

## Foreword

Felicitations to the authors whose papers have been accepted to the February 2012 issue of Philippine ESL Journal! These authors have successfully earned the nod of approval of our knowledgeable reviewers who recommended their submissions for publication and generously offered their review comments that helped improved the quality of the reports.

The current issue brings to the fore five empirical reports which intelligently used different theoretical and analytical frameworks, creatively employed mixed methods, and productively gleaned rich findings that added in our understanding of varied learners across cultures and learning situations. **Dr. Pauline Gocheco's** discourse analysis on political campaign ads revealed that people's allegiance can be gained using the first person plural pronouns and that, in the Tagalog language, speakers' preference for certain pronouns may show solidarity, politeness, and social distance. **Tao Lina's** compendium of her masteral thesis using Sperber and Wilson's (1995) Relevance Theory framework unearthed children's ability to answer contextually demanding questions using seven compensatory comprehension strategies: world knowledge and own experience, given information, don't know, irrelevant, keep silence, tautology, and turn taking. **Sovannarith Lim's** report on Cambodian students' motivational orientation and proficiency gleaned findings that showed no significant relationship between motivation and English proficiency. Motivation serves as an initiator that enhances motivational drive but has no connection with language proficiency. **Rodrigo Morales'** paper on selected research articles written by Filipino and Japanese authors once again exemplified the merits of contrastive or intercultural rhetoric: that differences in patterns of conventions between cultures are not happening by chance; they are indicative of the authors' frame of reference that are deeply embedded in their cultures. Lastly, my paper with **Dr. Carlo Magno** utilized Error Analysis of student writing in order to investigate the sentence-level errors of freshmen students at three proficiency levels. The study concluded that sentence-level errors have a significant role in essay scores and that the raters still have the grammar accuracy model when checking essays, although it is just considered secondary

to other aspects of writing such as the ability to address the prompt and organize the ideas logically.

I would like to thank the following reviewers who punctiliously reviewed the submissions and offered helpful comments to the authors: Dr. Aireen Arnuco, Dr. Pauline Gocheco, Dr. Ma. Joahna M. Estacio, and Dr. Corazon Balarbar. They made sure that only the well-written submissions were recommended for publication.

My sincerest gratitude also goes to Dr. Carlo Magno and Dr. Paul Robertson who entrusted to me the managing editorship of this journal. Their efforts to make the journal become above par and their unfailing commitment to help Filipino and other Asian researchers publish their works should not be put into oblivion.

Leah Espada Gustilo, Ph.D.  
*Managing Editor*