Editors' Note

A New Step for *Language Education in Asia*

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Now in our sixth year of publication, *Language Education in Asia* (LEiA) has been the beneficiary of generous worldwide support and interest. Our volunteer editors, for example, come from almost 20 countries, providing varied and invaluable perspectives and expertise. Because of their ongoing efforts, the journal has been able to publish authors representing 22 countries.

While we are extremely grateful to be part of such a generous pan-Asia and global network, LEiA's editorial focus, beginning with this issue, is shifting more toward the ASEAN (Association of Southeast Asian Nations) region, particularly Cambodia and the other developing countries within ASEAN. While we will continue to welcome articles from throughout Asia and professional input from around the world, our aim is to have the content of the journal increasingly reflect the ASEAN region's interests and needs. Fortunately, the emergence of a larger, more sophisticated TESOL research community in Southeast Asia now makes this possible. It also allows us to better represent the ASEAN region in the changing makeup of our editorial team, which will gradually take place as new members based in the region come on board in forthcoming issues.

We are confident that this approach will better meet the needs of our readers and the goals of our supporting organizations, which include helping to further strengthen research activity and collaboration in the region, particularly in Cambodia. Including the present issue, we have been able to publish 35 articles by ASEAN authors, including 7 from Cambodia. We hope to steadily increase both of these numbers in coming volumes. The annual CamTESOL Regional ELT Research Grants for authors in the region are one way we hope this can be accomplished.

IDP Education organizes the CamTESOL Regional ELT Research Grants to support resident nationals of Cambodia, Indonesia, Laos, Myanmar, the Philippines, and Vietnam, and their research partners, if applicable, in their research. Proposals are evaluated on their potential contributions to ELT in the development context and to the body of ELT literature, written quality, methodology, and the applicant's relevant education and experience. IDP Education awards two types of grants: General Research Grants and Cross-Country Research Grants. Please see <http://www.camtesol.org/2016-conference/camtesol-regional-elt-research-grants-program> for more information. Papers on the completed research projects are submitted to

LEiA for consideration for publication. The application deadline is 5 p.m. (Cambodia) on January 22nd, 2016.

We at LEiA would like to further support emerging authors from these ASEAN countries by having peer-mentors available for guidance on the writing and revision of papers. We invite interested ELT professionals who have had research-based papers published in peer-reviewed journals to volunteer to help authors with the organization and clarity of papers before and possibly after submission to LEiA. Submitted papers will undergo our regular screening process. If all preliminary requirements are met, the papers will continue to the blind review process. Peer-mentors may choose to continue to support authors if the papers are selected to go through the revision process. With the aim of further fostering a spirit of professional service and support within the ASEAN ELT community, we seek peer-mentors from the ASEAN region as well as from the wider Asian and international communities.

LEiA's evolution is taking place at a time when the number of other freely accessed online peer-reviewed journals for language researchers and practitioners in the ASEAN region has grown. Since many scholars in the region still have little or no access to the proprietary databases containing much of the most current language research, this is a positive development. Yet there is a downside to this situation as well, as some of these journals require authors to pay to submit their work and have it reviewed. While these pay-to-publish journals allow more articles to find an audience, they also put into question the quality of their content. LEiA does not follow this model. It is a no-fee open-access journal. Our published authors can be proud that their work has gone through a legitimate, unbiased review and publication process, made possible by the efforts and many hours of donated time of our editors and the skill and hard work of our Editorial Assistant, Publication Assistants, and others at IDP in Phnom Penh.

Readers should note that while we strive first for clarity in communication when copyediting articles, we also seek to preserve each author's voice. We believe that the flavor of the researcher's home culture—its worldview and linguistic style—is what makes research authentic to the region and best connects it with our readers.

We are proud to start Volume 6, Issue 1 with two CamTESOL Research Grant Papers. In the first, Kea, Meng, and Keuk examine how teachers at six universities in Phnom Penh, Cambodia perceive and use standardized tests as supplementary materials and assessment tools. In the second paper, Nguyen and Edwards report on their study of lexical density (LD) and nominalization in research proposals by students majoring in teaching English as a foreign language at a Vietnamese university.

The research section begins with Keuk's investigation of the development of ELT research engagement by teachers at a university in Cambodia. Next, in the EFL context of Indonesia, Inayati describes how university students were trained to find opportunities to study English on their own outside of the classroom and analyzes the skill types of the activities chosen as well as the participants' opinions of the independent English study activities. In the next paper, Ha investigates how Vietnamese students studying at a university in Australia perceive request situations and politeness in requests, and how these perceptions affect their requests. The research section and the issue conclude with a study in Taiwan by Graham on the effectiveness of the cover, copy, and compare method for spelling in a junior high school EFL context.

In addition to this issue, three LEiA books have been recently released online and are freely available for further reading:

ASEAN Integration and the Role of English Language Teaching (2015)
http://dx.doi.org/10.5746/LEiA/ASEAN_Integ_ELT

Research and Practice in English Language Teaching in Asia (2013)
<http://dx.doi.org/10.5746/LEiA/RPELTA>

English Language Teaching Practice in Asia (2011)
<http://dx.doi.org/10.5746/LEiA/ELTPA>

We sincerely thank the LEiA Advisory and Editorial Boards for their essential support and work on behalf of the publication. We are also grateful for the very generous share of time, effort, and expertise that the members of the editorial team offer in tirelessly working with authors to bring papers to publication. We note here that John Middlecamp, whose editorial eye has had a large and positive influence on LEiA, is leaving to pursue other interests, although he will still collaborate with us on special projects from time to time. We wish him the best.

We also appreciate all of the authors who submitted papers, and congratulate the authors whose papers are published in this issue.

Finally, we thank our audience and hope our readers find our current issue reflects all of the innovations we are undertaking to improve LEiA's content and style.