



Editorial

Once again, *e-FLT* is pleased to present its Supplement on the Teaching and Learning of Asian Languages, which has been an annual feature of this journal since 2006. This year's supplement focuses on Korean as a second/foreign language (KSL/KFL) in acknowledgement of the rapidly growing interest in this language around the world, and not just in countries with significant Korean migrant minorities. At the same time, it marks the first anniversary of the addition of Korean to the slate of languages *e-FLT* publishes in. Korean is the twelfth and most recent language to be 'adopted' by our multilingual journal.

The articles in this supplement represent a selection of papers presented at an international conference on "Korean Language Education in Asia," held on 20–21 October 2008 at the School of Modern Languages and Cultures of the University of Hong Kong. The objectives of the conference were 1) to discuss and examine broad methodological issues related to Korean language education in Asia and 2) to examine the challenges faced by KSL/KFL teachers in Asia, with a particular focus on the KSL/KFL teaching/learning situations in China, Hong Kong, Japan, Korea, Singapore and Taiwan.

An editorial team, consisting of the Chair of the Conference Committee and Guest Editor for this supplement, Hyewon Kang Kim of the University of Hong Kong, as well as Seo Won Chi and Wai Meng Chan of *e-FLT*'s Editorial Board, was appointed by the journal to take charge of the reviewing, selection and editing of this special issue's articles. In addition, in accordance with the journal's policy of double blind external reviewing, seven established academics from various universities in Asia and the United States, all specialists in the areas of Korea language education and applied linguistics, were invited to sit on a special review panel for the appraisal of the papers submitted from the conference. We are most grateful for the generous support these experts have extended to us without reservation. Regrettably, to ensure the anonymity and independence of our external reviewers, we are unable to publish their names here. Indeed, in adherence to the journal's policies, the names of all external reviewers will only be published in every third or fourth issue.

The supplement opens with an article by Jung-Hee Lee, which reports on an error analysis study which analysed the writings of 500 KSL learners of Chinese origin. Lee puts forward systematic criteria for identifying, analysing and classifying these Chinese learners' lexical errors according to their causes. The study reveals that most of these learners' lexical errors can be classified as spelling errors and content-based errors, which can be further sub-divided into native language-influenced errors and developmental errors.

The second article, contributed by Wai Meng Chan and Seo Won Chi, reports on a quantitative study aimed at identifying the learning goals of KFL students at a Singapore university. Employing a factor analysis procedure, the study reveals five factors in the students' motivation to learn the language, namely "pop culture," "career," "achievement," "academic exchange," and "foreign languages and cultures." The presence of a "pop culture" factor confirms the belief that the Korean Wave, or *Hallyu*, which has created much interest in Korean pop culture and entertainment media in Asia, is indeed a major factor motivating learners to take up the language. The article concludes with a discussion of the study's implications for the university's KFL curriculum and future research.

In the third article, Hyewon Kang Kim draws on the findings from a series of surveys conducted at various universities and other institutions to report on the development of Korean language learning and Korean Studies in Hong Kong. Similar to the Singapore situation presented in Chan and Chi's article, Kang Kim concludes that the Korean Wave provides the impetus for many in Hong Kong to learn KFL. She argues too that *Hallyu* had apparently also led to a positive shift in Hong Kong learners' image of Korea and its people.

In the fourth article, written in Korean, Meishan An and Zhe Jin discuss the phenomenal growth of KFL in informal institutions in Shandong province in China, and provides an account of these institutions, their curricula and enrolments, and the background of this growth. The authors warn however of problems in curriculum and materials development, teacher education, and the less than optimistic economic environment and employment situation – all of which present serious threats to the future of KFL in Shandong.

In the sole book review of this issue, Min-ji Chun looks at and assesses the book “Understanding Korean Language Education” by Jung-sup Kim, which covers a wide range of topics in Korean language education, including basic theory and practice, current issues and future outlook.

In concluding this editorial, the editors of this supplement would like to extend their sincere thanks to the review panel of international scholars, without whom this supplement could not have been brought to fruition, as well as you, our esteemed readers, for your continued support and interest in the teaching of Asian languages.

Wai Meng Chan, Seo Won Chi and Hyewon Kang Kim
Supplement Editors