

## Editor's Note

In this issue, we present five research articles, one article for the section *On the Practical Side* and one workshop report. These articles deal with a diverse range of topics in different teaching contexts. In the first article, **Wu Siew Mei** examines how first year undergraduate students studying English language project their attitudes towards certain issues in an argumentative essay topic through the use of intensifying or scaling expressions (e.g., *very*, *a surge of*, *definitely*). She finds that high-rated essays differ from low-rated essays in the patterns of use of such expressions in that the former use these expressions more often and in more effective ways. She advocates the teaching of evaluative language to enhance arguments in students' writing.

In the second research article, **Yang Manzhen** and **Yu Zhuoya** attempt to find out whether EFL students with different levels of listening proficiency reportedly use different listening strategies before and after taking a listening comprehension test and whether an eight week long strategy training programme helps these students become more effective strategy users. Their results show that high proficiency learners report more frequent use of strategies after taking the listening test. In addition, they seem to be better strategy users and tend to benefit more from strategy training sessions. Thus the question remains how best we as English language teachers can help train low proficiency learners to become more effective in the use of listening strategies, as these learners are the group of people who would need our help the most.

The next three articles share a somewhat related theme, that is, to examine students' views either on specific course components or on effective teaching and learning characteristics in general. **Anil Pathak** reports on an action research which starts with an online survey to gauge students' reaction towards the web-based components of a Professional Communication module and then follows up with corresponding actions to rectify areas of concern as raised by the students. Similarly, **Lee Ming Cherk** examines students' views on peer review exercises for an English for Academic Purposes course. **Gareth Morgan** and **Kirsten McDonald** report on the results of a project that examines students' perceptions of an ideal teacher and their preferential styles of learning.

In the *On the Practical Side* section, **Zhenhui Rao** shares with us how to use group activities in large EFL classes. Finally, in the *Presentations & Workshops* section, **T. Ruanni F. Tupas** reports on a workshop conducted by Professor John Corbett of the University of Glasgow on the topic of "Intercultural Language Education—from Curriculum to Classroom".

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