



Editorial

The opening article of this issue of *e-FLT* is contributed by Kenneth E. Williams and Melvin R. Andrade who investigated the effect of anxiety on Japanese university EFL learners, the perceived cause of the anxiety, and the students' ability to cope with it.

In the second article of this issue, Larisa Nikitina and Fumitaka Furuoka report on a study which employed both qualitative and quantitative methods of analysis to examine the metaphors used by Malaysian university students of Russian to describe their teachers. These metaphors provide an insight into the students' perceptions of their teachers' role.

Andrew Finch, in the third article, argues that more attention needs to be paid to the learning environment as a determinant of learning outcomes, basing his arguments on a longitudinal study he conducted to create an attitudinal profile of university EFL learners in Korea.

The fourth article, by Vahid Parvaresh and Majid Nemati, presents a study which examined the effects of metadiscourse markers on the comprehension of English and Persian texts, and measured the participants' awareness of those markers and their interaction with those texts.

In fifth and last article of this issue, Lina Hsu and Chuen-Maan Sheu write about an online website created at a university in Southern Taiwan with supplementary learning resources for low proficiency EFL learners. The article provides an overview of the resources available and reports on an evaluation study which looked at students' usage of the resources and their attitudes toward the website.

Included in this issue are also two review articles. The first, written by Ying Soon Goh, evaluates and compares two websites with online resources for the teaching of Chinese pronunciation. In the second, Aishah binte Mohamad Kassim describes and appraises the book "Perbualan Asas Bahasa Melayu", which contains a compilation of dialogues intended as supplementary materials for the teaching of Malay as a foreign language.

e-FLT was launched four years ago in December 2004. As it closes its fifth volume with the current issue, we can look back at four successful years, during which the journal has made an active and positive contribution to research on foreign language teaching and learning. Given the steadily increasing number of submissions we are now receiving from around the world, it would seem that *e-FLT* has found a receptive audience beyond the boundaries of Asia, in continents as far away as Africa and South America. With the continued support of our readers and contributors, we can look into the future with confidence and optimism. Of course, none of this would have been possible without the tireless effort and immense support of my colleagues on the Editorial Board, the distinguished members of our International Advisory Board, and our many external reviewers, who generously lend us their expertise and thus ensure the quality of our journal. To all these people who have contributed positively to the growth of our journal, we would like to express our sincere and deep appreciation.

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Editor