

Foreword

Carlo Magno

De La Salle University, Manila, Philippines

TESOL Journal
Vol. 6, p. 1
©2012
<http://www.tesol-journal.com>



Foreword

I would like to welcome the readers to this issue of the TESOL Journal. This issue focuses on two aspects of TESOL: The teacher and the learner. There are 12 articles that provide insights to better understand the teaching of English focusing on the teacher and the learner.

The articles on teachers include the Lasis Ayaji where Halliday's theory of systemic-functional linguistics was used to examine how two teachers deployed multimodal resources of textbooks for English as a second language (ESL) instruction. Lloyd Barrow and Roy F. Fox counted different aspects of TESOL Faculty positions appearing in the Carnegie Foundation. Julian Cheng Chiang Chen and Jie Cheng looked at nonnative English teachers' self-perceptions, cultural identity, and teaching strategies. Ruiying Niu investigated the commonalities and discrepancies in L2 teachers' beliefs and practices about vocabulary pedagogy. Rahma Al-Mahrooqi studied literature teaching methodologies at a higher educational institution in Oman. Ariane Macalinga Borlongan described classroom practice on academic writing involving World Englishes.

The articles on ESL learners include Dele Olufemi Akindele where communication skills were enhanced through teamwork in Botswana. Chen, Hsueh Chu looked at an online tutoring programme on ESL learners' acquisition of English stress. Li-szu Agnes Huang investigated the effectiveness of a corpus-based instruction in deepening EFL learners' knowledge of periphrastic causatives. Dare Owolabi used ESP EFL/ESL for adult learners. Grazyna Kilianska-Przybylo looked at students' narratives about intercultural encounters. Glenn Toh described how to encourage critique in Japanese English for academic purpose classes. Carlo Magno investigated the effect of picture superiority effect and word associations on recall of foreign words.

The articles in this volume provides insights that better explains the mechanism of teaching English by looking at teachers and learner factors.