



Editorial

With Volume 11, *e-FLT* steps into its second decade of publication, riding on a strong wave of support from language teachers and applied linguists from around the globe. Increasingly, scholars and researchers in North America are beginning to see *e-FLT* as an attractive avenue for the dissemination of their research findings, as evidenced by the increased number of submissions and published articles from North American authors. It is thus not surprising that, of the eight full articles included in this issue, three are contributed by authors from Canada and the United States.

This issue of *e-FLT* opens with an article by Thi Ngoc Yen Tran and Paul Nation, who investigated the effects of speed reading training on EFL university learners in Vietnam, focusing on their reading speed gains from the training, the transfer of this gain to other types of readings, reading comprehension performance and memory span. The findings indicate that 1) the speed reading training yielded positive results, 2) these results were transferred to other text types, 3) the participants' reading comprehension performance was maintained, and 4) the speed reading increases correlated positively with the participants' language memory span.

The second article of this issue, by Ho Cheung Lee, also looks at learners' reading performance, albeit with a very different target group of subjects, namely, primary school learners of ESL in Hong Kong. Lee's action research study employs think-aloud methods to examine if and how 11 to 12 year old pupils use inferencing strategies when reading English. The data indicate that students did not seem capable of using inferencing to aid their reading of narrative and informational texts, which Lee attributes to a lack of training. He thus advocates appropriate classroom intervention to address this problem.

In the third article, Ko-Yin Sung reports on a project that studied the strategy use of American college learners of Chinese as a foreign language in learning Chinese characters and how this relates to their character learning performance. The author subjected the 20 most frequently reported strategies to a factor analysis and extracted three factors. Multiple regression analyses conducted on these three factors and the students' character learning performance found that phonological strategies were able to predict students' performance in phonological comprehension, but not phonological production. Performance in the latter, along with graphic comprehension and production, was found to be related to orthographic strategies instead.

Following this, John L. Plews, Yvonne Breckenridge, Maria-Carolina Cambre and Gilmar Martins de Freitas Fernandes present a sequel paper to an article published in this journal in 2010. Like the previous article, the current article focuses on the experiences of Mexican English language teachers who were in Alberta, Canada, as participants of an international second language teacher development programme. Using qualitative methods of data collection and narrative techniques of analysing and interpreting the data, they came essentially to the same conclusion as in the previous article, namely that a better-structured and more systematic curriculum is necessary to ensure that participants achieve real gains in their second language, cultural and professional knowledge.

While the major standards documents in the United States ("Standards for Foreign Language Learning in the 21st Century") and Europe ("Common European Framework of Reference for Languages") have identified culture learning as an integral part of foreign language learning, it is still unclear to what extent teachers are capable of and prepared for the teaching of culture. In the fifth article, David Byrd seeks to answer this question by studying the syllabi of ten language teaching methods courses at colleges and universities in the United States, and concludes that teacher preparation programmes need to do more to enable teachers to teach culture effectively.

The sixth article, contributed by Mohadese Khosravi and Mavadat Saidi, reports on a study in Iran that investigated how the intrapersonal and interpersonal intelligences of English as an aca-

demic purposes teachers relate to their self-efficacy beliefs. The study found that, for the EAP teachers surveyed, there was a positive correlation between these two forms of intelligence and their self-efficacy perceptions. Furthermore, the authors report that the teachers felt more efficacious in teaching English for general purposes than EAP.

Mahboobe Farahani, in the subsequent article, looks at the readiness of Iranian EFL learners at a professional training institute for autonomous learning. Her study uncovers that while the learners claim to have a strong motivation to act independently, they do not currently engage much in autonomous learning activities and prefer to cede responsibility for most areas of their learning to their teachers. In the light of this finding, the author highlights the importance of learner training to prepare them for greater learner autonomy.

In this issue's eighth and last full article, written in Japanese, Carol Hayes and Yuki Itani-Adams describe a digital storytelling project for learners of Japanese as a foreign language at an Australian university, designed to help students acquire pragmatic competence for communication. Students are taught to be aware of and to enhance the 'impact' of their language when scripting and producing multimedia digital stories of three to four minutes in length. The authors discuss examples of students' digital stories and present data on students' perceptions of the project and its benefits.

In addition to the full articles summarized above, this issue also carries a review written by Franziska Rapien in German on the book, "Fremdsprachendidaktik" (in English: Foreign language teaching), which is targeted at student teachers and provides an overview of principles and methods of foreign language teaching.

On behalf of my colleagues on the Editorial Board, I would like to express our sincere appreciation for your support as well as the generous contributions of our external reviewers and the members of our International Advisory Board. We hope the articles in this issue will prove to be both relevant and stimulating to our readers, and look forward to receiving your submissions for future issues of e-FLT.

Wai Meng Chan
Editor-in-Chief