

## *From the Editor-in-Chief*

At this time, when we are about to change Managing Editors, I would like to pay tribute to those who have filled the demanding role since the Journal started: *Jin-Wan Kim* of Seoul National University who launched the Journal, *Jihyeon Jeon* of Ewha Womans University who helped it grow, and *Hee-Kyung Lee* of Yonsei University, who carried on the tradition and whose last issue this is. Few know how much work it is to read the many new manuscripts that come it, make difficult judgments as to whether they are likely to fit the journal, find reviewers to read them carefully, decide their fate on the basis of the reports submitted, and watch over the production stage. In addition, until we are fortunate enough to be provided with an editorial management system, the Managing Editor must keep detailed records of the progress of each submission and negotiate a final decision with the Editor-in-chief before a final decision is made the manuscript goes to press.

All this demands the highest level of professional skill and judgment, and the kind of English proficiency required of the editor of a major international journal. I have been more than satisfied with the work that these three young Korean professors of English have carried out over the last nine years, and am most impressed at the willingness of new scholars to take on the huge load. I look forward to the continued success of the new Managing Editor, Kim Heyoung of Chung-Ang University, who has already started to prepare for the task ahead.

I turn now to the papers that have made their way through the peer review and editing process. In the first, Keiko Hirose of Aichi Prefectural University, Japan reports on mainly positive results of providing students with oral and written peer review in improving motivation, but not alas in the time available for the study in improving quality significantly.

In the next, Enchong Liaw, Chung Yuang Christian University, Taiwan compared the preferences of Taiwanese university students for native

speaking and non-native speaking teachers; while they agreed that native speakers might be better as models and when writing theses, they found that non-native speakers were to be preferred in preparing for tests and examinations, an interesting echo of a 19<sup>th</sup> century study suggesting that native speaking French teachers did not know how to teach English boys.

The third paper, by Sima Khezrlou and Karim Sadeghi from Urmia University, Iran showed the value of computer-based vocabulary teaching; it explored differences among learners according to their gender and major field of study.

In the next paper, Zorana Vasiljevic from Bunkyo University, Japan explores the use of pictorial representation in vocabulary learning and found evidence that having students draw their own illustrations leads to somewhat better learning.

In the fifth paper, Stephen J Hall of Sunway University, Bandar Sunway, Malaysia presents another study of the native speaking teacher, arguing that knowing the language is not enough but ability to relate to the students is also critical.

In the next paper, Azizullah Mirzaei, Shahrekord University, Iran and Najmeh Heidari, Shahrekord University, Iran argue for the importance of oral communication strategies to improve learner's fluency.

Finally, in the last paper, Jihyeon Jeon (a former editor of this journal who now has time for research) and Yura Lee of Ewha Woman's University, South Korea explore the complex relationships between global competence and exposure to foreign culture.

Finally, I express my thanks to all who have helped in the process: the many contributors who have submitted manuscripts, and the dedicated editors and reviewers who have taken responsibility for winnowing the best and helping the contributors polish them to the high standard we maintain.

*Jerusalem, September 2012*

*Bernard Spolsky*

*Editor-in-chief and Asia TEFL Publications Executive Director*