



Editorial

The second issue of Volume 11 opens with an article by Claire Kramersch, who writes about the effects of globalisation and how it has transformed the foreign language classroom, in which stereotypical, monolithic perspectives to learners the first language (L1) and culture (C1), and the target language (L2) and culture (C2) no longer apply. She discusses how instructors need to respond to the complex needs of multilingual and multicultural individuals who are now learning the language(s) of countries and communities which are themselves culturally multi-faceted and highly dynamic.

In the second article, Feng-lan Kuo, Yihsiang Kuo, Yen-hsin Chen and Robert Pierce look at the impact of different forms of music instruction on the word decoding and rhyme production of primary school learners of EFL in Taiwan. The results indicate that the experimental groups that received song instruction, chant instruction, and song plus chant instruction, respectively, generally outperformed the control group, with the song plus chant group turning in the best performance.

The third article, by Walaipun Puengpipattrakul, focuses on the use of a process writing approach in a university level writing class to enhance students' socio-cognitive skills. The quantitative data collected seem to suggest that this approach was effective in varying degrees in developing socio-cognitive skills, while qualitative interview data reveal that the subjects perceived the approach and its benefits positively.

The study reported by Hui-ju Liu and Shu-hua Cheng in the fourth article investigates the relationship between language anxiety and motivation. The authors established that there exists a bi-directional relationship between these two affective variables and that anxiety levels tend to be lower for students with a higher degree of motivation. In view of their findings, they propose that instructors should promote more favorable attitudes towards learning among higher-achieving students and seek to enhance the motivational intensity of lower-achieving students in order to improve learning outcomes.

In the fifth article, Takayoshi Fujiwara examines if and how Thai university EFL learners' language proficiency, age, gender and major subjects had an effect on their beliefs about language learning. Significant differences were found among learners for two factors, namely, their proficiency levels and major subjects. The author attributes these differences to differences in the learners' previous language learning experiences.

The sixth article, contributed by Aubrey H. Wang, Ailing Kong and Tom Farren, Sr., presents the result of a qualitative study that sought to determine which factors in the learning environment impact the motivation of non-heritage language learners of Chinese in the sixth and eighth grades in a city in the Northeast of the United States. Data collected through focus group interviews reveal that the study's target group of learners respond best and are most motivated when the Chinese language classroom enables them to participate actively and provides them with opportunities to learn through meaningful and contextualised tasks to which they can relate.

Onuma Lakarnchua and Puchalee Wasanasomsithi, in the subsequent article, describe the use of a microblogging platform, Twitter, as means for students to exchange peer feedback on their writing assignments. The results of their study, which sought to collect and analyse data on students' perceptions of the use of microblogging and its benefits for their learning, show that students were generally negative about the Twitter platform, except in regard to its usefulness in facilitating peer feedback.

In this issue's eighth and last full article, written in Japanese, Ngoc Khoi Mai compares the self-rated language proficiency of Vietnamese primary school EFL teachers with the perceived level of proficiency required for their work. While these teachers generally report that they are more proficient than what is required for their work, they display at the same time discontent with their current English

proficiency and express a desire for more language training. In response to this, Mai calls for a more holistic approach to raising teachers' proficiency standards that takes into account the teachers' needs as well as other factors such as Vietnam's economic situation, language policy, education management policy and pre-service teacher education.

This issue also presents two book reviews, the first of which is contributed by Stephanie Lo-Philip on the book, "Reflective Writing for Language Teachers," which is designed to be a practical guide for teachers, introducing them to different approaches to and modes of reflection and writing practices.

The second review, written by Masoumeh Dousti and Sara Jalali, describes and critiques the edited volume "Research Methods in Second Language Acquisition: A Practical Guide," which introduces second language acquisition researchers and students to various research methodologies that are applicable in their field.

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 hope the articles in this issue will prove to be both relevant and stimulating to our readers, and look forward to receiving your submissions for future issues of e-FLT.

Wai Meng Chan
Editor-in-Chief