

Editorial

Following the first issue of *e-FLT*'s Volume 15 in June and a supplementary issue on the teaching and learning of Asian languages in October, the current issue presents an unusually high number of articles – ten full-length articles and two book reviews – which reflects the increasing number and higher quality of papers submitted to our journal from around the globe.

This issue opens with an article by Shannon Mason, who collected data from 180 primary and secondary teachers of languages other than English in Queensland, Australia, to shed light on the situation and standards of languages education in Queensland schools – insights which are expected to be of help to researchers, teachers and policymakers involved in the planning and implementation of languages education in Australia.

The second article, contributed by Nur Hayati, Utami Widiati and Furaidah, presents a study which sought to explore the pedagogical decision-making of English student teachers in planning and implementing a lesson that focused on listening and reading skills. The researchers observed problems in the subjects' decision-making pertaining to the linguistic accuracy of texts, the scope of reading comprehension exercises, and the lack of higher-order tasks, and attributed these to their lack of knowledge of the micro skills of listening and reading, and their conceptualisation of tasks and feedback.

In the third article, Zeynep Köylü reports on a study that drew on Macaro's personal theories on code-switching to investigate why, how and to what extent tertiary level EFL instructors in Turkey used their L1 in the classroom. She uncovered that the teachers' use of L1 was related to linguistic, pedagogical, communicative and learner-oriented factors and functions, which were in turn influenced by their attitudes towards and perceptions of code-switching.

In the fourth article, Yulong Li and Lixun Wang employed an ethnographic approach to study the implementation of an English for Academic Purposes course in Shanghai that was designed according to the principles of project-based learning. They found the project-based EAP course to be useful in improving the students' academic English, disciplinary knowledge learning and disciplinary identity formation, and that it enhanced the students' autonomy. Nevertheless, there were also challenges related to, for instance, the English teachers' limited disciplinary knowledge and limited resources for student-led research projects.

The study conducted by Alberth in the fifth article was aimed at exploring Indonesian high school EFL students' motivational orientations. Through a methodology that combined interviews, a questionnaire and principal component analysis, he found five components in the students' motivational orientations, which he labelled the "ideal L2 self, ought-to L2 self and learning environment", "integrative orientation", "career orientation", "information access" and "self-confidence and intrinsic motivation".

Michael Stoltzfus and Panida Suksemuang, in the sixth article, describe a study on the distribution of instructional time in non-intensive EFL grammar courses and its impact on students' grammar learning. They arrived at the conclusion that short, daily instructional sessions are more beneficial for short- and long-term recall than long sessions held once a week.

In the seventh article, Long He reports on the investigation of the effects of explicit semantic radical instruction on beginner level Chinese as a foreign language learners' comprehension ability. The results show that explicit instruction on Chinese semantic radicals can help participants enhance their descriptive translation and comprehension of Chinese texts. In addition, the participants of the study recognized the facilitative role of semantic radicals in learning Chinese and expressed their willingness to continue learning semantic radicals.

The eighth article, written by Sun Hee Park and Hyunwoo Kim, looks at the acquisition of declarative and procedural knowledge for Korean causative constructions by Chinese learners of Korean as a foreign language. Their study reveals that the target learners have persistent difficulties with these constructions, particularly in the acquisition of procedural knowledge. In concluding their article, they call for instruction in Korean as a foreign language to pay more attention to the acquisition of both declarative and procedural knowledge for causative constructions.

In the ninth article, Chih-hui Chang presents a study that focused on the language learning strategy use profile of university students of English and other foreign languages in Taiwan and Japan. The results reveal that the Taiwanese participants in her study used social strategies most frequently and memory strategies least frequently, while the converse was true for the Japanese participants, for whom memory strategies were most commonly and social strategies least commonly used.

The tenth and last full-length article in this issue, contributed by Yasuko Okada, Takafumi Sawaumi and Takehiko Ito, reports on the replication of a study the authors had published in 2017 on the effects of observing non-native speaker model videos by proficiency order on students' public speaking skills. Although the findings are not entirely consistent with those of the original study, the authors nevertheless found evidence that the viewing of non-native speaker model videos can improve students' oral presentations and enhance their public speaking skills and confidence.

This issue also includes two book reviews contributed by Souba Rethinasamy and Merhdad Vasheghani Farahani on "Initial English Language Teacher Education: International Perspective on Research, Curriculum and Practice" (edited by Dario Luis Banegas) and "Doing Corpus Linguistics" (authored by William J. Crawford and Eniko Csomay), respectively.

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