

Editorial review on Vol. 5 No. 3

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This issue (Vol. 5 No. 3) of *Forum for Linguistic Studies* offers a comprehensive examination in terms of various language acquisition, technology improvements, and communication issues. Several researchers contributed to language learning by indicating social and gender issues, ethnographic investigation, critical thinking, and simulations. Uwen and Eyang (2023) observe that the Nigerian Army's personnel maintain institutionalized gendered language practices, particularly in regimented functions and social events. Srebryanskaya et al. (2023) recommended aligning these practices with modern ideals of gender equality and social belonging by incorporating feminine linguistic markers in workplaces. The study recommends further ethnographic investigations to enhance our understanding of translanguaging practices within multilingual schoolscape environments (Li and Liu, 2023). Taherkhani and Gholizadeh (2023) suggest that critical thinking ability can improve all four language skills among EFL/ESL learners. Simulations contribute to the gradual development of all foreign language communicative competence criteria, providing opportunities to improve speaking skills, understanding the language in real time, and adapting to real communication requirements (Zvarych et al., 2023).

Other researchers proposed technologies, measures, and ways to enhance language acquisition. The Adobe Connect platform has been found to improve the attitudes and speaking skills of EFL learners, as reported by Janfeshan (2023). The Konjo language, which is essential to the identity and culture of the Konjo people, strengthens social relations and unity among them, according to Indarwati et al. (2023). Transcription is an important methodology for researchers interested in language and ethnographic methods (Svongoro and Kufakunesu, 2023). Researchers should exercise caution when using the beliefs about Language Learning Inventory in different countries, as cross-cultural comparisons may lead to new insights into measurements to compare students' beliefs about language learning in different countries (Shahsavari et al., 2023). Understanding second language reading-related theories and hypotheses could enhance the focus on practicality and reliability in the field, as well as justify insufficient learning outcomes of

second language reading, particularly for Saudi EFL learners (Alshammari, 2023).

Some researchers delved into corpora, concordance, frequency, and writing error analyses. The analysis of written and spoken corpora revealed that the written corpus exhibited a higher degree of interactivity, whereas the spoken corpus displayed a stronger interactional category of metadiscoursal features. A further analysis of concordance lines demonstrated significant differences in academic conventions between spoken and written English, resulting in a dynamic interaction between the writer-reader and speaker-audience relationships, as Farahani noted in 2023. Qadir and Bostanci (2023) observed that the overall frequency and proportion of errors were high, with grammatical errors being the most prevalent. Lexical errors were the least common. The most common types of errors were presentation and interpretation errors. The main causes of written errors were interlingual and intralingual factors. Li et al. (2023) emphasized that the subjective, dramatic, and rich modality system in modern Chinese has created an intense lyricism and a poetic aesthetic style in goddess writing, making it a genuine practice of writing.

Other researchers explored the automated writing evaluation, writing anxiety, and the role of goddess in writing practice. Wu and Yu (2023) have emphasized the potential usefulness of automated writing evaluation, although its effectiveness varies depending on the type of feedback provided. Currently, it cannot fully replace human feedback. A study by De Leon et al. (2023) has revealed that participants consistently experience heightened anxiety levels when writing, with cognitive anxiety being the most prevalent. Time constraints and the pressure to achieve perfection were the two most common causes of writing anxiety among the participants. The study provides suggestions for educators and students in a nonmetropolitan state university. Li et al. (2023) have emphasized that the subjective, dramatic, and rich modality system of modern Chinese has created the intense lyricism and dramatic, poetic aesthetic style of goddess, making goddess an anthology that genuinely practices writing.

Recent studies have examined vocabulary acquisition, reading skills, and sound production. High-proficient learners prefer top-down reading strategies, while low-proficient learners rely on bottom-up strategies (Tsai and Huang, 2023). These findings have educational implications and suggest future research areas. Active verbs with two- or three-complement valency play a key role in these strategies (Kotova et al., 2023). Saudi students' vocabulary knowledge has significantly improved over time (Mugableh and Alruwaili, 2023). Saudi EFL learners produce sounds slower than native speakers, but the difference is not statistically significant (Sharma et al., 2023). Screen-based reading for preschoolers can reduce reading fatigue and increase interest, but there is a significant disparity in story comprehension levels between groups (Wu and Amzah, 2023).

Researchers have been dedicated to exploring various topics including lettering, communication skills, academic achievements, speeches, and arguments. Right-wing movement's ideas are reflected in its lettering and fonts, as described by Coluzzi (2023). Iran and China are highly productive in this region, with Iran enjoying greater institutional collaboration, according to Wu et al. (2023). ESP courses for military cadets aim to develop their communicative skills based on English-speaking military cultures, as Lahodynskyi et al. (2023) pointed out. Iranian EFL learners' creativity, multiple intelligences, motivation, and academic success are significantly correlated. Creative learners and extrinsic learners outperform their peers in academic achievement, with the highest achievement associated with the interpersonal intelligence profile and the lowest linked to the intrinsic profile (Kafipour et al., 2023). Zelenskyy's speeches use three types of arguments: direct, implicit, and gradual. Direct references to global or national prototypes are most effective, while implicit arguments require

inference and are less effective. Gradual arguments based on shared information modify national prototypes, but may not always be accepted by the audience (Talavira and Potapenko, 2023).

Conflict of interest

The author declares no conflict of interest.

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