



Editorial

The first issue of *e-FLT* in 2012 (Volume 9, Number 1) opens with a slate of eight articles and a book review. The contributors of these articles and the sole review are affiliated to educational institutions in Australia, Finland, Malaysia, Taiwan, and the United States. The articles contributed by them cover a wide spectrum of research areas in foreign language education and second language acquisition, ranging from language learning strategies and perceptions of communicative language teaching to the washback effects of exit language examinations.

The first article of this issue, contributed by Indika Liyanage, Brendan Bartlett, Gary Birch and Thomas Tao, reports on a study on English as a Foreign Language (EFL) students' use of three metacognitive strategies – selective attention, organizational planning and self-management – while performing tasks in class and out of class. The results reveal that the subjects, drawn from a large sample of 1440 students from three universities in China, reported more frequent use of metacognitive strategies outside of class than in class.

In the second article, Yihsiang Kuo and Hsiao-Yun Ho investigate the comparative effects of vocabulary learning using the word card strategy and the word list strategy. They come to the conclusion that EFL students using the word card strategy performed significantly better in vocabulary retention than their counterparts using the word list strategy. Their findings also show that spaced practice (studying words at one-week intervals) yields slightly better learning outcomes than massed practice (studying all words at one go), though the gains were not statistically significant.

The third article, by Yusuke Sakurai, presents the findings of a study of Arabian learners' perceptions of “good” Japanese language teachers. His study uncovers that, while learners feel that “good” teachers, both Japanese native speakers and Arabian teachers, should have the necessary professional knowledge, professional experience and the right personality to build warm relationships and to interact with students, they have much higher expectations of Japanese native-speaker teachers.

In the fourth article, Cathy Chiu Yin Wong and Mirta Barrea-Marlys look at Spanish teachers' perceptions of grammar instruction in relation to the principles of communicative language teaching. They report that the teachers' perceptions can be attributed to their own experiences as learners and their observations of student learning, and that these perceptions have, in general, an impact on their teaching practices.

The subsequent article, contributed by Jiadong Liao and Dacheng Zhao, is closely related to Wong and Barrea-Marly's study, and investigates how practicing teachers view and interpret the principles of communicative language teaching. Through their article, Liao and Zhao explain how Mandarin teachers' conceptualisation of and attitudes towards communicative language teaching in addition to contextual factors, mediate the way they apply this instructional approach in the classroom.

In the sixth article, Bee Eng Wong and Pauline Hwa Ling Teo examine if Rod Ellis' Elicited Imitation Test can provide a suitable measure of second language (L2) learners' underlying knowledge of restrictive relative clauses in English. One result achieved by the authors is that the subjects of their study, L1 Malay and L1 Chinese learners of L2 English, have interlanguage representations of restrictive relative clauses that differ from native speakers' underlying representations.

Yi-Ching Pan and Tim Newfields, in the next article, describe how the Taiwanese Ministry of Education has, in line with other countries and territories in Asia, started to encourage universities and colleges of technology to set English proficiency thresholds for graduating students. They re-

port on a study which looked at the washback effects of these threshold tests on students' English language learning motivation in class and their English study outside class.

In the eighth and last full article of this issue, Hui-ju Liu outlines the objectives, procedures and findings of a project which sought to ascertain the level of foreign language anxiety experienced by EFL students at a Taiwanese university and how this may be related to their motivation, level of autonomy and language proficiency. The results reveal significant and negative correlations between foreign language anxiety and all three above-mentioned factors.

In the sole review article of this issue, Shogo Sakurai introduces readers to the book, "A Tale of Two Schools: Developing Sustainable Early Foreign Language Programs," authored by Richard Donato and G. Richard Tucker, which provides an account of the divergent paths taken by two foreign language programmes (for Japanese and Spanish) in two separate elementary schools in the United States and the starkly different developments and outcomes.

In concluding this editorial, I would like to – on behalf of the Editorial Board – pay tribute to our many external peer reviewers for their indispensable contributions to our journal. To acknowledge their immense efforts, we have included in this issue a list of those who had served as our expert reviewers in the past year. We would also like to sincerely thank the members of our International Advisory Board, and our many contributors and readers for having likewise contributed to *e-FLT*'s success.

Wai Meng Chan
Editor-in-Chief