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Editorial

It has been six months since the successful launch of *e-FLT*, and the Editorial Board is pleased to have received much support from contributors and readers around the world. Over 1900 hits registered at *e-FLT*'s website as well as the 150 subscribers it has attracted thus far are encouraging signs of a healthy interest in the journal. We are pleased to present six articles and two book reviews in this issue – the first in the current year.

In the first article of this issue, Chieh-Fang Hu reports on the results of an empirical study conducted on sixth grade Chinese EFL learners. Working on the premise that children do not benefit equally from shared reading, she examines in her study how individual differences in benefits gained are affected by L1 phonological awareness.

The second article by Mark R. Freiermuth makes a case for the use of simulation in the ESP classroom as an effective way to teach writing to second language learners. He cites the example of a simulation project involving Japanese computer science students to illustrate how such a project can be implemented to foster the development of academic writing skills.

John Wong's article discusses issues behind the apparent reluctance of teachers and materials developers to harness the potential of information technology, in particular the multimedia capabilities of the Internet, for the design and delivery of ESL/EFL listening courses at university level, and proposes some measures to overcome possible obstacles.

In her article, Min-Hsun Maggie Su presents the results of a quantitative study which investigated the language learning strategies employed by technological and vocational college students of EFL in Taiwan as well as the correlation between the students' strategy use and their self-perceived English proficiency.

The next article, written in French by François Mangenot and Katerina Zourou, describes a French-Australian project to provide training in the use of multimedia and web technologies for student teachers of French as a foreign language. The article focuses in particular on the student teachers' ability to engage in collective and self-directed learning, two important dimensions of learner autonomy.

In an article written in Vietnamese, Van Chinh Nguyen discusses the function word *củ* in contemporary Vietnamese and provides some examples of practical language exercises to sensitize learners for its subtle meanings and to distinguish it from other comparable function words.

The reviews in the current issue look at the following two books on foreign language teaching: 1) "Foundations of teaching Thai as a foreign language" (reviewed by Sasiwimol Prathoomthin); and 2) "Humanistic approach to Japanese language education" (reviewed by Satomi Chiba, in Japanese).

We thank you for your interest in *e-FLT* and look forward to your continued support, feedback and submissions. If you have yet to take up our offer of a free subscription, we cordially invite you to do so now.

Wai Meng Chan
Editor