



## Editorial

The year 2016 closes for *e-FLT* with the December issue of Volume 13 with seven full articles and a book review by contributors from eight different countries on a wide palette of topics ranging from language testing to corrective feedback and peer revision.

This issue opens with an article by Yi-Ching Pan, who writes about the effects of a traditional and a non-traditional approach to test preparation on students' test performances as well as the students' preferences and perceptions regarding these approaches. The traditional and non-traditional approaches involved test-oriented and communicatively oriented learning activities, respectively, Pan found that the traditional approach produced better reading performances, while the non-traditional approach led to better listening results. She further reports that students stated a preference for the traditional approach, which they find to be more efficient in helping them gain the proficiency they need for testing purposes.

In the second article, Elizabeth A. Hiser and Kiet Si Thang Ho report on the use of C-Tests, which had been tested previously with international ESL students in New Zealand, on EFL students in Vietnam. They found that the C-Tests have acceptable reliability and significant correlations among themselves, and provide reliable and valid measurements of the target students' English language proficiency.

The third article, by Walaipun Puengpipattrakul, looks at the perceptions and the actual practice of academic plagiarism among graduate students of interdisciplinary studies in Thailand, and the factors that contribute to and influence plagiarism. Based on the findings of her study, the author recommends measures for the prevention of academic plagiarism in the context of her study.

Handoyo Puji Widodo and Refi Ranto Rozak, in the fourth article, present the results of a qualitative study that was grounded on research in extensive reading and the notion of action learning, and investigated how intermediate-level student teachers of English engaged in collaborative and reflective online extensive listening. Displaying positive attitudes towards this learning arrangement, the subjects of this study appreciated the fact that it extended their learning beyond the classroom, and believed that they had become more autonomous and reflective learners in the process.

The fifth article, contributed by Nga Thi Hang Ngo, reports on a mixed-method study that focused on the impact of explicit strategy instruction on students' listening proficiency. Data collected through pre-/post-treatment listening tests, a questionnaire and focus group interviews pointed to positive outcomes from the strategy instruction. Post-treatment listening scores indicate that students' listening proficiency improved, and the students themselves attributed the gains to their listening strategy use, listening practice and affective factors.

In the study described in the sixth article, Rintaro Sato investigated the effectiveness of recasts on learners' noticing according to error types of learner utterances, degree of change in the recast, and length of the recast. Findings from the analysis of the data, collected from three subjects through a simulated recall procedure, reveal that the error types produced different rates of noticing through recast, with phonological recasts registering the highest rate, followed by lexical and grammatical recasts. In addition, the degree of change in the recast and the length of the recast did not produce significant differences in the rate of noticing.

Murad Abdu Saeed & Kamila Ghazali, in the seventh article, found that 15 Arab EFL learners responded well to the modelling of peer revision by their instructor on an online community platform. The peer revision modelling resulted in students engaging in constant recursive evaluation, reflection and revision of their writing, and producing multiple full and fragmented drafts. Based on the qualitative analysis of learners' reflective responses to the post-PR questionnaire, the authors concluded that the learners showed collective understanding of their

shared practice, a sense of autonomy over their learning, relationship-building, engaged diversity and a sense of connection in the course of this collaborative project.

The sole book review in this issue, contributed by Setiono Sugiharto, describes and critiques the volume “Literacy as Translingual Practice: Between Communities and Classrooms,” edited by A. Suresh Canagarajah, which looks at the theoretical underpinnings, practice and pedagogical applications of translingualism from multiple perspectives.

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. In wishing you all the best for the coming year, we also hope that you will find the articles in this issue to be both relevant and stimulating, and look forward to receiving your submissions.

Wai Meng Chan  
Editor-in-Chief