



Editorial

The papers in this supplement are mostly the outcome of two research workshop sessions held in May and July 2013. The research workshop was organized by the Department of Applied Foreign Languages at National Kaohsiung University of Applied Sciences (KUAS) in Taiwan in collaboration with *e-FLT*. Dr. Wai Meng Chan of the National University of Singapore deserves the credit for proposing the research workshop on technology enhanced language learning. The participants, in addition to faculty members from KUAS, included scholars from neighboring universities and Dr. Chan. In each session, the participants presented their own studies, discussed each other's papers, and provided insightful suggestions for revision. After the workshop, the participants, if interested, submitted the papers to *e-FLT* to be considered for publication in the supplement. Dr. Terumi Miyazoe, Dr. Terry Anderson, and Dr. Shinichi Sato from Japan and Canada were also invited to submit a jointly authored paper to the supplement.

All papers went through a double-blind review process by a special review panel jointly invited by KUAS and *e-FLT*. The external reviewers serving on the panel – it suffices to say – are distinguished scholars in the area of language learning and technology based in France, Japan, Taiwan and the United States of America.

The supplement begins with an article by Shih-Jen Huang, who presents a case study of how automated essay scoring (AES) may influence teachers and students in the teaching and learning of writing in an EFL context. He reports only a weak correlation between AES and human scoring of students' writing. Moreover, while AES provides immediate writing feedback and useful online writing assistance, some flaws such as the easy manipulation of the grading by students and a potential washback effect on students' writing were also observed.

In the second article, Terumi Miyazoe, Terry Anderson, and Shinichi Sato report on a longitudinal study of how students can monitor their learning performance with a blog visualization tool and hence enhance their learning outcomes. In addition, they observed a phenomenon they described as “the to-do-or-not-to-do dilemma,” which refers to students' indecision over whether they should put more effort into their learning after considering the required performance standard and visually observing the performance of their peers.

The third article, contributed by Wai Meng Chan, discusses how video podcasting (vodcast) is integrated into the curriculum of a German language beginners' course and used as a supplementary language learning tool. He further establishes to what extent and how students access the vodcast. Although the students' perceptions of the vodcast's design and usefulness are positive, he notes from the focus group interviews and questionnaire data that watching the vodcast requires more attentional capacity and is more distracting than listening to an audio podcast, and that this may have led to the lower mobile use of the vodcast reported by students.

Pei-Ling Wang and Hsiao-Chien Lee, in the fourth article, seek to examine how learners of different – field independent (FI) and field dependent (FD) – cognitive styles perceive their learning experience in a project involving computer-supported collaborative writing. The FI and FD students from two universities were grouped for peer feedback activities and the production of e-books. Wang and Lee found that FI students prefer online interaction with other students, which is a result that differs from that reported by some previous studies. On the other hand, FD students favor face-to-face communication more than online communication.

In the fifth article, Yu-Chun Wang and Chien-Tzu Chou describe a 4-stage procedure to construct a set of evaluation criteria for English listening and speaking e-learning courses with the help of expert surveys, interviews, and statistical analysis. A factor analysis was applied to classify the evaluation criteria into four categories: information on the e-learning course, English teaching, teaching listening, and teaching speaking.

The sixth and last article of the supplement is a review by Ningyang Chen of Miranda Hamilton's book, "Autonomy and Foreign Language Learning in a Virtual Learning Environment," published in 2013. Chen recommends the book to both second/foreign language researchers and teachers for its in-depth discussion of the complex relationship between learner autonomy, foreign language learning, and technology.

In concluding this editorial, I would like to express my sincere gratitude to Dr. Wai Meng Chan for his enthusiasm and active participation throughout the year-long process of editing the articles and managing the activities that led to its publication. My appreciation also goes to *e*-FLT for agreeing to publish the supplement, all anonymous international experts on the review panel for their full support, and Dr. Daniel Chan for his help in proofreading. The publication of the supplement would have been impossible without them.

Shih-Jen Huang
Guest Editor

On behalf of Wai Meng Chan, Supplement Co-Editor