Editorial

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It is with great pleasure that I write this editorial for Volume 4, Issue 1 of *TESOL Communications*. This issue also marks the beginning of my role as Chief Editor of the journal. Before discussing some of the updates that I have initiated, I would first like to express my gratitude to Xinghua Liu at Shanghai Jiao Tong University for leading the journal to its current success and for continuing to serve as Managing Editor. I am grateful that he will continue working alongside me as we strengthen both the reputation of the journal and the quality of the research we publish.

After taking on the role, the first steps we took were to revisit and revise the aims and scope of the journal. The website has been updated to reflect these changes, and we moved quickly to ensure that the unique role of the journal is clearly communicated through the types of articles we aim to publish. We now have dedicated sections for several article categories, including research articles (empirical studies and collaborative practitioner–researcher work), research syntheses, teacher-researcher briefs, local perspectives on global issues, teacher–expert dialogues, and voices from the classroom. Publishing across these categories helps support the professional growth of educators, advance the field of TESOL, and strengthen the connections between research and classroom practice.

Next, we established an advisory board, appointed associate editors, and formed an editorial board to help guide the journal's development. We also created a student editorial board. In addition, we have put in place a system to acknowledge and appreciate reviewers who wish to have their names listed on our website. We will continue working to enhance the experience of our readers and contributors in other meaningful ways.

Volume 4, Issue 1 of *TESOL Communications* includes submissions that were already in the pipeline under the previous editorial board and editor. Altogether, the issue contains five articles: three empirical research articles, one research synthesis, and one memorial.

In the first article, "*Positive Impacts and Challenges of School-Based Management in New Generation Schools and Resource Schools in Cambodia,*" Run Netra, Saing Sochenda, Ny Ratha, and Cheang Channak examine the implementation of school-based management (SBM) in two major school models in Cambodia: New Generation Schools (NGS) and Resource Schools. Drawing on questionnaire data from 272 teachers and semi-structured interviews with six school principals, the authors employ a convergent mixed-methods design to investigate both the positive impacts of SBM and the challenges faced during implementation. Their findings indicate that SBM strengthened school autonomy, accountability, management structures, teaching and learning processes, and relationships with parents and the community. At the same time, the study identifies several challenges, including limited teacher encouragement, insufficient inspection and support from district and provincial education offices, a lack of professional development opportunities, limited teacher capacity in ICT and laboratory use, and financial constraints affecting infrastructure. These results have important

implications for policy and practice, particularly regarding enhanced training, stronger institutional support, and increased financial and community resources to sustain and expand SBM in Cambodian secondary schools.

In the second article, "*Cambodian University Students' Attitudes toward English as the Official Language of ASEAN: Insights from a Survey Study*", Vitou Tes and Kimkong Heng investigate how Cambodian university students perceive English within the ASEAN context. Drawing on survey data from Cambodian university students collected through an online questionnaire, the authors employ a quantitative research design using reliability analysis, descriptive statistics, t-tests, and one-way ANOVA to examine attitudes across three domains: education, employability, and social communication. The results indicate that students generally hold positive perceptions of English, recognizing its essential role in accessing regional education opportunities, improving professional competitiveness, and facilitating communication across ASEAN nations. Some significant differences in attitudes appear across demographic groups. The study's implications highlight the need for strengthening English language instruction in non-tertiary education, potentially making English compulsory in senior secondary examinations, and expanding support for students to improve their English proficiency to meet ASEAN integration demands.

In the third article, "*Teachers' Perspectives on Integrating ChatGPT into EFL Writing Instruction*", Md Kamal Hossain and Md. Abdullah Al Younus explore how Bangladeshi tertiary-level English teachers view the integration of ChatGPT in EFL writing classrooms. Using a phenomenological qualitative approach, the researchers collect data from 22 EFL teachers across public and private universities through open-ended questionnaire prompts administered via Google Forms. Thematic analysis of the responses reveals that teachers perceive ChatGPT as offering substantial pedagogical benefits — including immediate feedback, assistance with idea generation, improved organization of written texts, and enhanced student engagement and autonomy. However, teachers also express concerns regarding academic integrity, potential overreliance on AI, unequal access to digital tools, and the need for professional development to ensure ethical and effective implementation. The authors conclude that integrating ChatGPT into EFL writing requires structured pedagogical frameworks (e.g., TPACK), explicit instruction in evaluating AI-generated content, and institutional support to maximize learning benefits while mitigating risks. The study contributes to the growing literature on AI in language education by providing empirical insight into teacher experiences in a Global South context.

In the fourth article—a systematic review titled "*Research Status and Trends of Production-Oriented Approach (POA) Studies in China: A Review of Journal Papers (2008–2024)*"— Zhenzhen Ma and Chili Li examine the evolution, research hotspots, and future directions of Production-Oriented Approach (POA) studies in China over a 17-year period. Drawing on 157 journal articles retrieved from CNKI, the authors employ CiteSpace-based bibliometric visualization and co-word analysis to map the knowledge network surrounding POA research and identify high-frequency keywords, influential authors, and major institutional contributors. Their review shows that POA research has grown steadily since 2008, peaking in 2020, and has centered on five major themes: theoretical development, college English teaching, teaching models, teacher–student collaborative assessment, and textbook research. Beijing Foreign Studies University and Professor Wen Qiufang's team are identified as key contributors to the field. The authors also highlight important trends, including the integration of blended and flipped classroom models, increased attention to textbook design / materials compilation, and more detailed explorations of POA implementation processes. Their findings point toward

broadening the application of POA beyond college English, incorporating ideological and emotional learning dimensions, and diversifying research contexts and methodologies.

In the final article—a memorial titled "*The Linguistic Inquiries of a Chinese Pragmatist: In Memory of Professor Yan Huang*," Yuhou Pang and Xiaolin Xie examine the intellectual trajectory and scholarly contributions of the late Professor Yan Huang—an influential figure in neo-Gricean pragmatics and one of the most prominent Chinese linguists of his generation. Drawing on archival materials, personal recollections, published works, and a recorded 2013 lecture delivered by Huang, the authors employ a narrative and analytical biographical approach to trace the major stages of his academic development, from early family influences and schooling to his advanced linguistic training at the University of Cambridge under Stephen C. Levinson. The article highlights Huang's pioneering research on anaphora, his advancement of neo-Gricean theory, and his influential monographs and textbooks that shaped global scholarship in pragmatics. The authors also document his international teaching career, mentorship of numerous doctoral students, and his scholarly engagement in China and abroad. They conclude by reflecting on the qualities that underpinned his success—rigor, humility, intellectual curiosity, global vision, among others—and emphasize the lasting significance of his work as a model of principled scholarly inquiry.

This issue was finalized under the guidance of the previous editor, and I would like to acknowledge his work in bringing these articles to publication. The five contributions in this volume offer valuable insights into topics ranging from school-based management in Cambodia and university students' attitudes towards English in the ASEAN context to teachers' perspectives on integrating ChatGPT into EFL writing, emerging trends in POA research, and the legacy of Professor Yan Huang. As we step into the next stage of the journal's development, we are refining our focus and strengthening the types of contributions we hope to feature in the future, and I look forward to curating issues that reflect this evolving vision.