Editor's Note

Language Education in Asia and Local Authors

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Language Education in Asia (LEiA) was established to support local authors whose voices may be underrepresented in peer-reviewed international English language academic journals and to provide academic articles with practical applications for our readers. As the journal completes its fifth year, the editorial team looks forward to a strengthened emphasis on supporting local authors in the Asian region. With the imminent economic integration of the ten states forming the Association of Southeast Asian Nations (ASEAN) and its impact on language education policies, programs, practices, and more, we particularly encourage submissions from ASEAN-based authors.

The publication, which was inspired by the CamTESOL Conference Series in Cambodia, is based in a region where English is increasingly being used as a lingua franca. To support local authors, the LEiA editorial team is encouraging more recognition of English as a lingua franca (ELF) usage and diverse authorial voices in our publication process. As our Chief Copy Editor, John Middlecamp wrote, "Our goal is maintaining the writer's voice in our copy editing. We use well-thought-out but flexible style guidelines to collaborate with authors to provide clarity for all of our readers while maintaining the authenticity of our writers' experience as researchers or commentators, and in many cases, as English language learners. We seek a rich variety of styles, rather than an overly standardized monotone of rigidly edited academic prose" (personal communication, November 6, 2014).

The LEiA guidelines, available on our Submission of Papers webpage on the www.camtesol.org website, have been updated to support all prospective authors in writing papers which meet both the needs of our audience and the standards of the journal. In addition, John Middlecamp has created two new documents. The LEiA Preliminary Submission Requirements is a checklist for authors to thoroughly prepare their articles for the preliminary screening process (http://www.camtesol.org/Download/LEiA/LEiA_Preliminary_Submission_Requirements.pdf). We too often receive articles which clearly reveal the authors have not followed our guidelines; considering such papers requires an inordinate amount of our volunteer editors' time. From Volume 6, Issue 1, such papers will be returned to the author for possible resubmission for the next issue. The second document, the LEiA Author Guidelines, will be especially helpful to newer authors; in addition to outlining the elements that we expect good submissions to have, John has provided examples of successful article sections from past LEiA articles (http://www.camtesol.org/Download/LEiA/LEiA_Author_Guidelines_TPR.pdf).

This editor's note is short for several reasons, one of which is that Volume 5, Issue 2 starts with a special paper on writing for publication in academic journals from Greg Rouault in Japan, and the article says everything I would like to say. I attended Mr. Rouault's excellent workshop on this topic at the first CamTESOL and UECA Regional ELT Research Symposium preceding the 10th CamTESOL Conference last year and am very pleased to publish this paper in LEiA. The advice from highly respected editors of prominent international journals and the additional essential information provided are what all authors seeking publication should know, and importantly, follow.

I am also pleased to publish our first CamTESOL Regional ELT Research Grant Paper, "Factors Affecting Secondary-School English Teachers' Adoption of Technologies in Southwest Vietnam." Le Xuan Mai and Vo Kim Hong investigate teachers' use of information and communication technology (ICT) in ELT and the factors that constrain or support ICT use in the two contexts studied. As ICT use in language education becomes more widespread in the region, administrators may wish to consider factors influencing teachers' uptake of the technologies available to them.

The research section starts with a paper from Cambodia by Virak Chan. He writes about improving university students' social awareness and critical thinking through reading and writing about issues in the news. Students were first taught about voice and the summary-response genre from examples from a local newspaper; they then sought news stories and wrote weekly journal entries which the author analyzed. From Vietnam, Le Thi Hong Duyen reports on the challenges that English teachers face when assigned to teach ESP courses about a subject new to them through studies of two teachers learning how to teach medical English. Amanda Hilliard examines representation and culture in intermediate-level English language textbooks used internationally. While because of our editorial policy, and with the author's agreement, the names of the textbooks were omitted, the value and implications of the findings can still clearly be seen. The author also provides a useful framework to analyze the cultural content of textbooks. In the final research paper, Sathya Chea and Lee Shumow explore Cambodian university students' self-efficacy, goal orientation, and achievement specifically in the area of EFL writing and compare the results with those from studies done in western contexts. Implications for the classroom are also discussed.

Both papers in the teaching practice section are about critical thinking. First, Jeffrey Brown offers a content-based instructional model to develop critical thinking skills as well as language skills in EAP courses. The model, based on a framework of cognitive skills, was used in a pre-master's EAP course at a university in China. Next, from Thailand, Alexander Nanni and Philip Wilkinson explore the use of online resources to develop critical thinking skills and Facione's Holistic Critical Thinking Scoring Rubric to evaluate these skills. Students in a pre-university intensive English program were assessed pre- and post-intervention during structured discussions in small groups. The authors include links to online resources appropriate for English language learners; because of the scarcity of such resources, the authors created some of the resources themselves.

As always, we are grateful to the LEIA Advisory and Editorial Boards for their continued generous support of the journal and the authors, despite their very full professional lives. At the PAC@Thailand TESOL 35th Conference in Bangkok in January, I attended a panel discussion entitled "English Language Teaching Policies in Asia," moderated by Suchada Nimmannit and featuring, among others, Milagros Laurel, both LEiA Advisory Board members, and Jayakaran Mukundan and Watanaporn Ra-ngubtook, two LEiA Editorial Board members.

Thanks also go to the editorial team for their dedicated work on this issue. Most of them are on a well-deserved break from LEiA matters, but planning has already started for the next volume. John Middlecamp will become our new Associate Editor while remaining Chief Copy Editor; he will oversee much of the publication process from screening to copy-editing. We also are grateful for the support we receive from the IDP Education (Cambodia) and its staff; for them, tasks connected to LEiA often come in the midst of preparing for the symposium and conference.

We congratulate and thank the authors above for their submissions, and additionally thank all of the authors who submitted papers. We also hope our readers find the articles in this issue useful.

Finally, I am delighted to announce that IDP Education (Cambodia) is publishing *ASEAN Integration and the Role of English Language Teaching*, a special edition book that Richmond Stroupe and I had the pleasure of editing. Andrew Tweed and Mony Som, Diana Dudzik and Quynh Thi Ngoc Nguyen, Noor Azam Haji-Othman and Salbrina Sharbawi, Caroline Ho and Susan Gwee, Lan Nguyen Thi Phuong and Thuy Phung Nhu, Utami Widiati and Nur Hayati, and Stephen Hall examined challenges and shared lessons learned in increasing English language capacity in Cambodia, Vietnam, Brunei Darussalam, Singapore, Vietnam, Indonesia, and Malaysia, respectively. The book is scheduled to be released at the 11th CamTESOL Conference.