Editorial

This issue of *Hong Kong Journal of Applied Linguistics* contains a number of articles by authors who, for the most part, will already be familiar to our readers. Most of the studies are qualitative in nature and offer fascinating insights that will be of interest to those working with Chinese learners in the Asia-Pacific region and beyond. We begin with a study from one of our regular contributors, **Chris Green**, who investigated the strategic reading behaviour of a group of Hong Kong students in an attempt to construct profiles of reading expertise. Using think-aloud protocols, data were gathered that, when analyzed, showed three distinct profiles of reader expertise: the expert, the emerging expert and the inexpert. Green argues that there are important connections between second language reading expertise and learning approach, with the development of expert reading strategies being a prerequisite for the development of a deep, autonomous approach to learning.

In the second article, **Leng Hui** applies schema theories to the study of Chinese language, culture and intercultural communication amongst mainland Chinese speakers of English interacting with Australians. Following analysis of an extensive bank of recorded conversations, Leng claims that intercultural communication takes place not only at the level of language forms but, more importantly, at the level of intercultural knowledge. She contends that problems of communication may be due to gaps in cultural schemas, and argues for teachers of English as a Foreign Language in non-native cultural contexts to take into consideration the teaching of cultural schemas when planning the EFL curriculum.

For the vast majority of Hong Kong school children, by far the main source of English language input is the language used by their teachers in school. The introduction of hundreds of Native English Speaker teachers (NETs) into the Hong Kong educational system has the potential to provide input that could make a very real difference to their learning. However, the use of NETs in primary classrooms is not unproblematic. Another of the regular contributors to *HKJAL*, **He An E**, employs Halliday's functional grammar to analyze corpus data to determine how meanings are constructed and conveyed in local (LET) and NET's primary classrooms. Her study provides fascinating insights into the linguistic behaviour of LETs and NETs and shows that while

they share some similarities, they differ both in what meanings they construct and how they construct and convey these meanings.

Susan Shiou-mai Su will also be familiar to HKJAL readers from her previous study of code-switching and vocabulary amongst nurses in Taiwan. Writing this time with a professional colleague from the field of nursing, **Huei-mei Chu**, Su now reports on a study that investigated motivations and reasons for code-switching amongst nursing pre-professionals. Su and Chu's findings suggest that social prestige and institutional pressure are the main motivating forces that induce nurses to code-switch when writing their nursing notes.

The final article is a short paper by **Geoff Smith**, who will be remembered as co-editor of *HKJAL* from the first issue in 1996 until 2000. His study examines sources of Chinese Pidgin English, particularly Chinese language sources. As Smith points out, this is a very preliminary analysis of two sources and much more work remains to be done. The next issue of *HKJAL* will be a special issue, guest edited by Smith, which will focus on the representation of English in Chinese from several different perspectives, especially historical sources.

The issue concludes with a brief review by Alexander Poole of Lynne Diaz-Rico's 2004 book entitled *Teaching English Learners: Strategies and Methods*.

Vivien Berry