
Foreword

Welcome to the second volume of JESAF– Issue 1, in which you will find eight articles published on a rolling basis from March through June 2023. These articles, written by sixteen authors affiliated with nine universities in seven countries—Lebanon, Tunisia, India, Palestine, Yemen, Saudi Arabia, and the USA, cover a diversity of research paradigms: quantitative, qualitative, and mixed-method approaches. With this, we are proud that our journal, in its second year of publication, has gained wide recognition as far east as Indonesia and The Philippines and as far west as the United States. This distribution of authorship and readership instantiates the growing attention to our journal.

This issue commences with an article by Alasbahy and Shamsi, highlighting salient medical terminology translation challenges. In the second article, Marina Debuire analyzed exile at times of war in a way that promotes a taste for language in a literary work. The third article, by Mouna Ayadi from the University of Sfax, highlights the predictors of writing quality in terms of lexical richness and syntactic complexity, providing important implications for improving academic writing. The fourth article, by Adil Bentahar, is an account of preparing English learners for a multicultural world, promoting multicultural education in language classrooms.

The remaining three articles coincided with a boom in using artificial intelligence in language learning and teaching, which inspires researchers to advance technology-driven research. In this light, five authors (Ali et al.) co-worked on how ChatGPT impacts learners' motivation to learn English. The sixth article readdressed the impact of the total physical response method (TPR) on vocabulary learning in Palestinian schools, providing some implications for EFL teachers and supervisors to consider TPR across the different levels of study. The seventh article reports a corpus-based qualitative survey by Ghada Haji, showing that the self-promotion strategy employed by the Anglo-American and French applicants enhances graduate students' position and strengthens their identity through their statements. The issue closes with a theoretical account of foreign language assessment in light of the newly introduced ChatGPT, which brought about new ways of learning, teaching, and concerns.

These eight articles vary in topic, methodology, and context, covering important research areas within the scope of our journal. This issue is the outcome of the joint efforts of authors, reviewers, and the editorial staff. The dedicated authors thoughtfully worked and reworked their manuscripts and improved them into the form they are in this issue. Other submissions are still



in the hands of our potential reviewers and editors. Once they are peer-reviewed successfully, they will be available online. We adopt a policy of publishing submissions on a rolling basis to reduce the time spent waiting for an issue to be released.

We are grateful to the authors, reviewers, and editorial team who put their minds to the submitted manuscripts and give them all their attention. They generously donate their time, ideas, and insights. This genuinely tireless work deserves corresponding cooperation from submitters who should adhere to the journal's submission guidelines to make our editorial and peer review processes easier.

We hope the issue is informative and stimulating to our readers, and we welcome feedback and suggestions to promote the quality of the research we disseminate. Thank you for your interest and support.

Prof. S. Imtiaz Hasnain
Editor-in-Chief

