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Foreword

The articles of this issue of the journal are specifically related directly or indirectly to Didactics. Indeed, Dr. N. Abdelhai's 'A Look at Emotive Expressions in Oprah Winfrey's Motivational speeches' offers insightful implications for ELT teachers and learners by focusing on a famous public figure and the language used to see how language and the ways it is used can attract the audience. It sheds light on the increasing influence of the language of media especially when delivered by one of the most influential public figures namely, Oprah Winfrey. On the basis of Al Shunnaq's division of emotive expressions, this study aims at unveiling the emotive expressions used in the motivational speeches of Oprah Winfrey. It highlights figures of speech (simile, metaphor, personification, and euphemism), cultural expressions and a set of lexical cohesion elements because of their strong connection to the emotional aspect of language and their weight in discourse. I. Abadou, M. O. Laribi and Dr. W. Hellala's 'The Effectiveness of Audio-Visual Aids in Enhancing Listening Comprehension in EFL Classrooms: A Critical Review of Three Empirical Studies' tries, on the basis of the Cognitive Theory of Multimedia learning, Dual-coding Theory, Krashen's Input Hypothesis, and the Affective Filter Hypothesis, to understand how the integration of audio-visual aids enhances listening comprehension. In addition, it identifies key challenges such as cognitive overload, over-reliance on technology, technical issues, accessibility, and cultural and contextual constraints. This research contends that audio-visual aids contribute positively to listening comprehension, by offering multimodal input, increasing learners' motivation, and also facilitating vocabulary understanding. It also suggests a wise implementation of audio-visual aids that match learners' level. H. Idri, S. Ghani and B. Benguedda's 'The Impact of Extracurricular Activities on EFL Learners' Speaking skills: A Critical Review of Three Empirical Studies' aims to investigate the impact of extracurricular participation on EFL students' speaking skills by reviewing three articles from different geographical contexts, namely, Garita (2013) from Costa Rica, Bahdi (2014) from Algeria and Qolbia et al. (2020) from Indonesia. It attempts to compare and contrast their major findings and tries to relate them with the theoretical background. The findings of the three articles revealed that active participation in ECAs, mainly university clubs, had a positive impact on EFL students' speaking proficiency. Therefore, EFL classrooms may consider raising learners' awareness of the importance of integrating these volunteer activities within

their academic journey as they enhance learners' speaking skills along with their motivation, self-confidence, and communication skills beyond the formal educational setting. I. Lounis, I. Morsli and L. Sebbah's 'Social Media Language and its Influence on EFL Students' Academic Writing :A Focus on GEN Z Slang' aims to investigate the impact of social media language, specifically as used on Facebook, on EFL students' academic writing. On the basis of three empirical studies conducted in three different geographical contexts, the research suggests that social media platforms can have a positive impact, as students feel more motivated to express themselves and tend to communicate more frequently in English. However, it finds out that negative effects were identified, including difficulties in formal writing, linguistic deficiencies, and potential fossilization, which may hinder the acquisition of accurate language structures. This study concludes that the importance of learners' awareness and responsibility in deciding whether to use social media as a tool to enhance their academic writing or allow it to adversely affect their academic development are of a great importance. The last article, 'The Impact of Social Media Platforms on Enhancing EFL Learners' Writing Skills' by Y. Saber Pacha and C. Guernah aims to investigate the correlation between Social Media platform usage and EFL Learners' Writing skills through the review of three articles from different geographical contexts, namely, Fithriani (2019) from Indonesia, Lakhal (2021) from Morocco and Al-Khalidi & Khouni (2021) from Oman. It attempts to compare their major findings and tries to relate them with the theoretical background. The findings of the three articles revealed that Social Media Platforms contributed to enhancing EFL learners writing skills whether the effect was large or small. Additionally, SMPs boost learners' confidence by offering opportunities for participation and collaborative work, as well as, supporting pedagogical purposes.

Dr. Fatima Azzoug