

## Foreword from the Editor

I am happy to open the new edition of our journal publication which has seven papers. In the first paper, **Run Netra** conducted a qualitative research exploring the perspectives and practices of EFL graduate student-teachers on Communicative Language Teaching (CLT) methods. 5 MA in TESOL students were recruited and interviewed. It was found that these student-teachers interpreted CLT as cooperative teaching, language function, communicative competence development, authentic material, fulfilling the students' needs, and allowing students into real practice. In terms of assessment, during CLT teaching, EFL teachers were perceived as the facilitator and students as the practitioner. CLT facilitated an interactive learning between teacher-student and students-students for course evaluation and error corrections.

In the second paper, **Ali Bahojb Habibi** and **Shadi Mohammadali Zadeh Fard** conducted a quasi-experimental study to examine the possible effects of group-work techniques based on Kagan's cooperative structures on Iranian upper-intermediate EFL learners' willingness to communicate (WTC). 30 participants in the experimental group received 15 sessions of instructional treatment and each session took 20 minutes. A WTC questionnaire was implemented before and after the treatment among the experimental and control groups. The results show Kagan's cooperative structures significantly improved EFL learners' WTC.

In the third paper, based upon Nida's translation theory, **Zhengjie Li**, **Hui Long**, and **Wei Lou** reviewed some theoretical and methodological frameworks to propose strategies to develop students' idiomatic competence. In view of the challenges to understand English idioms faced by Chinese students, the authors identified different types of idioms, namely Lexical Level idioms, Semi-Lexical Level idioms, and Post-Lexical Level idioms. To address those idioms, three translations strategies were proposed, namely literal translation, adaptation translation, and equivalence translation.

In the fourth paper, **Soe Marlar Lwin** did a qualitative analysis of the effect of storytelling lessons on Primary Three learners' speaking for aesthetic and communicative purposes. Altogether six storytelling lessons were conducted by the storyteller, focusing on the use of multimodal resources in spoken interaction. Teaching activities and relevant excerpts of the storyteller's interaction with the learners during these lessons were used as the data source. The study found that the storyteller's consistent focus on multimodality in spoken interaction helped raise student learners' awareness of vocal and visual resources in spoken interaction. But at the same time, the study also pointed out how to involve class teachers into

storytelling process and allow students to practice what they have learned is a big concern for the schools.

In the fifth paper, **Hsin-Chieh Chen** delivered a questionnaire survey regarding the experiences of teachers who have implemented Content and Language Integrated Learning (CLIL) in primary school settings in Taiwan. Forty-two local Taiwanese participated in the study and filled in a Teaching Experiences of CLIL Implementation on Primary School Students Questionnaire (TEC). The questionnaire revolves around the following five aspects: teachers' CLIL knowledge, positive CLIL experiences, improvement in language development and subject knowledge, and support on CLIL implementation. Though posing some difficulties for students, the results revealed that teachers had positive experiences with CLIL, and both language and content knowledge in primary-level schools have been enhanced.

In the sixth paper, **Tialei Scanlan, Leola Solis, and Veronica Wright** conducted a mixed method study to examine how explicit teaching of accounting vocabulary in an accounting course will benefit ESL students' vocabulary learning and content learning. During a ten-week term, ESL students enrolled in an upper division accounting class were given different wordlists and asked to study the wordlists on their own using the online version of Quizlet. It was found that students favored the use of wordlist and the online software Quizlet to assist their learning of accounting specific terms.

In the last paper, **Jiuliang Li** attempted to use a CSE-based (The China's Standards of English Language Ability) scoring rubric in combination with the major assessment for learning activities to foster development of EFL university students' writing skills. Various activities have been proposed in the study, such as pre-writing instructional scaffolding, involving students in peer/self-assessment and self-reflection, teacher providing descriptive and diagnostic feedback, creating a supportive classroom culture, and disengaging scores from feedback. Though both teachers and students found those activities beneficial, some problems were also discussed.

Such is the brief overview of the seven papers in this issue. If you have any questions or suggestions regarding our publications, please feel free to contact me. If you are actively engaged in research or have done research related to English language education, please do not hesitate to contact us about the possibility of guest editing special issues on topics of your interest.

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