

Editors' foreword

The studies in this volume follow past trends in choosing a focus that belongs to the broad notion of either effectiveness-efficiency or that of attitudes, including motivation. These studies also follow past WoPaLP tradition in reporting on the validation of their research instruments where it is important, time and again, to emphasize that validation is not the validation of the instrument itself, but the validation of the instrument for a particular purpose so that the results of research will have a high degree of validity. The most commendable studies in this volume have turned the investigation of the reliability of data into the first (preliminary) research question; rightly so because the checking of reliability is the gateway to a meaningful discussion of the validity of the conclusions of the study.

The article by **Fajt and Bánhegyi** is built around a complex motivational questionnaire designed to map/probe the (mostly Hungarian) respondents' skills and abilities to generate knowledge with in the 21st century. The study seems to confirm earlier theories about the ideal and ought-to L2 selves even if generalizability is not claimed for the results.

Ghidhaoui focusses on the role of vocal music in language learning: what adult EFL learners' views and experiences are on the use of songs for language learning. Although there is general agreement among methodologists, language teachers, etc. that learning through music is beneficial, Ghidhaoui's opportunity was to focus their qualitative research effort on the unexplored gaps left behind by past quantitative research. The respondents, overwhelmingly from the muslim world, identified a general effect of music on the psyche, a sustained interest in learning and the contribution to their knowledge of vocabulary.

Daeli's article deals with aspects of effectiveness for sustaining learners' motivation in language learning, of three categories of YouTube videos being lessons, language tips and language immersions such as watching films in the target language, all based on perceptions by young adult Indonesian learners. The research questions also included whether videos featuring native English speakers or non-native English speakers were more effective. In addition, a research question targeted the ideal length of videos used for teaching and learning purposes. The outcomes might be what one expects, and also significant was the research extended to include samples drawn from different constituencies as well.

Vuong set themselves the task of surveying teacher attitudes towards ICT for teaching purposes at primary schools in Vietnam. A second research question focussed on the possible relationship between the teachers' demographic background variables (age, experience, geographical location, etc.) and their attitudes to ICT use in the English lessons.

Trinh's article is a theoretical one, which draws on a considerable body of past research and comes to the conclusion that classroom-based assessment is still a promise for the future. Trinh found that alternatives in assessment were more appropriately identified in this article as classroom-based assessment and selected portfolios, peer assessment and self-assessment as three characteristic methods of assessment for study and comparison. The results were the discrepancies between general theoretical (research) claims, often evangelical in nature rather than research-supported, and the empirical findings of specific procedures in terms of their reliability, validity, and practicality.

While the need to possess critical thinking skills for the development of effective and coherent arguments in academic writing are widely recognized, there is still no agreement about the exact

nature of critical thinking. **Kyi Phyu** sets out to fill this void by surveying the role of critical thinking in English academic writing, tutors' experiences, strategies in developing critical thinking and the difficulties they experience at a Hungarian university.

Finally, **Ayed**'s paper is essentially a paper in Tunisian language policy concerning English teaching in private institutions. This article will be helpful in setting up the construct the author is going to investigate, even if the researcher will have to invoke the state education in the research project. In this article, the focus is on collecting Tunisian English language teachers' views in a small sample, of the current trends, strategies, and policies of English language education and the future prospects of English language education.

Happy reading!

The editors