

Foreword

Paolo Niño Valdez

De La Salle University, Manila, Philippines

TESOL Journal
Vol. 5, pp. 1-2
©2011
<http://www.tesol-journal.com>



Foreword

Through the years, the TESOL profession has gone through profound change brought about by globalization. Though many experts claim that globalization goes back in the ancient world, its impact is greatly felt in different aspects of life. In the case of the profession, our work has become more of a complex enterprise as some of us have engaged in rich areas of political, socio-cultural and economic dimensions of language teaching.

I must say that the papers featured here are not simply state of the art papers that identify the growth of the profession in the context of globalization. Rather, the authors attempt to find greater meaning through contestation, reflexivity and engagement of aspects of globalization in their respective settings.

Baecher and Thuy's investigation of Vietnamese supervisors' views of ELT unravel interesting tensions which may prove helpful for ELT practitioners and researchers engaged in teacher training. **Ahmed and Narcy-Combes'** research on cultural dimensions of ELT textbooks provide greater points for reflection for materials designers as the role of TESOL in the coming years should be geared towards learner inclusivity. Moreover, **Qian's** work on the development of space and voice among Chinese learners in different socio-cultural contexts may be of interest to scholars engaged in critical work on agency its potentials in articulating learner identity through language. Similarly, **Chen and Li's** work exemplifies the complexities of intercultural communication competence in learning English in China. From a more holistic perspective, **Davari** explores the impact of globalization on ELT practices in Iran. Finally, **Nepumuceno's** reflexive critique of blogging in ELT in the Philippines provides adequate space for debate among practitioners as we embrace the potential benefits and pitfalls of technology integration in our classroom.

Indeed, I am very much thankful for the patience and support of these authors for developing their work for this issue. Likewise, I am indebted to the following scholars who served as readers for the papers featured in the special issue:

Angel Lin, PhD
Faculty of Education
University of Hong Kong , SAR, China

T. Ruanni Tupas, PhD
Center for English Language and Communication
National University of Singapore, Singapore

Melchor Tatlonghari, PhD
Philippine Normal University/ University of Santo Tomas Graduate School,
Philippines

Aileen Salonga, PhD
Department of English and Comparative Literature
University of the Philippines, Diliman, Philippines

Alejandro Bernardo, PhD (cand.)
Faculty of Arts and Letters
University of Santo Tomas, Philippines

Of course, this would not have been possible with the great support of the Journal's editorial headed by Dr. Carlo Magno, Dr. Ariane Borlongan, and Dr. Paul Robertson.

Paolo Nino Valdez, PhD
Assistant Professor
Department of English and Applied Linguistics
College of Education
De La Salle University, Manila, Philippines