Editorial

The 3 F's: Feedback, Fluency, and the Future

In an increasingly complex and rapidly changing world, the ability to perform tasks fluently is a significant advantage. As technology advances, so do the methods of providing feedback and achieving fluency. The future of education and skill development will likely feature more personalised, adaptive, and immediate feedback loops, leading to faster and more widespread fluency. With the rapid ascent of Artificial Intelligence, the ELT landscape is also undergoing a profound transformation.

As generative AI becomes more pervasive, how do we balance the pedagogical benefits of AI as a learning aid with the imperative to maintain the intrinsic value of human creativity, original thought, and individual effort in academic pursuits? This May issue of the *JELT* illuminates the dynamic interplay between large-scale systemic changes and the everyday realities of teaching and learning, underscoring a shift towards more rigorous and technologically-enhanced methodologies in ELT, shaped by the vibrant micro-contexts of ELT classrooms. The articles herein not only identify the challenges but also propose evidence-based, data-driven solutions, with an increased focus on feedback processes, assessment literacy, and digital integration. A prominent feature of this issue is the prevalence of mixed-methods approaches and advanced statistical analyses, indicating a growing sophistication in research design and execution within the field of ELT.

Hilonwa's analysis on peer assessment in academic learning, Luhach's study on feedback literacy in technology-mediated tasks and their joint observations on the challenges in peer-based evaluation explore different facets of peer-based evaluation, with a clear focus on the pedagogical use of peer interaction for enhancing learning outcomes and writing skills. The emphasis on AI and peer feedback mechanisms in various studies implicitly highlights that learners must possess strong feedback literacy, and teachers require advanced digital and research literacies to integrate and critically evaluate new tools and approaches effectively.

Two studies by Akhani & Yadav; and Jakkani & Reddy highlight the link between reading and academic achievement, particularly in school settings. For struggling students, AI tools can potentially level the playing field and reduce the anxiety often associated with academic writing. The paper on language anxiety and its bibliometric mapping by Praveen & Devika focuses on the affective and psychological dimensions of language learning, throwing light on the anxiety, fairness, jealousy, and motivation as recurring psychological themes across peer assessment and language learning. The study by Nndwamato & Lambani on vocabulary pre-teaching, which focused on supporting struggling learners, suggests a shift from performance-centric to support-centric language teaching, with more inclusive and evidence-based pedagogies.

The long-term ethical implications for knowledge acquisition and intellectual development are a matter of concern if learners increasingly rely on AI to generate ideas and complete assignments, potentially bypassing deeper cognitive engagement. The papers on the integration of digital platforms for feedback by Luhach, AI's role in authorship and originality by Verma & Arora indicate growing concerns and opportunities around digital transformation in language education. The quantitative emphasis in several papers emphasises the need for validated tools and standardisation in ELLT assessments, as in the study on the correlation between EF SET scores and academic performance by Rajput.

The current issue bridges macro perspectives (policy, technology, systems) and micro insights (classroom practices, student voices) in meaningful ways, showcasing how macro-level forces shape, and are shaped by, the vibrant micro-contexts of ELT classrooms. Effective feedback drives the development of fluency, and widespread fluency prepares individuals and societies to thrive in the future. It often implies a discussion about optimising this cycle, leveraging new tools, and adapting strategies to meet future demands. Let the diverse contributions within this issue serve not merely as scholarly papers, but as foundational touchstones, inspiring new lines of inquiry, sparking bold, experimental approaches and springboards for transformative classroom innovation.

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