

Foreword

Rejoice with me as I note that the Philippine ESL Journal is now in its fourth year! I am honoured to be the guest editor of the current volume, the first in 2011. Since it started in 2008, the journal has been a significant voice for Filipino and other Asian teachers and researchers to publish their works, which contributed to our wider understanding of language use, language learning and teaching, and linguistic studies in our own setting. The current issue brings together four articles in the domain of Semantics and Pragmatics and one article on Language Learning.

I thank my students and colleague who submitted their articles and patiently improved the quality of their paper for the present issue. **Ms Glendora V. Tiu** from Chiang Kai Shek College (a doctoral student in De La Salle University-Manila), presented her paper entitled *Classroom Opportunities that Foster Willingness to Communicate*—her masteral thesis which was awarded *Outstanding Thesis Award* by De La Salle University, Manila. She sounded a call to all language teachers that we revisit the opportunities we afford our students because the students' willingness to communicate is not only dependent on the students' attitude and motivation; it also hinges on the kind of opportunities and the manner in which these opportunities are administered.

The three other articles are under the domain of "Pragmatics"—a term coined by scholars to describe the overlap between Semantics and Pragmatics. **Clarisse Anne P. Ilustre** utilized a unique distance language learning as the setting of her study in order to analyze the functions of *Okay*. Her careful analysis of the telephone conversation transcripts exemplified how a linguistic item that is oftentimes glossed over in conversation can mean so much in discourse. **Irish C. Sioson's** article exploited the readily available corpus on the Philippine English, the International Corpus of English—Philippine Component compiled by Bautista, Lising, and Dayag (1999), to explore the functions of the Tagalog word *Ano* in discourse. She succeeded in exemplifying that *Ano* can have multifunctional interpretation depending on the context of the utterance. **Miren M. Morales's** paper is an intelligent application of Levinsonian framework in the Tagalog language. Because of her

painstaking analysis, she was able to demonstrate that the Tagalog *Na* has several deictic and anaphoric uses.

My paper on modal auxiliaries is a corpus-based investigation that focused on the semantic functions and verb-phrase structures of nine modals used in journalistic texts from the International Corpus of English—Philippine component. Most of the uses of modal auxiliaries found conform to the norms of the dominant native English varieties, with the exception of *shall* and *would*. Such findings could serve as an ‘eye-opener’ to researchers and propel them to further examine the matter using larger data and other types of texts.

I hope that we continue to produce scholarly investigations like these and even surpass our efforts in order to contribute to knowledge creation and dissemination in Philippine Linguistics. My sincerest thanks to Dr. Carlo Magno for the opportunity he gave me to be the guest editor in the present issue.

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Guest Editor

Dr. Leah Espada-Gustilo is a full-time professor and the vice-chairperson in the Department of English and Applied Linguistics at De La Salle University-Manila, Philippines, teaching English communication, discourse analysis, qualitative research, translation and editing, and foundations of language. Her research interests concern contrastive rhetoric, computer-mediated discourse analysis, ESL writing, and Philippine English. She has published articles on contrastive rhetoric, online self-presentation, and language learning.