martínez-Alba, & Ethan Trinh's (Eds.) book "Teacher Well-Being in English Language Teaching: An Ecological Approach". The book provides a thorough account of teacher well-being through ecological and non-Western perspectives. In the second review **Muhammed Parviz** took readers through Graham Hall's book "Method and Postmethod in Language Teaching" which examines the shift from traditional methods to the flexible, context-sensitive postmethod approach.

This issue would not have been possible without the tireless efforts of many individuals, and all credit goes to them. I would like to extend my sincere gratitude to the authors for their rigorous research and commitment to sharing their knowledge. I am equally indebted to the external reviewers for ensuring that each article meets the high standards of scholarly excellence. Finally, I would like to thank my colleagues in the Editorial Board, especially the Associate-Editors-in-Chief, whose dedication and meticulous attention has been instrumental in elevating the quality of the work presented here.

Omar Salawdeh
Editor-in-Chief