



Editorial

This issue of *e-FLT* opens with an article by Wendy Y.K. Lam who reports on the results of a study investigating the effects of oral communication strategy teaching on learners' performance and strategy use. In her article, she also appraises and makes a case for a multi-method approach, which employs different means of data collection (discussion task ratings, a questionnaire, observations and stimulated recall interviews), to study the effects of strategy instruction.

In the second article of this issue, Marta Arumi and Olga Esteve discuss the development of metacognitive skills among students of consecutive interpreting enrolled in a Catalan university. They present insights from their study of self-regulation processes that result from the introduction of metacognitive guides in a course for beginners in consecutive interpreting.

The third article, by Siew Ming Thang and Pramaranee Kumarasamy, looks at Malaysian ESL students' perceptions of environmental topics, which have been integrated into the curricula of various secondary school subjects, including English Language. In the study reported here, they investigated students' perceptions of the usefulness of these topics in enhancing their English language skills, as well as any differences in perceptions arising from differences in gender and proficiency level.

In the fourth article, Larisa Nikitina and Fumitaka Furuoka present the results of a study which sought to ascertain the beliefs which Russian language learners at a Malaysian university hold about language learning. To this end, they employed an instrument which was first introduced in 1981 by Elaine Horowitz – Beliefs About Language Learning Inventory (or BALLI). Inferential statistics was used to validate Horowitz's assignment of items in the questionnaire to one of five themes identified by her.

Weblogging has taken the Internet by storm, and teachers are also beginning to exploit weblogs for language teaching and learning. In the fifth article, Galina Kavaliauskienė, Lilija Anusienė and Viktorija Mažeikienė describes a project that promotes the use of weblogs to raise the language awareness of university students of English. Their article documents the various blogging assignments in this project and reports on a questionnaire study of the learners' perceptions of their experiences in weblogging.

In the sixth and last article, written in Japanese, Yuko Adachi, discusses the problem of providing adequate and appropriate Japanese language support for foreign migrants in Japan. She proposes a language learning programme which allows them to not just acquire the language but also the knowledge required for life in Japan and for integration into the Japanese community.

In the sole book review in this issue, of Jeremy Harmer's "How to teach writing", Jesús García Laborda provides an outline of the book's structure and its essential contents, and tells the reader how the book may be useful for both novice and experienced practitioners.

Since its official launch two years ago, *e-FLT* has gone some way towards establishing itself as a quality refereed journal for foreign language teaching and learning. It has registered over 5,700 visits and is receiving a steady stream of contributions from all over the world, with the rejection rate likely to hit or come close to 50% in this year. All of this would not have been possible without the tremendous support of our International Advisory Board, readers, contributors, reviewers, and subscribers, including those who will hopefully soon be taking up our offer of a free subscription. We are grateful for this support and look forward to receiving your contributions to the June and December 2007 issues, which should reach us by 15th February and 15th August 2007, respectively.