

Editorial

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Welcome to this second issue in Volume 1 of the Asian Journal of Applied Linguistics. I am happy to present another good collection of papers relating to the theme of our journal, namely, the teaching, learning and use of English in Asia or by Asians. Unlike the first issue, this issue has no special theme which allows it to be more eclectic in its scope. We will, however, be running a special theme in the future as we collect together some of the best papers from *Faces of English: Theory, Practice and Pedagogy* an international conference which will take place at the University of Hong Kong from 11th to 13th June 2104 (for more information please visit the conference website at: <http://caes.hku.hk/facesofenglish/>).

For now, we continue to solicit papers which meet the journal's goal of fostering discussion and scholarship about the learning and use of English in Asian contexts. In that regard I am happy to say that the range of geographical areas which are the focus of papers in the journal is steadily broadening. I hope this broadening will continue and I therefore encourage colleagues to send us papers from across Asia and, indeed, from outside Asia if the topic is about Asians learners or users of English. By maintaining such a broad scope it is hoped that AJAL will appeal to a broad range of readers. This does seem to be working because the papers in the first issue of the journal have, collectively, been downloaded about 2,000 times since being published. We hope, of course, that download rates will continue to rise as new issues are added.

The content of AJAL includes papers with a pedagogical focus and papers discussing English in relation to language policy and within Asian social and cultural contexts. We also like to publish papers from within a range of research traditions. For more detail about the scope of the journal and how it operates please visit <http://caes.hku.hk/ajal/index.php/ajal/about/editorialPolicies#focusAndScope>. To see more information about submitting a paper and general guidelines for authors go to: <http://caes.hku.hk/ajal/index.php/ajal/about/submissions#authorGuidelines>

To illustrate the breadth and the focus of the journal let me give you a brief taste of the papers in this issue. We have: a study, in the tradition of discourse analysis, looking at a Japanese voluntary worker in Jamaica using English as a lingua franca with a co-worker; a detailed analysis of English business correspondence in Hong Kong and the associated pedagogical implications; an autobiographical narrative of the learning journey of an Asian learner of English from the perspective of the interplay between identity, motivation and autonomy; an in-depth study of parental corrective feedback on young children learning to speak English as their first language in Singapore; a qualitative study of learners' attitudes to curriculum change in their English as a Foreign Language writing class; a quantitative investigation of the effects of using different

rating scales for specific English language tests within a Japanese context; and an examination of the washback effects of tests in China.

This selection of papers displays breadth in their topics, research approaches and geographical dispersion and, at the same time, the selection also displays a clear focus on the Asian context. It is this combination that creates the uniqueness of AJAL. In addition to the articles we also have three book reviews on topics of relevance to the readers of this journal.

I am grateful to the authors in this issue because they have worked hard to accommodate feedback from the reviewers, the editor and the proof-readers, all of which has resulted in the quality papers we can be proud of.

I would particularly like to thank the reviewers. All submissions to this journal are subjected to two blind reviews, sometimes more if opinions are divided. Obviously, this creates a lot of reviewing. All the reviewers have responded kindly to my requests and they have worked tirelessly to help authors improve their papers. The value and importance of reviewers' work is sometimes not immediately obvious to readers. However, it is worth pointing out that more than one author has sent personal thanks to the reviewers for their input even though they will never know who they are. So, without revealing who reviewed what, I would like to publicly acknowledge the help of the following colleagues who all contributed as reviewers to Volume 1 of this journal (both issues). If I have missed anyone please tell me so I can correct the record.

The Reviewers:

Natalie Fong
Tiffany Ip
Eleanor Kwan
Ken Lau
Joanna CY Lee
Elaine Martyn
Julie Ng
Carly Ng
Simon Cheung Scanlon
Philip Smyth
Jane Stokes
Colin Tait
Wai Lan Tsang
Polly Tse
Laura Wakeland
Clarence Wang
Kevin Yung
Kun Zhang