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Editorial

This December issue, carrying seven full articles and a book review, closes *e*-FLT's Volume 16. The articles cover a wide range of topics in foreign language teaching and learning from strategy training to test anxiety and language learning motivation.

This issue opens with an article by Lakshmana Rao Pinninti, who sought to develop a set of criteria for the qualitative assessment of the effectiveness of strategy training programmes. After analysing data collected through reflective journals from 38 ninth-grade students who underwent 12 weeks of reading strategy training, Pinninti proposes five criteria: conditional knowledge, use of clusters, responsive actions, specificity in strategy description and fluent verbalisation.

The second article, contributed by Wenwen Tian and Anthony French, reports on the use of a real-world interview task, designed according to the principles of adventurous learning pedagogy, and its learning outcomes for Thai university EFL students. Data collected through audio-recorded stimulated recall and written reflection reports indicate that, besides developing language skills such as speaking and listening, learners also acquired life skills such as communication strategies, problem-solving and decision-making skills, as well as knowledge of the real world and knowledge of self.

In the third article, Osama Ahmed Alwazzan and Hesham Suleiman Alyousef present a study that measured Saudi EFL learners' test anxiety levels while taking computer- and paper-based tests, and investigated the effect of their attitudes towards these testing methods on their anxiety levels. They found that the students generally had neutral attitudes towards both test formats, and that their attitudes had no significant impact on their anxiety levels for both test formats.

The study conducted by Gamze Erdem Cosgun and Perihan Savaş in the fourth article explored the use of information and communications technology by 184 EFL teachers at various educational levels in Turkey. It was found that the participants of the study were positive about the contributions of ICT in helping them develop professionally, in improving their classroom practices, and in facilitating collaborations with other teachers. The authors also report on factors that promoted and inhibited the teachers' use of ICT.

In the fifth article, Andrzej Cirocki, Sandy T. Soto, Maria Asuncion Rojas Encalada and Ketty Vanessa Honore Cuenca employed a mixed-methods study design, consisting of a questionnaire and semi-structured interviews, to survey both teachers and learners to ascertain the motivational strategies commonly used in secondary EFL classrooms in Ecuador. The results reveal that the teachers used six categories of strategies to motivate students, with *Displaying Appropriate Teaching Behaviours* being the most frequent of these categories. The students, however, expressed the wish for their teachers to employ more strategies from the categories, *Promoting Learner Autonomy, Encouraging Positive Self-evaluation* and *Making Learning Stimulating and Attractive*.

The sixth article, by Shanthi Nadarajan, also focuses on the area of language learning motivation. In her study, she administered a 60-item questionnaire to 673 Malaysian university ESL students to define and describe their motivational profiles. Statistical analysis reveals 5 distinct motivational profiles, and the ideal L2 learner self was found to be the primary component effecting motivated learning behaviour. Only the highly extrinsic and the intrinsically motivated learner profiles obtained high positive mean scores for the target outcome.

In the seventh and last full article of the issue, Ali Akbar Khomeijani Farahani, Abbas Ali Rezaee and Robabeh Moshtaghi Zonouz draw on the principles and tools of Complex Dynamic Systems Theory to study the motivational profiles of EFL students in Iran that correspond to the archetype of successful, highly motivated learners. To do so, they collected data from six subjects, believed to be typical representatives of the aforementioned archetype, to reconstruct their English language learning histories and to map their motivational trajectories from their first encounter with English

to the time of data collection for the study. The study uncovered that, while the students took different paths in their English language learning and motivational development, they all eventually developed a highly positive motivation towards engagement with the language, and integrating with the English-speaking and international communities.

This issue also includes a book review written by Radin Honarzad Faharani on Chun Lai's book, "Autonomous Language Learning with Technology: Beyond The Classroom", published in 2017.

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 festive season and the year 2020, 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