



Editorial

It is very satisfying to present this second annual supplementary issue of *e-FLT* Journal co-published with the Asian Studies Association of Australia. The number of papers submitted and the range of issues addressed have increased from the year before and this allows for some optimism that we will succeed in developing the supplementary issue into a solid scholarly resource. For this second issue, also, I acknowledge with gratitude the unflagging support of *e-FLT* editor, Wai Meng Chan, and his colleagues on the Editorial Board.

The Australian government is currently undertaking several related inquiries into aspects of the teaching and learning of languages and the study of Asian societies at all levels of Australian education. This is particularly welcome to those of us who participated in similar endeavours more than a decade ago, the positive results from which, many believe, were prematurely curtailed in 2001. In our first article, Deborah Henderson sets out a thorough discussion of a key policy document from that earlier time on the study of Asian languages and societies in Australia, and shows that the bi-partisan support which created it then could usefully be revived now.

Our second article reports research into the reality of self-reference modes used by native speakers as it actually occurs in Indonesia today. Long a source of anxiety and bewilderment for English speaking learners, and often difficult for teachers to explain, in her article, Dwi Noverini Djenar makes clear how much more complex the reality is compared with the information in commonly used textbooks. She then teases out the speech acts being performed by speakers as they switch, even mid-sentence, from one form to another. The result provides fresh information about what occurs, and illumination for learners on how the exercise of these options might be interpreted.

Our third article is welcome for being both a study of the essential factor of motivation in university language learning, and also for being an international comparative study. Fumie Kato, Seiko Yasumoto and Sato van Aacken, identify a number of common factors at play in student motivation for learning Japanese, including the institutional environment where the study is undertaken. The outcomes of their research show the difficulty in nominating any of the complex variables involved at different levels as determinants of positive motivation, but suggest that context may be a significant contributor to the pleasure of learning.

The boundaries of the social world presented in language class activities and resources has long been a topic of hot debate in mother-tongue English classes (e.g. Fairclough, 1992), but has been only slowly and rather sporadically tackled with respect to the foreign language classroom. Our final article, by Rowena Ward, Gloria de Vicenti, and Angela Giovanangeli, is therefore, a very welcome introduction to this level of meaning in language learning. It is also welcome for being the discussion of a topic that links rather than divides Asian and European languages education.

Our issue concludes with a review by Miwako Yanagisawa of Kasper and Rose's "Pragmatics in Language Teaching", a major new publication in the area of classroom practice. Yanagisawa finds the four studies in the teaching of Japanese, with their detailed analyses of pragmatic components involved, a valuable resource for the Japanese classroom, while the early overview chapters are likely to be of value to all language teachers.