Foreword

Welcome to the September issue of the English as Foreign Language International Journal in 2022, which contains 3 articles written by teachers of English as a Foreign Language and researchers in the field. These three articles include topics that deal with professional identities of English teachers at secondary and tertiary levels; English language proficiency and its effect on metacognitive instruction in second language listening and listening anxiety in EFL learning.

The featured articles in this volume were written by Jawad Golzar (Herat University, Herat, Afghanistan), Mir Abdullah Miri (Herat University, Herat, Afghanistan), Mostafa Nazari (Kharazmi University, Tehran, Iran); Li Qi (Nanyang Technological University, Singapore), Limei Zhang (Nanyang Technological University, Singapore), Christine Goh (Nanyang Technological University, Singapore); Chenyang Zhang (University of Melbourne, Australia) and Hai Thi Nguyen (Monash University, Australia).

In *English Teacher Professional Identity Tensions across Language Schools and Public Universities*, Jawad Golzar, Mir Abdullah Miri and Mostafa Nazari examined language teachers’ identities based on the comparative analysis of secondary and tertiary levels of education in the context of Afghanistan. The participants of the study were sixteen university and school EFL teachers, who shared their views, via interviews, regarding teacher’s professional identity construction, which is affected by such factors as nepotism, low level of autonomy and lack of communication between teachers and policymakers, heterogeneous classes, heavy workload, and segregated education as well as lack of parental involvement in educational functioning. The authors provide some suggestions of how to address EFL teachers’ identity tensions.

In *Metacognitive Instruction in Second Language Listening: Does Language Proficiency Matter?*, Li Qi, Limei Zhang and Christine C. M. Goh investigated the metacognitive approach to listening within the field of second language acquisition. This study was an attempt to provide further evidence regarding the correlation of language proficiency measures with metacognitive knowledge. The participants of the study were one hundred twelve non-English majors in a university in China, who provided answers to the Metacognitive Awareness Listening Questionnaire (MALQ). Data analysis revealed that there is a difference between experimental and control groups in terms of their listening performance, which could be due to the positive effect of the metacognitive approach and its holistic nature, even though it seems to be more effective with the students who have higher scores in language proficiency.

In *Listening anxiety in EFL learning in China: An autoethnographic study*, Chenyang Zhang and Hai Thi Nguyen explored the ways to reduce listening anxiety in English as a foreign language (EFL) learning by Chinese language learners. It is an autobiographic study based on personal narratives and experiences of the first author with the focus on challenges and solutions to the problem. The theoretical framework of the study is information processing (IP) theory and self-regulated learning (SRL) model, combining both objective and subjective views on the perception of the listening materials by learners and emphasizing the role of motivational orientation, self-efficacy, and self-regulation with respect to listening anxiety. The findings of the study suggest that anxiety can have a negative effect on EFL learners’ information processing abilities and consequently their listening performance. The authors discuss three approaches, namely, a mastery-oriented goal, higher self-efficacy and appropriate self-regulation, which can help to cope with listening anxiety.

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