July 2022 Foreword

As the Covid-19 pandemic spread around the world in the past two years, researchers as well as educational practitioners have been working hard to find potential means to share academic research and pedagogical innovations. The English as Foreign Language International Journal (EFLIJ) hopes that the journal serves as an ideal platform for researchers and educational practitioners presenting their works and looking for collaborators, particularly in times of the pandemic.

In “Effects of school environment, classroom instruction, and self-efficacy on Chinese students’ motivation for oral English”, Bizhu He, Shiyu Guo, Qian Chen, and Hector Rivera specifically probed into the relationships among 1045 non-English-major undergraduate students’ self-efficacy of oral English competency, oral English environment in college, English class instruction, and motivation. The results indicated the mediating role of self-efficacy on motivation and the importance of school activities as well as instructional approaches in English learning. Policy recommendations are discussed based on the findings.

In the second article, “Embedding reflective practice in a feedback focused assessment design in a Master of TESOL program”, Anna Filipi reported the effects of an assessment design featuring the combination of reflective practices and feedback on conceptual change for professional TESOL learning. Multiple data sources collected suggested that such a design enabled the teachers-to-be to develop reflection for professional learning beyond the course. However, for conceptual change to occur, five issues needed to be carefully addressed. The author calls for a need for MATESOL teacher education programs to carefully consider their assessment practices to fit authentic and life-long purposes.

Napak-on Sritrakarn, in “Textbook series and English O-NET: Alignments of prepared knowledge and secondary school final year assessment”, examined whether textbook series equipped secondary school students with the knowledge and skills of language which aligned with the English O-NET examination through the Systemic Functional Linguistic (SFL) genre-based approach. The results revealed that the texts and discourses students encounter in the textbook series prepared the students more for tertiary education rather than for O-NET, thus highlighting the need of training for both teachers and students.

We hope you find the three articles in this July 2022 edition informative and inspiring, helping yield new insights into the formulation of future research and innovations for EFL researchers and practitioners in cross-border, interdisciplinary, and collaborative manners.

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