



Editorial

Following the successful launch of its annual supplement on Asian Languages Teaching and Learning – published in collaboration with the Asian Studies Association of Australia – in early April, *e-FLT* is back again in less than three months, this time with its first regular issue of the year 2006 (Vol. 3, No. 1).

In the first article of this issue, Wenhua Hsu reports on the development of a research writing course for EFL learners, which adopts a genre and courseware approach to help students recognize and master the typical genre structure and style requirements of research papers, and develop the research skills involved in writing papers. She also discusses the results of an evaluation study she conducted to ascertain the effectiveness of this approach as well as the problems EFL novice researchers encounter while conducting research and writing papers.

The second article, written by Brendan Bartram, focuses on the nature of pupils' attitudes to the activities they engage in during L2 lessons in three European countries, paying particular attention to pupils' evaluations of lesson organisation and variety, the resources used, and the management of oral activities. Besides the UK, Bartram surveyed school pupils in the same age group in the Netherlands and Germany, two countries thought to produce 'better' language learners.

Next, Hans Werner Hess takes a critical look at the much espoused concepts of learner autonomy and e-learning, and their application to a university course on German area studies (or 'Landeskunde' in German), usually an integral component of German as foreign language curricula. Citing data from a recurrent evaluation, he cautions against substituting 'autonomous' IT-based learning for face-to-face communication and argues instead for the integration of IT-based components with classroom-based activities.

In the last article, written in the Vietnamese language, Khánh Thế Bui discusses the importance of function words in the teaching and learning of Vietnamese as a foreign language. He analyses two function words, the link words *mà* and *bởi*, and their polysemantic nature. He comes to the conclusion that function words are more difficult to learn and use than notional words, and require additional attention in textbooks for Vietnamese as a foreign language.

The current issue also carries a book and a software review. Misako Suzuki reviews the book "Second language listening: Theory and practice" by John Flowerdew and Lindsay Miller, and recommends it as valuable reading for language teachers as well as students of Applied Linguistics, SLA and Foreign Language Education. In his review, Hideto Harashima introduces "VoiceText", a sophisticated Text-to-Speech (TTS) engine, which allows language teachers, including non-native teachers, to create their own audio materials and present them online to learners for "anywhere-anytime learning".

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