



Editorial

The articles in this supplement of *e-FLT* represent a selection of papers presented at the Fifth Asia-Pacific Symposium on the Teaching of Asian Languages (APSTAL), which was held on 4–5 December 2014, and underline *e-FLT*'s continued commitment to the advancement of research and practice in Asian languages teaching.

APSTAL, an added highlight at the Centre for Language Studies International Conference (CLaSIC) since 2008, represents a collaborative effort by leading universities to advance research and practice in the teaching of Asian languages. At CLaSIC 2014, there were 16 presentations and 2 roundtable discussions by speakers from the Arizona State University, Australian National University, Chinese University of Hong Kong, City University of Hong Kong, Hong Kong Institute of Education, Hong Kong Polytechnic University, Institut National des Langues et Civilisations Orientales, National University of Singapore, Tokyo University of Foreign Studies, University of California, Los Angeles, and University of Wisconsin-Madison.

The eight articles in this supplement address a wide range of issues within the main thematic framework of CLaSIC 2014, “Knowledge, Skills and Competencies in Foreign Language Education.”

There are four articles on Chinese language learning. The first article, “Error Diagnosis in Singapore’s Chinese Language Teaching: Difficulties and Solutions,” by Guowen Shang, Kwee Nyet Chin and Daniel Kwang Guan Chan, explores Singaporean students’ Chinese language learning with the aim of understanding their learning difficulties through error diagnosis and proposing possible solutions to these problems.

The second article, “Inference-Making and Linguistic Skills in Listening Comprehension: Observation of French students learning Chinese” by Jing Guo, studies how the strategy of inferencing influences one’s listening performance and how one’s inferencing ability is related to one’s linguistic skills in listening.

The third article by Ho Cheong Lam, “Designing Teaching Based on Learners’ Ways of Seeing the Object of Learning,” presents three cases of the application of the theory of phenomenography where investigators studied how learners see the objects of learning in Chinese characters learning and applied the findings to the introduction design and to teacher education.

In the fourth article, “Revisit Role-Playing Activities in Foreign Language Teaching and Learning: Remodeling Learners’ Cultural Identity?”, Siu-lun Lee analyses the design of role-playing activities and the cultural identity of the roles assigned in these activities.

The fifth and sixth articles direct our attention to new developments in Hindi language pedagogy. Peter Friedlander’s article on “Innovative Assessment in Hindi” reports on how shifts in Hindi language enrolments with a mix of heritage and non-heritage learners as well as the increasing and often indiscriminate use of online translation impacts assessment practices. He proposes a balanced suite of assessment tasks to meet this challenge. Such tasks include project-based activities, which would allow for the assessment of learners’ cultural understandings.

The sixth article, “Acquisition of Honorifics in Hindi: A Sociolinguistic Competence” by Sunil Kumar Bhatt, deals with the significance and culturally appropriate use of the Hindi honorifics system and offers some suggestions for its acquisition by foreign language learners.

Sasiwimol Klayklung and Adisorn Prathoomthin, in the seventh article titled “Writing Development among Learners of Thai as a Foreign Language,” investigate the writing development of pre-intermediate learners of Thai as a foreign language at a Singapore university and report that the learners’ writing performance improved over a 13-week semester in terms of accuracy, fluency and grammatical complexity. They attribute this improvement to the course syllabus, the writing instruction and practice provided and the corrective feedback from the teacher.

The last article, “Classroom Activities for College Learners of Korean as a Foreign Language: From the Perspective of Multiple Intelligences,” written in Korean by Sun-A Kim, Haemin Han and Seung-Hee Shin, analyses classroom activities employed by KFL teachers in 15 different countries according to the Theory of Multiple Intelligences. They conclude that the activities commonly reported by the respondents address mainly only two of the eight forms of intelligence identified by MI Theory, namely, linguistic and interpersonal intelligences.

In concluding this editorial, I would like to extend my sincere thanks and deep appreciation to the scholars from the various universities who contributed to the success of APSTAL, the expert reviewers who generously invested time and effort into the appraisal of the articles, and my colleagues on the editorial team for this supplement.

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