

Editorial

We are pleased to announce that English Education Department Universitas Muhammadiyah Yogyakarta has published the first issue of *Journal of Foreign Language Teaching and Learning*. This refereed journal is aimed at encouraging scholars in the area of foreign language to share their knowledge with others from the same field of study and beyond.

This current issue tries to explore a wide array of topics in English language teaching and learning, such as technology, material evaluation, and teaching reading. Fitria Rahmawati, for example, discusses the implementation of technology in language learning from students' perspectives. While technology has been a buzzword in language teaching and learning in the past few years – especially in the Indonesian contexts, students' perspectives have been quite scarcely researched. Her study revealed interesting findings with regard to the technology and language learning.

Communication strategies among students when speaking English are critically analyzed by Puthut Ardianto. Using the interlanguage analysis, Puthut found the various strategies used in students' English conversation. Meanwhile, a secondary school textbook was evaluated by Puput Arfiandhani. She related the book that was widely used by school English teachers with the

Communicative Language Teaching (CLT), the recommended teaching methodology for the secondary school context.

Maryam Sorohiti explored students' experiences when performing oral assessment. She found that oral assessments, in their opinion, provided advantages and challenges at the same time. Evi Puspitasari carefully looked at the Literature-based Approach (LbA) in teaching reading to university students. She explored the use of a young adult book in reading classes and students' perception towards the reading activities.

Error analysis in students' writing was explored by Noor Qomaria Agustina. Subject-Verb agreement was commonly found in students' writing, and in this study, was analyzed using concordance program SCP 4.05. With regard to teaching strategies, Ika Wahyuni Lestari investigated strategies used by teachers in teaching speaking. The study found that five teaching strategies were preferred by the students. Last but not least, collaborative writing was studied by Sri Rejeki Murtiningsih. While collaborative work was considered to be more popular in speaking, she applied the method in her writing class.

Submission Guidelines

- a. Articles should be original, has never been published elsewhere, and/or has been sent to other publications.
- b. Full-length articles should be between 4,500 - 6,000 words including references.
- c. Abstracts should not exceed 200 words. The abstract includes *keywords*.
- d. Articles should be written in double-spaced with Times New Roman, 12 font size, and with one inch margins on all sides.
- e. Please follow the headings and seriation below:
 - Level 1 : Centered, Boldface, Uppercase, and Lowercase Headings
 - Level 2 : Left-aligned, Boldface, Uppercase, and Lowercase Heading
 - Level 3 : Indented, boldface, lowercase heading with a period. Begin body text after the period.
 - Level 4 : Indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.
- f. Reference lists are written in alphabetical order and presented in accordance with APA referencing system 6th edition.
 - Darvis, M. H., & Karunathilake, I. (2005). The place of the oral examination in today's assessment systems. *Medical Teacher*, 27 (4), 294-297.

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Lantolf, J., & Thorne, S. L. (2007). Sociocultural theory and second language learning. In B. van Patten, & J. Williams, *Theories in second language acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.
- g. Please send your manuscript and a bio of no more than 100 words to jackie.murt@umy.ac.id