



Editorial

This issue, the first of Volume 16, presents ten full articles and two book reviews. The articles are contributed by authors based in eleven different countries in Africa, Asia, Central and South America, and Oceania on a broad range of topics ranging from the use of gestures in oral corrective feedback to the teaching of hedging in academic writing.

In the opening article of the issue, Hideki Sumiyoshi reports on a study of the impact of shadowing – specifically, the speed of the shadowing model audio – on the development of Japanese as a foreign language students’ listening comprehension ability. The study shows that shadowing helped improve the experimental group’s listening and dictation post-test scores at both fast and slow speed, while the control group achieved a better performance only in the slow speed dictation.

The second article, written by Rintaro Sato, examines the impact of gestures in teachers’ oral corrective feedback on students’ repair of errors in English as a foreign language (EFL) classrooms in Japan. He found that corrective feedback accompanied by gestures was more likely to lead to successful repair and therefore proposed that the use of gestures with corrective feedback be included in language teacher education.

Peter Reilly and Javier Sánchez Rosas, in the third article, reasoned that not just anxiety, but also other – both positive and negative – emotions can influence a student’s language learning experience and performance. They surveyed EFL students at a Mexican university about the achievement emotions they felt. Interestingly, students reported significantly higher levels of the positive emotions of enjoyment, hope and pride than anxiety. They also reported experiencing anger, shame and boredom, but only at levels similar to that of anxiety.

In the fourth article, Mark Love proposes an activity to bridge the theory/practice gap in graduate TESOL teacher training programmes – namely, to ask student teachers to generate teaching suggestions for their own practice based on the theories covered in their programme courses, and to share and discuss these suggestions on an electronic forum. Citing data collected from a Master in TESOL programme at his university in South Korea, he found that student teachers were generally positive about this approach, started reading the course literature more closely with view to applying the theories to their practice, and became more reflective practitioners.

The fifth article, contributed by Heejae Choi, presents a study on the effect of strategy training on the ability of Korean students to use their L2 English knowledge for their L3 French learning, and their awareness of cognates in both languages. She came to the conclusion that, while higher proficiency French students are able to use strategies involving cognates in English and French in their learning more and more frequently than lower proficiency students, appropriate strategy intervention can improve lower proficiency students’ strategy use and cognate awareness, as well as their proficiency in the target language.

In the sixth article, Wen-Ying Lin and Yi-Ju Chang writes about a study that employed confirmatory factor analysis to examine the construct validity of the multiple-choice items in the English sub-test of the Advanced Subjects Test, a high-stakes college entrance test in Taiwan. The results show that the three multiple-choice sections for vocabulary, cloze and reading comprehension all apparently measured only a single factor, the general English reading ability of the test-takers, lending credence to Oller’s unitary competence hypothesis.

Worawanna Petchkij, in the seventh article, describes the explicit teaching of lexical hedges in an academic writing course for EFL students at a Thai university. After analysing data collected from a pretest, a posttest and the discussion section of research articles written by the students, she established that the intervention had raised students’ awareness of the importance of hedging and enhanced their ability to apply them in their academic writing.

The eighth article by Dina A. S. El-Dakhs, Fatima Ambreen and Maria Zaheer focuses on the effect of textual enhancement on Arab EFL students' learning of L2 collocations. After repeatedly exposing two groups of students to the target collocations, with and without textual enhancements, the investigators came to the somewhat surprising insight that the group without textual enhancements outperform the textual enhancement and control groups. They attribute this result to the way collocations were highlighted in the textual enhancement group and call for future research to focus on the forms of textual enhancement.

In the ninth article, Belden L. Liswaniso and Georgina N. Mubanga argue that good reading habits are critical and provide an indication of students' academic performance. They collected and analysed quantitative and qualitative data from students enrolled in teaching training programmes at an African university, and established that these students had poor reading habits and read only for study purposes. Furthermore, these poor habits were affecting their learning negatively, which led the authors to propose that universities promote better reading habits to improve students' academic performances.

The tenth and last full article of this issue, authored by Budi Waluyo, details the use of theme-based role-play in a course informed by the task-based language teaching approach to enhance the communicative competence of EFL learners in Thailand. His study of student progress and achievement for the duration of the course confirmed the positive impact of role-play. He highlighted additionally that factors such as the role-play topics and the support of the teacher are important in the implementation of such activities.

This issue also carries two book reviews. The first, written by Handoyo Puji Widodo, critiques the book "English-Language Pedagogies for a Northeast Asian Context: Developing and Contextually Framing the Transition Theory" by Dimitrios Michael Hadzantonis, which seeks to frame English language pedagogies using sociocultural theory and to contextualise these in the social and cultural space of South Korea.

In the second review, Jyh Wee Sew introduces a new book on Malay proverbs by Mohamed Naim Daipi, titled "Siri Sembang Munsyi: Peribahasa". The book makes clever use of caricatures, blurbs and *pantun*, a form of Malay poem, to illustrate and explain the proverbs. The reviewer also highlights the importance of this book for teachers of Malay for the teaching of proverbs.

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 valuable submissions.

Wai Meng Chan
Editor-in-Chief