



## Editorial

This second issue of Volume 14 closes the year 2017. It presents eight articles, contributed by researchers from around the world on a wide palette of topics ranging from game-enhanced language learning to foreign language speaking anxiety and teacher-learner collaboration in materials development.

The first article of this issue is contributed by Yasuko Okada, Takafumi Sawaumi and Takehiko Ito, who report on a study investigating if and how observing model videos can impact EFL students' oral presentation performance. While the study reveals no significant effects on the subjects' self-evaluated performances, there was a significant improvement in the performances, when these were rated by peers instead.

In the second article, Mohsen Ebrahimzadeh and Sepideh Alavi present a study which examined if Iranian high school students' enjoyment of learning through digital video games could predict their vocabulary performance. The authors came to the result that students' level of enjoyment could predict the variance in game-enhanced vocabulary learning, leading them to suggest that digital video games can help language learners sustain the long-term process of language learning by making it enjoyable.

The third article, by Deyuan He, focuses on foreign language speaking anxiety among Chinese university students of EFL. He's study sought to uncover the kind of strategies employed by EFL teachers and students at two Chinese universities to overcome students' speaking anxiety, and to ascertain if and which of these strategies were effective. The study produced evidence that the 32 strategies identified by the author were effective in reducing students' speaking anxiety, and could help make their learning more enjoyable.

Jirapa Abhakorn, in the fourth article, employed the qualitative method of focus group discussion to gain insights into Thai student teachers' perceptions of the language syllabus and its role in language teaching and learning. She arrives at the conclusion that these perceptions can impact student teachers' readiness to independently develop language learning curricula and syllabuses, and points to the importance of teacher education in raising student teachers' awareness of their own perceptions and the key role of innovative syllabus design in realising the goals of national educational reforms.

The study in the fifth article, contributed by Tania Tagle, Claudio Díaz, Mark Briesmaster, Mabel Ortiz, Lucía Ubilla & Paulo Etchegaray, investigated the beliefs of student teachers of EFL at a Chilean university with regard to the teaching of writing. The authors uncovered that the student teachers' beliefs were characterized mainly by product-focused notions of writing instruction emphasising the use of grammar and vocabulary, and the replication of text types, as well as process-focused notions such as the importance of teaching successive stages of writing. They attribute the product-focused beliefs to the student teachers' past experiences of school instruction and the process-focused beliefs to their university training.

In the sixth article, Mojgan Rashtchi & Mohammad Ali Mohammadi describe a study on the impact of teaching lexical bundles through cloze tasks and input enhancement on the academic writing of Iranian EFL learners. The results of their study provide evidence for the effectiveness of cloze tasks in teaching lexical bundles and, in turn, improving the subjects' academic writing.

Putu Suarcaya & Wigati Dyah Prasasti, in the seventh article, challenged the doubts voiced by researchers about the readiness of Indonesian EFL students for critical pedagogy and the teaching of critical reading. In their study, they found that the 12 participants, EFL students at an Indonesian state university, displayed the capacity to critically evaluate the values promoted by a reading text

presented to them. They further contend that the students showed their critical stance in three language acts – namely, negating, comparing, and confirming the values promoted in the text.

In the closing article of this issue, Handoyo Puji Widodo reports on an ethnographic action research study that examined how English teachers' and learners' agency and identity were constructed and negotiated through their collaborative involvement in the development of vocational English materials. There is evidence that shows how both groups of stakeholders reconstructed the understanding of their respective roles in the teaching/learning process, and came to realise that they can build partnerships in jointly creating, enacting, and evaluating curriculum materials.

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