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Editorial



Publishing in the midst of the coronavirus

HENG-TSUNG DANNY HUANG ^a

^a *National Taiwan University, Taiwan*

Email: dannyhuang123@ntu.edu.tw

2020 has been a turbulent and tumultuous year that witnessed the coronavirus pandemic rampaging across the world to jolt every aspect of life as we know it. This devastating pandemic has concurrently exerted its influence on the publication of this journal, causing delays to all the steps involved. Yet, thanks to the efforts of all colleagues on the team, we are pleased to publish this second issue to mark an optimistic end to a gloomy year.

This issue features two original papers that serve to provide insight into washback effects on learning and written corrective feedback. **Mr. Mihn Nguyen Huu Thanh** examined the washback effects of English National Exam on the learning strategy use of first-year English majors in Vietnam. The findings revealed that students emphasized mostly the rote memorization of language knowledge with relatively less effort invested on the development of non-tested skills such as listening, speaking, and writing. **Dr. Qin Xie and Ms. Juntin Yuang** targeted the English teachers in Hong Kong and investigated the degree of English writing anxiety they experienced and the effect of such anxiety on their written corrective feedback (WCF). They found that most suffered from moderate to high levels of English writing anxiety and practiced WCF based on their conception of English writing, concerns of teacher professional credibility and work ethics, concerns of student cognition and motivation, confidence in students' ability, and their feedback experience as students and student teacher during teaching practicum.

As depressing as 2020 might be, it heartens us to learn that scholars have continued to make efforts to contribute to the fields of language education and language assessment. Here is to them and all those sparing no efforts in helping the world sail through this difficult time.

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Author Biodata

Heng-Tsung Danny Huang (PhD, University of Texas at Austin, USA) works as an Associate Professor of Foreign Languages and Literatures at National Taiwan University, Taiwan. His research interests consist in language testing, English as a foreign language (EFL) instruction, and individual differences in second language acquisition.