Editorial

In this issue, we present five articles and two book reviews. The slate of articles has seldom been as diverse as in the current issue, with papers and reviews covering the study and the teaching of six different languages.

The opening article in this issue, by Fred Jyun-Gwang Chen, is a second language acquisition paper which reports on a study focusing on the effects of L1 transfer on the L2 information sequencing of Chinese as a second language learners with English as first language. It further looks at the influence of two different task types on the linguistic behaviour of English CSL, Korean CSL and Chinese native speakers.

The second article is contributed by Jeng-yih Hsu, who studied Taiwanese college students’ use of English lexical collocations and how this relates to their online writing. He has found evidence which suggests that both the frequency and the variety of lexical collocations used by the subjects correlate significantly with their online writing scores.

In the next article, Bee Eng Wong and Soh Theng Quek investigates the acquisition of the English definite article *the* by Chinese and Malay ESL learners in Malaysia. The results of the study seem to indicate that the four non-generic uses of *the* (situation, cultural, structural, and textual) pose different levels of difficulty for these learners and that the acquisition order follows a natural order independent of their first languages.

Walee Khantuwan examines, in the fourth article, written in Thai, the relationship between students’ knowledge of Thai culture and their achievement in studying Thai as a foreign language. In establishing a positive relationship between these two variables, she calls for the inclusion of more culture content in Thai language courses.

In the fifth and last article, written in Vietnamese, Hong Nhung Pham explores the components of the concept of *Face* in Vietnamese culture based on an analysis of its collocational expressions, and derives from her findings relevant implications with regard to this concept in the teaching of the Vietnamese language.

Included in this issue are also two book reviews. The first, written by Mareike Müller, evaluates and compares two recent German as a foreign language textbooks, “studio D” and “Lagune”, from the perspective of pronunciation training. In the second, Johanna Wulansari Istanto describes and appraises a grammar compendium cum workbook for Indonesian as a foreign language, titled “A Student’s Guide to Indonesian Grammar.”

As the year 2007 draws to a close, please accept our warmest greetings for the coming festive season. We look forward to receiving your submissions for the June and December 2008 issues by latest 15th February and 15th August 2008, respectively.

Wai Meng Chan
Editor