



Editorial

The first issue in Volume 10 of *e-FLT* presents a total of eight articles and one book review, contributed by scholars based in seven different countries (namely Australia, China, Ethiopia, Indonesia, Taiwan, Thailand and USA) on four continents. The topics of these articles are equally diverse, ranging from language teacher efficacy to self-regulated learning and the learning of Japanese *Kanji* characters.

This issue opens with an article by Peter B. Swanson, who investigated the development of language teachers' sense of efficacy in teaching languages from before their teacher education programme to one year after the completion of this programme. Swanson reports that while teacher efficacy increases over this period in the area of content knowledge, results related to student engagement and classroom management were less positive, leading him to the recommendation that language teacher education needs to better equip student teachers with the skills to cope with these issues.

In the project reported in the second article, Sayuki Machida studied the relationship between learners' language backgrounds (character based or non-character based) and their Kanji learning process and performance. While she found that the Kanji instruction helped both sets of learners in different ways, there was some overlap in their Kanji acquisition, suggesting that there was some common progression in their learning.

Stephen Krashen, in the third article, questions the benefits of teaching language learners strategies that support conscious learning. He argues that we should focus instead on strategies that aid language acquisition, namely those that help learners obtain comprehensible input and those that make input more comprehensible. He then provides examples of such strategies for language acquisition and suggests that learners need to be re-programmed in order to recover from what they have learned in school.

In the fourth article, Xinghua Liu presents a study which draws on the analytical framework of the APPRAISAL Theory to examine two cases of EFL student argumentative writing (high-rated and low-rated), in particular with regard to their evaluative language use. The results of his study suggest that writing teachers need to devote more attention to the use of evaluative language to help students develop a personal voice as well as a more critical stance in their argumentative writing.

The contributions of metacognitive strategies to successful language learning have been the focus of many studies in recent years. The fifth article, authored by Lian Zhang and Sirinthorn Seepho, is similarly devoted to the study of students' metacognitive strategy use and their academic reading achievements. The results of their study indicate that there is a positive correlation between the two and thus underline the importance of metacognitive strategy use for language learning.

Ming-Yueh Shen, in the subsequent article, describes a study which investigated the academic reading difficulties, learning strategies and learning needs of technical university EFL students in Taiwan. Her study reveals that students attribute their academic reading difficulties to a lack of appropriate English vocabulary and specialist content knowledge, and expresses a desire for greater teacher support in their English lessons to help them cope with academic reading.

In the seventh article, Dyah Sunggingwati & Hoa Thi Mai Nguyen, arguing that quality teacher questions can enhance students' critical thinking and reasoning skills, look at Indonesian English teachers' questioning practice in reading instruction. They conclude that teachers typically relies on the available textbooks for their questions in class and asks mainly questions that targeted lower order cognitive skills.

The last full article of this issue, contributed by Bekele Birhanie Aregu, considers the effects of self-regulated learning on the speaking efficacy and performance of Ethiopian students in spoken English communication class. In Aregu's study, it was found that the experimental group, which received encouragement and instruction to engage in self-regulated learning, made significantly more progress in speaking efficacy and performance in comparison with the control group.

In the sole book review of this issue, Shogo Sakurai introduces the book, "The Cambridge Guide to Pedagogy and Practice in Second Language Teaching," published in 2012, which informs practitioners about essential and current theories and pedagogies of second language teaching.

We hope you will find the articles in the current issue to be informative, insightful and relevant to your own research and practice. The Editorial Board would like to thank you for your interest in our journal and also to acknowledge the considerable efforts of our International Advisory Board, our expert reviewers as well as the many authors who contribute their papers to our journal.

Wai Meng Chan
Editor-in-Chief