



Editorial

This June issue marks the start of *e-FLT*'s 14th year of publication, and the rich diversity of the topics addressed in this issue's articles and the geographical spread of its authors are excellent indicators of the wide global coverage and acceptance it has gained in the field of foreign language education. Article submissions have seen phenomenal increases in the past years, reaching record heights in the last calendar year of 2016 and stretching our editorial resources to the utmost. We would thus like to thank the authors who have submitted – and intend to submit – articles to us for their kind patience and understanding while awaiting the completion of the review process. Acceptance rate for the last year stands at approximately seven percent, underlining the stringent review and selection criteria that *e-FLT* adheres to.

The first article of this issue, contributed by Annelies Roskvist, Sharon Harvey, Deborah Corder and Karen Stacey, reports findings from a study that looks at the perceptions of in-service foreign language teachers in New Zealand of a short-term study abroad programme and its impact on their teaching practice, confidence in language teaching, and understanding of student language learning. The participants believed they had benefited in terms of improvements in their target language proficiency, increased confidence in teaching the target languages, and the teaching materials they could source during their study abroad, although they did not report significant gains in their understanding of student language learning. In conclusion, the authors recommend that more and better structured post-programme support be provided to the participants to help them reflect on their study abroad experiences and to maximise their pedagogical learning.

Like the previous article, the second article by Luis Fernando Gomez R. is also devoted to language teacher education, with a focus on the application of inquiry-based learning and learning by teaching approaches to the training of student teachers in Colombia. This project was targeted at enhancing the student teachers' understanding of their teaching subject as well as the pedagogical knowledge needed in their future teaching practice.

In the third article, Danya Ramírez Gómez and Arturo Escandón discuss the inadequacies of past ways of defining students' learning experience (for example, by basing it on the number of years spent in language learning or their levels of accomplishment), which, in their opinion, fail to reflect the vastly different ways in which students perceive and respond to learning events and processes. Instead, they propose the use of two sociocultural constructs, 'trajectory' and 'orientation,' to define learning experience and to create learner profiles that will have a bearing on their learning experience. The study that they describe in this article was aimed at designing an instrument to determine elder Japanese foreign language students' learning trajectories and orientations, and to confirm if these two constructs are reflected in their actual foreign learning experiences in a formal educational context.

In the fourth article, the first of two articles focusing on instructional methodology, Lucía Osa-Melero presents a study examining the effectiveness of the inductive approach to teaching on the acquisition and use of Spanish pronouns in an advanced grammar and writing class for Spanish as a foreign language students in the United States. By comparing students' production of Spanish pronouns in pre- and post-treatment writing assignments, the author established that students' error rates had decreased considerably for three out of four types of pronouns taught in the course.

David Wijaya and Cindy Carla Djasmeini, in the fifth article, contrasted the use of an input-based processing instructional approach with that of an output-based traditional approach in the teaching of the English plural marker -s to Indonesian learners of EFL. Using a pre- and post-test study design, the authors uncovered that both instructional approaches were equally effective in helping learners interpret the target plural marker, while the output-based approach was more effective – though not significantly so – in helping learners produce the target plural marker.

The sixth article, written by Joseph Ramanair, Souba Rethinasamy and Jecky Misieng, reports on a study that investigated Malaysian university students' perceptions about the usefulness of a Wiki platform for their collaborative writing assignments, specifically in regard to the aspects of Interaction, Ease of Use, Satisfaction, and Motivation. In general, the respondents expressed satisfaction with the use of the Wiki in relation to all four aspects, although the study results were limited to some extent by the large number of students who expressed uncertainty about the benefits of the Wiki in their questionnaire responses.

Olga Vitchenko, in the seventh and last article of this issue, describes efforts to develop multilingual education and to build English language proficiency through the application of CLIL approaches in institutes of higher education in Kazakhstan. Her study surveyed specifically the beliefs and perceptions of administrators, teachers, and students about foreign language teaching and learning, and CLIL. She came to the conclusion that all three groups of respondents were highly aware of the importance of foreign language proficiency, and displayed the readiness to implement and/or to participate in CLIL-based programmes.

This issue also presents a book review by Singhanat Nomnian, who describes and critiques the book "First and Second Language Use in Asian EFL" by Ross Forman, which is unique in that it focuses on the EFL teaching and learning situation in Thailand, and explores the impact of learners' L1, Thai, on classroom practices in this country.

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 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