

Editorial

Dr. Carlo Granados-Beltrán
Academic Vice Chancellor ÚNICA

Welcome to the 27th issue of GiST Journal. This edition brings together a rich selection of research that offers valuable insights into various aspects of English language teaching (ELT), spanning autonomy in learning, willingness to communicate, and the complex interplay between cognitive and psychological factors in language acquisition.

One of the recurring themes in this issue is the importance of learner autonomy and motivation, particularly in the context of innovative teaching methods. The study by **Büşra Nur Çiftçi Aksoy** and **Aysegül Takkac Tulgar** introduces us to the **Flipped Classroom Model (FCM)** and its ability to foster both autonomy and motivation among EFL students. Their research highlights how flipped learning not only engages students more actively but also encourages them to take charge of their learning process. This focus on student empowerment resonates with other studies on this issue, where the need for engaging and interactive learning environments takes center stage.

Similarly, the **willingness to communicate (WTC)** explored by **Dereje Teshome Abebe**, **Getachew Syoum Weldemariam**, and **Guta Legese Birrasa** complements the conversation about student engagement. Their study in the Ethiopian context reveals how psychological factors such as self-confidence and motivation, alongside the classroom environment, play a crucial role in learners' participation in oral communicative tasks. This research underscores the importance of building supportive, confidence-boosting environments to promote active language use—a theme that aligns with the autonomy fostered through the flipped classroom model.

Expanding on the role of innovative methodologies, **Sibel Söğüt** brings **Data-Driven Learning (DDL)** into the discussion, focusing on how L2 learners use corpora to enhance their understanding of near-synonymous words. Through this exploration, we see how technology can serve as a powerful tool in vocabulary acquisition, providing learners with context-rich, experiential tasks that enhance lexical knowledge. The integration of corpus tools like YouGlish shows us how digital resources can support not only autonomy but also a deeper, more nuanced understanding of language use.

At the same time, this issue takes a step into the intricate world of syntax and pragmatics, with **Abhinan Wongkittiporn's** study on the syntax of determiner phrases

(DP) deletion and the pragmatics of DP movement in passive voice. By applying these principles to academic writing, **Wongkittiporn**'s research offers practical insights for language learners and educators alike, bridging theoretical linguistic concepts with real-world applications in research methodology

This connection between cognitive factors and language learning is further explored by **Duygu Ispinar Akcayoglu** and **Omer Ozer**, who examine the relationship between test anxiety and self-regulated learning. Their findings, which highlight significant gender differences in anxiety and learning strategies, suggest that a deeper understanding of students' emotional and cognitive processes is key to creating more effective learning environments. The emphasis on self-regulation, much like autonomy, reinforces the idea that fostering independent learning strategies can alleviate some of the psychological barriers to language acquisition

In addition to these insightful articles, we are pleased to feature a book review by **Saeed Moslemi Nezhad Arani** and **Arzu Atasoy** on Shahrzad Mahootian's *Bilingualism*, further contributing to the broader conversation around multilingualism and language education

This issue also celebrates the diversity within our academic community, featuring contributions from scholars across Turkey, Ethiopia, Thailand, Iran, and Colombia. We are particularly proud of the gender diversity represented in this issue, with female and male scholars collaborating to advance knowledge in ELT. This rich mix of perspectives—across both gender and nationality—enhances the depth and breadth of academic dialogue, contributing to a more inclusive and comprehensive understanding of the field

Moreover, this issue marks the first in which we implement our AI usage policy. Readers may encounter some articles containing a disclaimer about the use of AI tools during the research or writing process. Articles without this disclaimer reflect the authors' declaration of not using AI. For more information on this policy, we invite readers to visit our website or read the policy at the end of this issue

Our deepest gratitude goes to our peer reviewers, who play an essential role in maintaining the quality of the journal. Reviewers from Colombia, Mexico, Germany, Spain, Turkey, Iran, and the United States have contributed their expertise, helping to ensure the rigorous academic standards of this publication

We invite scholars from around the world to continue contributing to *GiST Journal*, whether by submitting articles, participating as reviewers, or offering book reviews. Your support is invaluable to us, and we hope you enjoy this issue as much as we enjoyed creating it