

## EDITORIAL

### Editorial review on Vol. 5 No. 1

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This issue (Vol. 5 No. 1) of *Forum for Linguistic Studies* offers a comprehensive exploration of various language learning and teaching issues. It addresses the struggles faced by Chavacano learners in grasping Spanish (Lear and Reyes, 2023), explores the perceptions and experiences of EFL teachers in Mongolia (Marav and Choi, 2023), examines the decline of dialect use in Ukraine (Popova and Morhun, 2023), and delves into the influence of ideology on translated texts (Qoyyimah, 2023). Furthermore, the issue investigates translation competence models, teaching methods, and technologies that can enhance academic success in language learning and teaching contexts. It presents a comprehensive analysis of language learning and education. It addresses the influence of socio-economic factors on language learning, ethical considerations in research translation, and the need for further examination of the flipped classroom approach in the context of English as a foreign language (Hoque et al., 2023).

Readers are taken through different areas of language learning and teaching, including the impact of lexical and phonological similarities, the normalization of online gender jokes, and the analysis of semantic meanings. This issue not only provides a comprehensive exploration of language-related issues, but also highlights the importance of cultural considerations in language learning and the ethical implications of language use in various contexts. The issue offers a comprehensive examination of language learning and teaching. It explores the impact of lexical and phonological similarities between Chavacano and Spanish, addresses the normalization of online gender jokes and its implications (Chavez and Prado, 2023), and investigates the semantic meanings of DISGUST, EKEL, and ABSCHEU. Through these analyses, the issue contributes to a deeper understanding of language learning, sociolinguistics, and cultural influences on language.

The issue also covers a range of topics in different geographical contexts, from Mongolia (Marav and Choi, 2023) to Ukraine (Popova and Morhun, 2023), providing insights into language learning challenges, dialect use, ideology in translation (Qoyyimah, 2023), and the use of technology in teaching. This issue allows for a comprehensive exploration of language-related issues and their impact on education and communication.

The issue offers valuable insights across disciplines, starting with the impact of lexical and pho-

nological similarities between Chavacano and Spanish on language learning (Chavez and Prado, 2023). It then explores the normalization of online gender jokes on social media and its implications for language production and societal impact (Chavez and Prado, 2023). Additionally, the issue investigates the semantic meanings of DISGUST, EKEL, and ABSCHEU, revealing their interchangeable usage and highlighting cultural associations within the German-speaking context.

This comprehensive exploration of various language learning and teaching issues offers several academic contributions. By exploring different language learning and teaching issues, such as struggles faced by learners, perceptions of teachers, and the decline of dialects, a comprehensive exploration enhances our understanding of the complexities and challenges in language education. The issue provides valuable insights into teaching methods, translation competence models, and technologies that can enhance academic success in language learning and teaching contexts. This information can inform instructional practices, enabling educators to adopt effective approaches in their classrooms. The exploration of cultural factors in language learning and teaching emphasizes the importance of considering the sociocultural context in educational settings. This insight helps educators develop culturally responsive teaching practices and promotes a more inclusive and diverse learning environment.

The discussion of ethical considerations in language research and translation highlights the need for ethical awareness and integrity in linguistic studies. By recognizing and addressing ethical issues, researchers and practitioners can conduct their work ethically and responsibly, contributing to the advancement of the field. Through the examination of sociolinguistic factors, such as the impact of socio-economic influences on language learning (Ghaderi et al., 2022), the issue offers valuable insights into the social dynamics of language education. This understanding contributes to broader sociolinguistic research and provides a foundation for designing inclusive language education policies. Exploring topics like lexical and phonological similarities between languages, semantic meanings, and the normalization of online jokes, the issue deepens our understanding of language dynamics and communication patterns. This knowledge enhances our comprehension of language usage and facilitates effective communication in diverse contexts.

## Conflict of interest

The author declares no conflict of interest.

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