

Foreword
**Editorial Commentary: An Amalgamation of Insights from
Research representing Philippines, Taiwan, and Indonesia**

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Volume 11 includes six research-based articles from language teachers and researchers representing Philippines, Taiwan, and Indonesia. It has put together informative studies that deal with a range of issues such as language policy in an EFL setting, students' perception of the different aspects of language learning, use of a novel system to analyze linguistic structures, frameworks used in genre analysis, conflicting findings in self perception and performance data in language tests, and construction of identity through text.

A plethora of research has already examined second language learners and their learning process. However, little attention was given to the teaching process and the teachers themselves. One issue in this sub area of research is the debate on non-native and native teacher dichotomy. There is a popular understanding that second language should be taught by native speakers (Kai, n.d.). Against this background, Deborah Floris turned her research lenses to address this gap by employing perception data to shed light on teachers' preferences as regards native-non-native dichotomy, teaching materials used, and the language used in the classrooms. She found that the preference for native speaker teaching in ESL/EFL classroom is still prevalent. This very same finding was found by G. Benjamin White in his analysis of parents' perception regarding the current elementary school English language policy in Taiwan. White found that the parents' preference for native speakers teaching in classrooms after Shen's (2003) study is still gaining support.

Van Dijk (2009) claims that Discourse Studies have already come of age. However, it remains a young discipline as there are still a “vast number of genres and properties of text and talk that remain unexplored” (p. 7). I commend Tajolosa’s and Barrios’ discourse analytic studies who both focused on aspects of text and talk that need attention. Tajolosa’s paper can be praised for its intelligent selection of variables to analyze, careful choice of analytical frameworks, pain-staking analysis of code switching in Philippine TV commercials, and interesting findings that code-switching in TV Advertisements construct Filipino identities and showcase Filipino bilingual copywriters’ use of linguistic creativity. Barrios’ paper equally showed that there are still structures and aspects of editorial genre writing that need to be analyzed. Her findings indicate that the conventions of editorial writing in the local level are patterned after the editorial writing in the national level, implicating that aspects of editorial writing is stable and consistent, conforming to the default expectations of the community of practice and the readers.

Conflicting findings on the relationship between self-perception (e.g. efficacy) and actual performances in reading and in writing have been established in research (Koons, 2008; Corkett, Hatt, & Benevides, 2011). This is why Cequena, Barrot, Gabinete, Barrios, and Bolanos’ work on this topic is relevant and necessary. Using self-report questionnaire and reading and writing tests, the authors analyzed the relationship between college students’ self-perception and performance data in reading and in writing. They arrived at an unexpected pattern because their results indicated positive strong relationship between self-perception and actual performance in writing but a weak relationship between the two in reading.

Given the complicated nature of data gathering and linguistic analyses of languages, few researches would venture on the description of grammatical and syntactic structures of native languages/local languages. Santos’ paper can be considered as a significant contribution to Philippine Linguistics. She made use of online corpora and a novel system/framework for structural analysis.

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