

Editorial

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This is the first issue of the second volume of the Asian Journal of Applied Linguistics and already we are beginning to feel a little mature. Although this issue of the journal did not intend to have a special theme it is interesting that the majority of the papers it contains focus on teachers. We have papers that look at how teachers' see certain characteristics of students, how teachers' behaviour is perceived by students and how the varying teaching methodologies of groups of teachers impact on students' education. Fortunately, to make sure the teachers among our readers do not become too self-important with so much attention, we also have a traditional study of language learning.

In the first paper, Tim Lee discusses how community college English teachers in Hong Kong understand issues relating to motivation among language learners and how that understanding impacts on their own use of motivational strategies in the classroom. The community college niche in Asia has been little researched and is apparently very different from the better known concept of community colleges in North America. This may be the beginning of a better understanding of this unique group of Asian learners of English.

In our second paper, Wen-Chuan Lin uses a socio-cultural approach to look at the transition students experience in relation to learning English when they move from primary to secondary education in Taiwan. He reveals a gap in teaching approaches between those sectors which makes the transition difficult for many students. Although recent moves to extend compulsory English learning down into primary schools in Taiwan have been applauded on the grounds that the earlier the better, Lin suggests that benefits will continue to be limited until the disjunction in teaching methodologies is addressed.

For our third paper we return to Hong Kong for a study by Florence Ma of the differing teaching behaviour of local English teachers (LETs) and native English teachers (NETs) through the eyes of their students. Using a questionnaire survey and group interviews she gained a picture of secondary school students' perceptions of what is good and bad about the professional practices of their teachers. Findings extend beyond teachers' language teaching behaviour to comment on the classroom atmosphere they create, their disciplinary practices and the objectives they set. Readers who are practising teachers will not be surprised to hear that the students have a lot to say about their teachers.

I am happy to report that our fourth paper extends to the very boundaries of our journal's remit by focusing on Asian learners of English but outside Asia. In this paper we go to Canada for a view of Mandarin and Tamil L1 speakers and their accuracy in using English past tense verb. Not surprisingly things are more complex than they seem

and accuracy rates are influenced by a number of factors which are carefully explained in the paper.

In addition we have an extended range of book reviews in this issue. As always, our book reviews concentrate on publications that reviewers believe will be of interest to teachers and researchers within the areas of focus of this journal, that is, the teaching, learning or using English in Asian contexts.

Finally, once again I extend the call for submissions to this journal. We are always interested to receive papers which meet the journal's goal of fostering discussion and scholarship about the teaching, learning and use of English in Asian contexts. We define all of these terms in the broadest sense. We are happy to consider papers with a pedagogical focus and papers which discuss English in relation to language policy and within Asian social and cultural contexts. Please do consider sending us a paper. For more information about submitting a paper visit:

<http://caes.hku.hk/ajal/index.php/ajal/about/submissions#authorGuidelines>