

Editorial

The articles in this supplement are drawn from our CLaSIC conference in December 2024. That year's conference was especially meaningful to us at the Centre for Language Studies (CLS) at the National University of Singapore in two ways. First, we returned to an in-person CLaSIC after the previous online edition during the COVID-19 pandemic, so we were delighted to welcome back old friends as well as new participants face to face to exchange ideas on current practices and emerging trends in foreign language education. Second, it marked the 20th anniversary of CLaSIC, a milestone we were proud to celebrate.

The six selected articles here span teacher wellbeing, artificial intelligence (AI), films and popular songs in language pedagogy, multilingual teaching contexts, and second-language sentence processing. Each article has a distinct focus, but together, they underscore a shared commitment to understanding and improving the experiences of both teachers and learners.

In the opening article, **Sarah Mercer and Jasrael Stokes** consider the interplay between language teacher wellbeing and learner engagement and provoke with the question: which should come first if we have to choose? Drawing on multidimensional conceptualisations of engagement and contrasting hedonic and eudemonic frameworks of teacher wellbeing, they argue that the two constructs are interconnected through social contagion. While the relationship is bidirectional, the article makes a clarion call for prioritising teacher wellbeing as a strategic leverage point and making educational discourse more teacher-centred. When teachers flourish, they are better positioned to create conditions that foster authentic learner engagement.

The second article, by **Jessie S. Barrot**, presents a timely discussion of how generative AI, primarily ChatGPT, can be integrated into English language teaching materials development, including supporting differentiated instruction, generating multimodal resources, and providing feedback on draft materials. Each application is illustrated with sample prompts and outputs, giving the discussion a classroom-facing quality that teachers will find directly usable. Simultaneously, the article weighs potential gains against risks of cultural insensitivity, factual inaccuracy, algorithmic bias, and teacher de-skilling. It argues compellingly that human oversight remains indispensable in ensuring that AI complements, rather than replaces, pedagogical expertise, and concludes with recommendations for AI literacy training and a forward-looking research agenda.

In the third article, **Xiaoshi Li** reports on an action research study exploring the use of film in teaching intercultural communication and Chinese language and culture at an American university. Through films paired with readings, discussions, and collaborative projects, learners engaged with both the visible and invisible aspects of Chinese culture while developing their language proficiency. Student feedback confirmed that the approach deepened understanding of cultural differences, developed intercultural awareness and competence, enhanced language proficiency, and made abstract intercultural concepts more accessible. While situated in Chinese, the pedagogical insights are relevant to other languages, and the study offers a replicable model for bridging the language-content divide in foreign language classrooms.

In the fourth article, **Siu-lun Lee** positions Cantonese popular songs in Chinese language education at a Hong Kong university as a novel way of enhancing authentic language learning and cultural engagement. A Cantopop lyrics corpus consisting of pop songs from 1971 to 2022 was developed by a focus group of teachers, and a course was designed around selected songs to expose learners to varied linguistic forms and cultural themes. Drawing on student feedback, the article shows that the approach sustained engagement and raised awareness of stylistically appropriate language use, vocabulary, and cultural nuances. The findings suggest that popular songs deserve more prominent attention in language curricula.

The fifth article, written by **Kwan Hwee Ling, Leong Yut Moy, Seungyeon Lee, Hazel Ng Jin May, and Sandrine Sim Yee Chin**, examines the challenges of teaching and learning Mandarin at the University of Nottingham Malaysia, a British branch campus situated in a multilingual and multicultural environment. Their survey of students and alumni reveals structural and pedagogical issues, including diverse learner profiles, tensions between standardised mainland-Chinese-oriented textbooks and the localised Mandarin of Malaysia, as well as curriculum limitations. The findings point to the need for more flexible teaching approaches and immersion opportunities. The article provides a grounded account of the practical complexities of Mandarin teaching in an international higher education context and offers useful insights for similar multilingual settings.

The supplement closes with a study by **Changkyung Song, Hyeyun Jeong, Sixuan Zhu, and Hojung Kim**. Using eye-tracking, the authors compare how advanced Chinese learners of Korean and native speakers process Korean passive constructions. Their results show that both groups required longer processing times for agent and patient roles than for verb processing. However, word order changes had a substantial effect only on the learners. The article argues that higher proficiency leads learners to rely more on case markers, while difficulties with non-canonical word orders may reflect their limited treatment in foreign language instruction. The findings highlight the value of real-time processing research in understanding how learners process sentences, with implications for both theory and pedagogy.

We are deeply grateful to the members of the CLaSIC 2024 scientific committee and the external reviewers whose invaluable support and careful evaluation helped shape the collection of articles. We hope that these articles have resonated with you and warmly invite you to join us at the next CLaSIC in December 2026.

Oi Lin Lian (Editor)

Jan Auracher, Sasiwimol Klayklueng, Jyh Wee Sew, Haoshu Wang, and Muzzammil Mohamed Yassin (Supplement Editors)