

Foreword from the Editor

I am happy to open the new edition of our journal publication which has five papers. In the first paper of “The Impact of Teaching English through English Approach on Young Learners' Vocabulary Acquisition and Story Comprehension in Storytelling Classes”, **Hsin-Chieh Chen** explored the possible effect of using the Teach English through English (TETE) method on young learners' vocabulary acquisition and story comprehension in storytelling classes in EFL classrooms. Six novice female participants, aged between three to six participated in a storytelling class over ten weeks. Each class lasted one hour and was held once a week. After the intervention, a *Comprehension Measure Questionnaire (CMQ)* was given to both participants and students' guardians. The findings reveal a positive correlation between exposure to English environments and both vocabulary acquisition and story comprehension among the participants.

In the second paper “English Language Education and the Internationalization of Higher Education in Japan”, **Philip Gurney** and **Matthew Michaud** first elaborated on the meanings of international education and internationalization and then introduced the interaction between English language education and internationalization of higher education in Japan. The authors hold that due to the still very important role played by English in Japanese universities' internationalization strategy, there is continued demand for foreign native-English-speaking English language teachers in Japanese universities. They also pointed out that although native English-speaking teachers like American and British teachers may be better received by students and institutions, they may still experience some real or perceived challenges at the national, institutional, or personal level.

In the third paper “An Exploratory Study of Own-language Use in Tunisian English Language Classrooms: Teachers' Perspectives”, **Mohamed Elhedi Bouhdima** conducted a questionnaire survey regarding the practices and attitudes of Tunisian English language teachers' use of Arabic (own-language) in English language classes. 40 in-service Tunisian EL teachers completed the online survey. Results show about 60% of the participant teachers reported that they rarely used Arabic in EL classes, while nearly one-third of them indicated that they used it sometimes. Further analysis reveals that the background variables (i.e., gender, educational qualification, years of teaching experience, educational sector, and type of educational institution) did not have significant impact on the frequency of own-language use in Tunisian EL classes. As far as the English teachers' attitudes towards the use of own language, most of the participants believed that English should be the dominant language in EL lessons and the overuse of own language will do harm to language teaching.

In the fourth paper “Revisiting Demotivators in the EFL Classroom: The Interaction Effect between Gender and Performance on Negative Teacher Behavior”, by using the *Learner Perceptions of Demotivators Scale*, **Jianling Xie, Katarzyna Gallo, Yan Zhan, Yan Zeng, Xiang Huang, Xia Liu, and Min Fan** studied the connections between gender, academic performance, and factors that can demotivate students. 320 Chinese undergraduate EFL students completed the questionnaire. Results show that low-performing male students were more extrinsically oriented for EFL learning and they had the lowest need for relatedness-supportive teacher behaviors, but all female students showed higher need for relatedness-supportive teacher behavior.

The fifth paper is an interview with Prof. Icy Lee conducted by **Patricia Xiaolin Xie**. The interview began with the introduction of Prof. Lee’s academic journey and the significant influence of her extensive international experiences upon her perspectives on language teaching and assessment. The main body of the interview focused on some of her key research areas, including classroom writing assessment and feedback and her views towards language teaching and educational research. The interview ended with some very interesting and insightful views for young researchers and future researches.

Such is the brief overview of the five papers in this issue. I would encourage you to download those papers and forge academic dialogues with those authors. I am also very happy to hear from you about any comments and suggestions you may have towards those papers or our publications in general. Meanwhile, should you have any ideas of guest editing a special issue on topics of your interest, please feel free to contact me. I am always ready to have a discussion with you.

Xinghua (Kevin) Liu
School of Foreign Languages, Shanghai Jiao Tong University, China
Email: liuxinghua@sjtu.edu.cn