FOREWORD

This issue of *Taiwan Journal of TESOL* brings together five studies that approach language teaching and learning from different yet interconnected perspectives. The articles reflect the expanding scope of TESOL research and show how questions of teaching and learning can be approached at different levels and through different theoretical and methodological perspectives. They also demonstrate how established concerns in TESOL can be revisited as learning contexts and technologies continue to evolve.

The issue opens with Karen Chung-chien Chang's study, which examines the incorporation of collaborative writing into a technical writing course and explores students' perceptions of their learning experiences. A notable feature of the study is its attention to how collaborative writing can support students' feedback literacy and prepare them for subsequent writing tasks. The course guides students from collaborative writing and revision to individual writing, which allows them to apply the practices of interpreting feedback and revising texts developed through group work to their own writing. The study therefore extends the discussion of collaborative writing beyond collaborative text production and shows its potential as a scaffold for developing feedback literacy and individual writing.

The second article, by Fang-Ying Yang, continues the focus on classroom learning. The study examines students' experiences in a flipped EAP course informed by Basic Psychological Needs Theory (BPNT). A specific contribution of the study is its integration of BPNT with flipped instruction for academic oral communication and

its close examination of students' learning processes before and during class. In particular, it shows that prepared content facilitates English use, while more spontaneous and cognitively demanding collaborative work often leads students to draw on their L1. This contrast provides insight into how preparation shapes students' language choices when they engage in spontaneous academic oral communication.

The third article shifts the focus from learners' classroom experiences to the instructional materials that structure learning across educational stages. Tzu-Fen Nellie Yeh examines grammar sequencing in Taiwan's K-12 English textbooks and uses the CEFR-related English Grammar Profile (EGP) as an external descriptive reference. The study offers a system-level examination of grammar progression across the full K-12 span. Rather than considering only which grammatical features are included, the study traces when they are introduced, how they are recycled across stages, and whether their reappearance involves increased functional or processing complexity. By combining EGP descriptors with SLA-informed criteria, the study provides an approach to examining grammar progression in textbooks rather than treating grammatical features as isolated items.

The fourth article turns to the increasingly important role of artificial intelligence in language learning. Barry Lee Reynolds, Yunfei Du, Yang Gao, and Xiaochen Wang examine how cognitive load influences learner engagement in AI-mediated informal digital learning of English (AI-IDLE). Drawing on Cognitive Load Theory, the study examines the relationships among cognitive load, flow,

well-being, and engagement, with particular attention to the mediating roles of flow and well-being. The study extends Cognitive Load Theory to AI-mediated informal learning and highlights the importance of considering cognitive and affective factors in understanding learner engagement.

The issue concludes with Wei-feng Liu's study of grammatical metaphor in L2 argumentative writing. Drawing on Systemic Functional Linguistics and move analysis, the study examines how different types of grammatical metaphor are distributed across rhetorical moves and the functions they serve. The analysis connects grammatical choices with rhetorical organization and provides a move-sensitive account of how grammatical metaphor contributes to advanced L2 argumentative writing.

The five articles feature diverse perspectives on TESOL and demonstrate how different theoretical and analytical approaches can shed light on language learning and use. As interdisciplinary research becomes increasingly important, TESOL research can also extend beyond the classroom to encompass different models of learning, the organization and progression of language curricula and materials, and the linguistic and rhetorical dimensions of language use.

Our journal hopes to encourage TESOL researchers to look beyond familiar questions and perspectives by opening up new possibilities for inquiry across disciplinary boundaries. We hope that the studies in this issue will contribute to ongoing conversations in TESOL and offer new perspectives for researchers, teachers, materials developers,

and other professionals interested in language education.

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