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This volume of the TESOL Journal was edited by Araine Macalinga Borlongan.

## Foreword

Welcome to the June 2010, second issue of the TESOL Journal. We are happy to present a broad range of papers reflecting a wide variety of research and writing styles. Each year, we will present two editions, with June and December being the bi-annual frequency for the next two years. In this edition, we have articles coming from Australia, China, Japan, Korea, the Philippines, Saudi Arabia, Syria, Turkey, and the United States – diverse locations showing the breadth to in which second language studies have broached the globe.

Unlike other journals that either charge substantial submission fees, or up to fifty dollars per page per published material, we at the Asian EFL Group keep our journal fee to view, free to submit and hence our vast daily audience which totals over 4,000 readers a day for our combined group of main journals. To help us keep the journals free, we do ask readers and authors to join the TESOL Asia organization which is the parent of the TESOL FM internet radio station which we believe will provide a major “positive step forward in EFL TESOL learning”, the likes of which have not been since Professor Stephen Krashen made his famous announcement back in the late 1970s. We hope you will support these initiatives and thus help us grow our journal division and keep the resources free.

In this edition, we present ten articles for your reading and review. Levi McNeil from the Sookmyung University examines higher order questioning and student perceptions. Cody and Moore present data from a multi-year home-literacy initiative, *Libros de Familia*, in which university-level student volunteers read and are read to by Spanish-speaking migrant farmworker children.

Ruth Wong from Hong Kong adopts a modified version of the motivation framework proposed by Dörnyei (1998), and examines whether students from Hong Kong or Mainland China have different motivation patterns while learning English in Hong Kong. Al-Amri discusses issues related to the challenge of obtaining more valid and reliable assessment and positive backwash of direct spoken language performance. In a unique piece, Ivy and Al-Fattal investigate marketing activities of private EFL colleges in Damascus, Syria. The Al-Harbi study outlines the basic method and assumptions underlying mother tongue grammar transformation (MTGT) from the point of view of a practitioner and from that of a language learner.

Norman Fewell presents a study of language learning strategy (LLS) utilization by Japanese college EFL students. Wang Ping examines the Confusion heritage culture in the Chinese classroom and factors affecting learning. Shigeru Ozaki examines the possibility of the negative washback effect of Japanese university English entrance examinations and the study analyzed the National Center Tests—the highest-stakes form of university entrance examinations—from the viewpoint of education for international understanding since washback is generated by test content. Devrim and Bayyurt, looking at the role and place of culture in English language teaching in Turkey, found in their study that cultural elements from the target language culture and local culture are both wanted by students to be seen in EFL instruction.

Four articles comprise those coming from the Philippines: Valdez takes a critical applied linguistics approach to the marginalization issue in ELT in the Philippines, claiming that the ELT profession has been both a victim and perpetuator of political ideologies across time. Tan-de Ramos' paper discusses the use of discourse markers in a private university in Manila. She compares preferences between two types of rhetorical patterns and engineering and liberal arts students and says that preferences are highly affected by the type of rhetorical pattern used in a paper and the field the students belong to. Magno and Mojica focus on an emerging phenomenon in Philippine ELT – EFL students studying in the Philippines. Magno talks about the predictors of proficiency of Korean students in the Philippines, primarily language learning strategies and years of study devoted to English. Mojica then teases out the difficulties beginning EFL students in the Philippines encounter in their writing classes.

Borlongan also writes an instructive editorial commentary on the management of innovations in ELT in the Philippines.

We hope you find this edition valuable in your own research and writing pursuits and look forward to having you as a reader and especially we welcome first-time authors.

Z. N. Patil

Paul Robertson

Carlo Magno

Ariane Macalinga Borlongan

The Editors