November 2021 Foreword
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The current issue of the AEFL Journal contains three articles that highlight evolutionary shifts in instruction. The issue also contains reviews of two books on very distinct issues in classroom interactions and practices.

The first article, by Güler & Esen, showcases the challenges faced by learners of foreign languages via online instruction, with special reference to Turkish learners of English during the lockdown period. A significant aspect of learning any language, is the connectedness experienced by learners with the language outside the instructional setting, during the time it takes for the language to ‘sink in’ and become a part of the learners’ repertoire. This, in turn, is influenced by how comfortable learners feel with engaging with the language, experimenting with it, practicing with it, etc. The article by Güler & Esen focuses on these aspects by highlighting the specific challenges perceived by EFL teachers regarding the autonomy learners have with English as a foreign language, especially via online instruction, where the teacher, student, and peers are not only sitting in separate locations, but are also likely to be dealing with personal challenges in terms of health issues and/ or bereavement.

The second article, by Eren and Atay, highlights the impact information and communication technology (ICT) in second language learning contexts with special emphasis on collaborative writing classes for Turkish students. ICT offers some very unique opportunities in terms of environments that encourage intermingling and, oftentimes, collaboration, among students. This, in turn, nourishes the need of students to learn from each other. ICT platforms like Googledocs, Padlet, & Socrative, are increasingly become user and co-learning friendly, with tools that facilitate discussions, blogging, commenting, and sharing of ideas, etc. Usage of these tools requires students to write down their thoughts and ideas, i.e. practice their writing skills in different ways, which is really what training in second language writing is all about. This article by Eren and Atay provides a peek into how useful students think these ICTs are in their efforts to learn to write in a second language.

The third article, by Ruddick, Pryor, & Diaz, discusses a sensitive, very important, and oft-missed issue – second language training of students with special educational needs (SEN), with special reference to SEN students in Japan. This study reveals that, in spite of the experience English language teachers have had with SEN students, they seem to lack focused and specialized training in teaching a second language to students with SEN. The study brings to light a gap (rather, a ‘gaping hole’) in the practice of send language training in Japan, where English language teaching is compulsory in most Universities. The article concludes with suggestions for improved and evolved communication, information sharing and training and development measures to address this very relevant issue.
Zhou and Cong review the book titled *Foundations of Multiliteracies: Reading, Writing and Talking in the 21st Century*, by Anstey & Bull (2018). They highlight the diverse and rich coverage of the book in terms of addressing multiliterate pedagogies, and laud the authors for acknowledging the existence and relevance of other approaches to multiliteracy, that they may not have been able to address.

Mori discusses an emerging shift in the assessment process in teaching through a review of the book titled, *UNgrading: Why Rating Students Undermines Learning (and What to do Instead)*, edited by Susan Blum. Mori highlights the changing paradigms in the practice of teaching and learning, and through her review, leaves readers and teachers with a burning question – ‘To grade or not to grade, and if not grades, then what?’.

This issue of the ELFIJ showcases a wide spectrum of issues in the teaching and learning of English as a Second/ Foreign language and touches upon a variety of aspects ranging from second language learning in a virtual world, to addressing the need for training of personnel who deal with students with special educational needs. In accordance with the mission of this journal, the voices and writing styles of the authors have been preserved as far as possible.