

# General Editorial

Currently in some non-English-speaking countries like China, a significant proportion of English teaching and learning in classrooms are test driven. Online and multi-media resources have made it possible for teachers and learners alike to access a vast quantity of firsthand and real life materials that helps massively in the acquisition of English competencies. However, it is debatable how effectively these modern resources could assist with teaching and learning, for example whether the result achieved is worth the time spent on searching for appropriate teaching and learning resources. Also, it's doubtful whether traditional methods could still play a key role in the teaching and learning of English language.

This journal intends to explore the effective teaching and learning methods in such a contemporary sense for intermediate to advanced English teachers and learners alike. The original idea of launching journal CETL comes from a group of Chinese scholars and ex-English teachers who live and work in the UK, who reckon that there is a huge demand for such a journal to be published and run in the UK. The idea is welcomed and supported by Cubel UK, the education business liaison service provider based in Birmingham, who has kindly provided office and equipment for carrying out work on the CETL journal. Cubel has also offered to publish advertisement for the journal among its clients and partners. Thanks to Cubel for the sponsorship! By providing support and assistance to authors with English language copy-editing, we wish that this journal can perform as another platform for teachers and learners alike to explore the acquisition of the English language, and to share their experience and thoughts about learning and teaching English.

The editors put great emphasis on the linking of teaching and learning practice with the application of modern technology and online resources. Editors wish to make CETL different from a traditional EFL (English as Foreign Language) or TESOL (Teaching English as to Speakers of Other Languages) academic scope in a way to promote lifelong learning and learn-to-learn approach in mixed or merged disciplines with a focus on application of modern technology and online resources in the area of classroom learning as well as learning in a wider sense. We want to encourage frontline research and exploration in the English teaching and learning practice of intermediate to advanced English teachers and learners in non-English-speaking countries under the modern technological environment.

Although the journal CETL initially embraces much of the China elements and makes it easy to access to Chinese English teacher and learners, it will target at attracting readers and contributions across the world in non-English-speaking countries as well as teachers in native English speaking countries who teach English to foreign students. This is foreseen by

the large number of foreign students studying at UK universities as well as language centers which are targeted at improving English skills for foreign students specifically.

In this first issue of Contemporary English Teaching and Learning in Non-English-Speaking Countries, we put together a series of papers produced by teachers and researchers on the theme of ‘classroom learning autonomy in China’. Two papers are based on frontline classroom teaching researches, two others are written on autonomous English learning and teaching status in current China. All papers in this issue reflect more or less the teaching and learning of English in Chinese context. We hope the papers published in this journal may inspire explorations for better learning and teaching approaches among TESOL teachers as well as students, by focusing on today’s online resource and modern technology.

**Series editors**

Jane Song

Chris Duplex