



Foreword from the Editor

I would like to welcome the readers to the third volume of the TESOL Journal. Since the beginning of the journal in December 2009, it has rapidly grown in terms of two indicators. First is the rapid increase in the number of submissions per issue and the journal being abstracted in several databases. Having several submissions in the journal made the editorial team to carefully select articles that are publishable and attractive to researchers across the globe. The journal is now abstracted and indexed in Asian Education Index, Social Science Research Network, Summons Serial Solution Index by Proquest, Google Scholar, Open J-Gate, NewJour, and Ulrich's web. The articles are rapidly accessed by numerous readers across the globe and the articles citations are improving.

I would also like to formally welcome the new set of associate editors for the journal who agreed to work in the selection and review of suitable articles. The new associate editors are Maria Belen Diez-Bedmar (Universidad de Jaen Paraje las Lagunillas, Spain), Karen Kow Yip Cheng (University of Malaya), Airil Haimi Mohd Adnan (Universiti Teknologi MARA, Malaysia), Ali Jahangard (Sharif University of Technology, Tehran, Iran), Nuray Alagözülü (Baskent University Faculty of Education), Liu Xinghua (University of Reading, UK), Monica Stella Cardenas Claros (The University of Melbourne, Melbourne-Australia), and Caroline Ho (Nanyang Technological University, Singapore).

This issue provides a perspective about the development in the field of teaching English to speakers of other languages. Richard Gonzales provided empirical evidence on individual difference variables to account for the motivation to learn foreign language among students. Junfeng Xin and Rochelle Irene Lucas found that bilingual children exhibited noun bias in their English language and verb bias in Mandarin when interacting with caregivers. Glenn Toh and Darryl Hocking asserted that change in pedagogy is needed in order to improve students' academic writing. Nora Binghamdeer found evidence that challenge existing framework of adults learning a second language. Yi-Ching Pan provides teachers a variety of techniques for students to learn the reading and listening parts of the TOEIC. Carlo Magno Magno provided evidence that when teachers use scaffolding, students in the primary grades improved their reading speed, reading proficiency and decrease reading anxiety. Eden Regala Flores analyzed different grammar course syllabus and describe the current status of teaching grammar in the Philippines.

The articles in this issue are focused on different angles on how to improve teaching and learning of the English language that are deemed useful for educators, teachers, and language researchers.