November 2022 Foreword by Aradhna Malik

The current issue of the ELFI Journal contains five articles that describe a diversity of issues in L2 learning and instruction. The issue also contains one review of a book that delves into social language learning communities in Japan.

Kitjaroonchai and Suppasetseree ‘investigate the effects of online collaborative writing and writing contributions of AEFL learners in a composition course’ in Thailand, and find that collaborative writing process positively influences the post writing performance of learners, ‘support[ing] the notion of writing as an exploratory and recursive, non-linear process.’

Olana investigates the use (and overuse) of L1 in teaching of English to learners of EFL in primary schools in Ethiopia, and finds that an overuse of L1 in the EFL classroom has a detrimental effect on the learning of EFL in primary schools. She explains how the use of L1 in the EFL classroom by the L2 teachers, on the one hand, puts L2 learners at ease, and helps them understand and related to the L2 instruction, and on the other, poses significant challenges to the motivation of L2 learners to learn the target language. She concludes by suggesting that the use of L1 be minimized in the L2 classroom, to enhance the effectiveness of L2 training.

Morgan, To & Thomas use the Gradual Release of Responsibility (GRR) framework to teach the structural staging of exposition and discussion genres in a Japanese University. They find that the GRR framework facilitates appropriate and accurate use of sub-stages in responding to short essay questions.

Yaşar and Atay discuss ‘the challenges of emergency remote teaching’ on L2 speaking anxiety levels of pre-service English language teachers in Turkey, as a result of online instruction sessions during the COVID period. Their study concludes with ‘practical suggestions to help EFL learners reduce their L2 speaking anxiety’, including online debating, and reviews of recording (when students are comfortable with cameras on) to encourage shy students to speak.

Feng analyses authenticity in the content of textbooks for primary to secondary school years in Hong Kong. He finds that the content evolved in terms of the choice of topics, text types, and types of interaction, with advancing stage of textbooks. His analysis reveals that the content is, for the most part, well suited to the level of students it was designed for, but in some cases can do with more non-local themes through the school years, and less opinion texts and more visual characters at the primary level.
Lewis reviews the book titled, *Dynamics of a Social Language Learning Community: Beliefs, Membership, & Identity* (2020), by Jo Mynard, Micael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson and Philip Taw. She lauds the authors of the book for weaving in contributions of learners who have been an integral part of the social learning community that this book describes. She also greatly appreciates the inclusion of as many authors as possible towards representing the voices of those who have contributed to writing the book.

This issue showcases a wide spectrum of issues in the teaching and learning of English as a Second/Foreign language in different parts of the world, from Thailand through Turkey, to Ethiopia, and touches upon a variety of aspects ranging from the challenges of online instruction and speaking anxiety, to collaborative writing, and the content of L2 textbooks. In accordance with the mission of this journal, the voices and writing styles of the authors have been preserved as far as possible.