



## Editorial

The inaugural issue of *e-FLT* appeared in December 2004, and the current issue (Vol. 10, No. 2) thus marks the start of our journal's tenth year of existence. With the strong support of scholars, researchers and practitioners in the field of foreign language education, *e-FLT* has grown from strength to strength, attracting a high volume of submissions in recent years. The seven articles and two book reviews in this volume provide a clear indication of its impact around the world – the authors and reviewers hail from different countries on four continents, namely, Australia, China, Indonesia, Iran, Singapore, Taiwan, the United Kingdom and the United States.

This issue opens with an article by Sarah Jey Whitehead, who analysed classroom discourse in an eighth grade Spanish as a foreign language course in the United States, focusing on the use of the target language and the students' first language, in discussing real events from their lives. One major conclusion she draws from her analysis is that when students feel a strong drive to communicate about the topics of their discussions, they will switch to or seek the teacher's permission to use the first language in order to take greater control of the discourse.

In the second article, Kuniko Yoshimitsu presents a study which investigated the management behaviour of Japanese-background students taking university Japanese language courses together with non-Japanese students. She argues that the results of her study provide justification for the inclusion of Japanese-background students in such courses, as these students apparently reflected on and adjusted their class learning behaviours and their learning goals in accordance with not just the "imagined norms" of the Japanese community, but also the "peer pressure norms" imposed by their non-Japanese peers in class.

The third article, authored by Etsuko Toyoda and Kohleth Chia, reports on the findings of a study that examined the learning motivations of university students of Chinese and Japanese in Australia and their perceptions of their courses. They established that the motivational and perceptual profiles of their subjects varied according to their degree of 'Asianess,' defined by the authors as the strength of their connection to East or Southeast Asia. The article concludes with suggestions for changes to the classroom environment to better promote intercultural learning beneficial to all learners.

In the project described in the fourth article, Lucien Brown and Noriko Iwasaki studied the influence of the first languages of six Japanese-speaking and English-speaking students on their acquisition of Korean case particles. Despite the relative proximity of the Japanese and the Korean language, Japanese-speaking students had an advantage only for the acquisition of certain types of particles. Besides cross-linguistic influences, individual learner perceptions and strategies also impacted the learning of the particles.

Chih-hui Chang and Hui-ju Liu, in the fifth article of this issue, investigated the language learning strategy use of EFL students at a Taiwanese university and how this was related to their English proficiency and language learning motivation. The authors report that the frequency of strategy use correlated positively and significantly with the students' level of proficiency and motivation.

In the sixth article, Patrisius Istiarto Djiwandono describes the use of blended learning to improve Indonesian EFL learners' vocabulary mastery. The blended curriculum reported in the article included face-to-face lessons, out-of-class independent authentic reading tasks, and the use of a vocabulary profiler and a blog. A post-test shows that students made gains in their command of 5000-level English words, though the blended curriculum did not facilitate the learning of new words from authentic texts.

In the seventh and last full article of this issue, Mehdi Latifi, Saeed Ketabi and Elham Mohammadi reviewed and summarised the various hypotheses proposed by Stephen Krashen, which

have generated much discussion in language acquisition research – both for and against his hypotheses. The authors subsequently present an interview with Krashen, in which they invited the latter to respond to criticism of his hypotheses in recent literature.

This issue also carries two book reviews, one written in German and the other in Chinese.

In the first review, Martin G. Döpel takes a critical look at Marion Grein's book, "Neurodidaktik. Grundlagen für Sprachlehrende," published in 2013 in Germany. This book seeks to inform teachers about brain-based language learning and teaching based on insights and findings from neurobiological research.

The second review, written in Chinese and contributed by Bing Jin, introduces and critiques a book published in 2011 under the title of "Perspectives on Translation Quality." The book was authored by Ilse Depraetere and examines the issue of translation quality from four different perspectives.

On behalf of the Editorial Board, I would like to acknowledge our immense debt to the countless readers, authors, reviewers as well as past and current members of our International Advisory Board, who have accompanied the development of *e*-FLT since its beginnings in 2004 and have made invaluable contributions towards its success. We hope to have your continued support and also take this opportunity to convey to you our best wishes for the coming festive season and the New Year.

Wai Meng Chan  
Editor-in-Chief