

## Editorial

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This issue of the Asian Journal of Applied Linguistics brings you seven papers authored across six countries on two continents which research learners, teachers and users of English in multiple linguistic contexts. There is a true diversity in the papers presented here. We begin with two papers centred around tertiary level English teaching in China. The first paper, by Deyuan He, examines the attitudes of teachers and students to the notion of China English and thereby contributes to the on-going debate about world Englishes. The second paper, by Ke Ji, looks at a specific example of how English as a lingua franca has particular importance for the students of Guangxi University and the steps already in process to support those students. There are lessons to be learned here for other parts of the region.

The second set of papers in this issue of the journal look at two very different aspects of English language education in Taiwan. The first paper, by Claire Liao and Michael Yeldham, looks in detail at senior secondary school teachers' perceptions of how they teach listening and finds it wanting. They follow up with suggestions to improve listening instruction. The second paper, by Jean Chiu, discusses a pilot study which used Culturally Responsive Pedagogy to increase self-confidence and cultural knowledge among a group of primary students in an indigenous tribal community in Taiwan. This research suggests that the integration of cultural relevance may enhance learning attitudes and effectiveness.

The next three papers look at the impact of distinctive differences on learning and teaching but all from very different perspectives. First, Mike Tiittanen examines in careful detail the extent to which an aspect of the L1 influences the use of English as an L2 among two distinct L1 groups (Mandarin and Tamil speakers) studying in Canada. He concludes that morphological similarity between L1 and L2 may play a part. The second paper in this group, by Justina Ong, looks at the extent to which four individual learner differences account for variations in their writing ability and found gender to be the most significant factor. Thirdly, a paper from Iran by Ali Akbar Ansarin, Farahman Farrokhi and Mina Rahmani uses a large-scale questionnaire survey to investigate the impact of gender, experience and qualifications on the four levels of reflective practices of EFL teachers. This paper contributes to our understanding of this complex relationship and has findings which readers may find widely applicable.

In addition to the academic papers we have, as usual, a collection of reviews of books which our reviewers have found relevant to the scope of the journal. In this issue we have three such reviews all written to a tight word limit to bring our readers the essence of each book along with the reviewers' own assessments of its strengths and weaknesses. It is no mean feat to do that in a measly 800 words and so I am, as always, grateful to the book reviewers for their efforts.

While in *thank you* mode it is appropriate in this final issue of this volume that I should thank all the blind reviewers of submissions to the journal. It is an important task which sometimes goes unnoticed. So thanks to the following colleagues who have contributed their time to review submissions over the last 12 months:

**The Reviewers**

Timothy Birkett  
 Juan Castillo  
 Louisa Chan  
 Lisa Cheung  
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 Ming-i Lydia Tseng  
 Colin Tait  
 Laura Wakeland  
 Clarence Wang  
 Heidy Wong  
 Greg Chung-Hsien Wu  
 Michael Yeldham  
 Kevin Yung  
 Kun Zhang

Finally, let me remind readers that we have a special issue coming up in the next volume. It will collect together a number of papers from the recent *Faces of English* conference hosted by the Centre for Applied English Studies at The University of Hong. The conference brought together more than 600 colleagues from around the world and contained about 300 presentations from which we have selected the best of those which are related to the themes of this journal.