July 2021 Foreword

Welcome to the July issue of English as a Foreign Language International Journal in 2021. Including three research articles and two book reviews, this issue explores diverse topics essential to the field of teaching and learning English as a second/foreign language. Specifically, the research articles address anonymity and non-anonymity in writing, extensive and intensive listening approaches, and geminate consonants in English words.

The July issue starts with “The Effects of Anonymity and Non-Anonymity on Students’ Writing Reviews and Corrections” by Napak-on Sritrakarn. In comparing the effects of employing the senior review activity in two modes of anonymous and non-anonymous reviews, Napak-on Sritrakarn observed students’ positive attitudes toward the mode of reviews and more constructive comments on junior students’ writing from senior students in the anonymous mode. Implications of a review activity in a writing classroom as well as suggestions for future studies are provided.

Omar Karlin and Sayaka Karlin, in “Comparing the Effectiveness of L2 Extensive and Intensive Listening Approaches,” engaged three groups of Japanese university students in six listening assignments adhering to either principles of extensive or intensive listening. Based on the pre-test and post-test of 100-question TOEIC listening tests, the researchers found the advantages of the extensive listening approach over the intensive listening approach. Implications and suggestions include codifying extensive listening and intensive listening methodologies, ensuring variability in testing conditions, and scrutinizing the participants’ adherence to the intervention.

In the third article, entitled “Production and Perception of Geminate Consonants in English Words by Thai Learners of English: Implications for English Teaching and Learning,” Suthathip Thirakunkovit explored the production and perception of geminate consonants of Thai learners of English. By examining the tasks as reading aloud and dictation, Suthathip Thirakunkovit identified significant differences in the production of lexical geminates between native and non-native English speakers. Low intermediate students seem to find identifying English geminates in regular speech challenging. This study paves the way for future research concerning geminate consonant production and perception in ESL/EFL contexts.
Marilyn Lewis and Thiri Soe, respectively reviewing “English-medium Instruction and Translanguaging” and “Critical Thinking in ELT: A Working Model for the Classroom”, succinctly convey the contents and value of the books with a brief summary of the book’s content and attention to its main focus, thus facilitating the readers’ understanding of EMI, translanguaging, and critical thinking.

We hope you find the articles in this July 2021 issue to be informative, inspiring, and comprehensive. Bearing in mind the contribution to continuous improvement in English language instruction around the world, particularly in times of Covid-19 pandemic, we sincerely hope that this issue helps provide new insights into the formulation of future research and innovations for EFL/ESL practitioners in cross-border, interdisciplinary, and collaborative manners. We would like to express our sincere appreciation to the contributors and reviewers of articles and book reviews who have made this issue possible.

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