

## Editorial

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## Editorial

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All of us here at the Canadian Journal of Applied Linguistics are very pleased to present our second regular issue of 2023 (26, 2) which contains five articles (two in French and three in English) and two book reviews. The articles come from across a broad spectrum of research in applied linguistics furthering our understanding of language learning, teaching, and research.

Three articles in this issue focus on Language for Specific Purposes (LSP) but examine different domains of language use. In the first of these, **Keller and Gilabert** present a task-based needs analysis that aims to uncover the tasks performed by Spanish-speaking flight attendants in the U.S. The study employs varied methods such as questionnaire-guided interviews and surveys to delve into task details, frequency, language requirements, and training needs. The findings reveal diverse linguistic demands for different tasks and emphasize the importance of employing multiple data sources for comprehensive insight. The second LSP-focused study is a French-language study by **Lare and Chachu** that highlights the importance of language concordance, i.e. patients and health providers communicating in a shared language, in healthcare for Francophone patients in Ghanaian health centers. The study found that communication difficulties can lead to negative effects on healthcare access, including delayed consultation, extra cost due to poor diagnosis, and the risk of serious medical errors that could lead to loss of life. To fill communication gaps during medical consultations, most respondents resorted to strategies such as using gestures and ad hoc interpreters. The article suggests recommendations for better management of minority language speakers in the Ghanaian healthcare system. In the third LSP study, **Lindberg and Trofimovich** conducted research in Quebec examining how expectations may impact the trajectory of interview evaluations for second-language French job candidates. The study found that job applicants can be upgraded or downgraded during an interview when their accents do not match employers' speech expectations.

In our second French-language article, **Papin and Michaud** explore the perceptions of L2 French teachers regarding the implementation of two online collaborative writing tasks in their advanced written French course. The tasks were conducted via Google Docs and videoconferencing with students collaborating in small groups. Teachers provided synchronous written corrective feedback to learners, who could then collaboratively address errors in real time. While teachers had overall positive perceptions of this practice and saw its potential for L2 French teaching and learning, some concerns regarding practicality and implementation of synchronous written corrective feedback during online collaborative writing emerged. In reporting on a study investigating linguistic risk-taking in language learning, **Slavkov** writes about urging learners to venture beyond their comfort zones in search of authentic language use. The research introduces an innovative pedagogical approach based on a review of linguistic risk from across multiple disciplines, the Linguistic Risk-Taking Passport. The data from over 500 participants using the passport provides self-reports of risk-taking behaviors, proposals for additional risks, and qualitative comments on the experience. Findings validate the approach and signal future plans to digitize the tool and expand its relevance beyond a bilingual setting.

Finally, this issue contains two book reviews. The first, by **Bhowmik**, focuses on the book *Language in Writing Instruction: Enhancing Literacy in Grades 3–8* in which Maria Estela Brisk provides a resource for elementary-aged writing instruction without teachers having to resort to grammar-focused activities. The second book review, written by **Chen**, looks at *The Routledge Handbook of Language and Intercultural Communication* edited by Jane Jackson. The handbook contains 34 chapters introducing the interdisciplinary studies of language and intercultural communication with each chapter critically assessing theory and research methods with practical recommendations for future research.

Finally, we would like to thank the authors for choosing to publish their work in the CJAL and the reviewers for their readiness to provide their expertise in assessing the manuscripts in this issue. We would also like to express our gratitude for the contribution of our editorial team, who worked tirelessly to bring this issue to completion. Our most sincere appreciation goes out to Dr. Josée Le Bouthillier, our French Editor, Dr. Caroline Payant, our Book Review Editor, Alexandra Ross, our Managing Editor, and Jessa Hudson, our Copy Editor.

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Co-editors