

Editorial

The current issue of *Melbourne Papers in Language Testing*, guest edited by Dr. Aek Phakiti, a former PhD student within the Department of Linguistics and Applied Linguistics at the University of Melbourne, and now a lecturer in TESOL in the Faculty of Education and Social Work at the University of Sydney. It is the first volume to appear since 2000 and marks a new era for the journal, which will now be freely accessible online (rather than in hard copy) via the Language Testing Research Centre website.

The purpose of the journal is to provide an opportunity for students of language testing, as well as for staff and visiting scholars associated with the Language Testing Research Centre, to disseminate their current work on topics of relevance to language testing. It is our aim to produce at least one volume per year.

Hard copies of earlier volumes of the journal are still available for purchase: email ltrc.enq@linguistics.unimelb.edu.au for further information. Alternatively, they may be downloaded electronically via <http://www.ltrc.unimelb.edu.au/mplt/mplt.html>.

Cathie Elder, LTRC Director

Guest Editor's Introduction

This volume of *Melbourne Papers in Language Testing* contains three research articles that address three important themes: (1) the oral language proficiency of non-native English as a foreign language (EFL) teachers; (2) rater orientations to criterion and non-criterion features of the language performances; and (3) strategic processing in an EFL reading test.

Douglas Altamiro Consolo's paper discusses the issue of oral language proficiency of non-native English as a foreign language (EFL) teachers (OLP-EFLT). Consolo presents a theoretical review and findings from a large ongoing investigation that aims at defining the relevant language domains and the levels of language analysis and the objective criteria to assess OLP-EFLT within such domains and levels of language. This study reflects the language proficiency needs and demands faced by EFL teachers in Brazil and thus proposes a redefinition of oral language proficiency for a particular context.

Lyn May's paper reports on the findings from an exploratory study in which rater orientations were examined through the use of stimulated verbal recall. This study is significant in that it reveals the extent to which trained and experienced raters attended to non-criterion features of the paired candidate discussions. The study provides suggestions for both the development of rating scales and the training of raters for paired candidate discussion tasks.

Aek Phakiti's paper reports on a large-scale study on the nature of cognitive strategies (comprehending, retrieval and memory strategies) and metacognitive strategies (planning, monitoring and evaluating strategies) and their direct and indirect relationships to EFL reading test performance by means of the structural equation modeling (SEM) approach. This study is significant in that it clarifies the complex relationships among facets of cognitive and metacognitive strategies and their differential influences on EFL reading test performance. This article notes that inferences based on variance and covariance analyses may be somewhat idealized representations of reality of human minds, since individuals vary markedly from one another in their cognitive functioning. Despite this limitation, the paper suggests that researchers' efforts to understand the human mind by means of

generalized scientific analysis of empirical data is needed for the advancement of L2 theory explaining the influence of non-linguistic factors on test performance.

Aek Phakiti, Guest Editor