

Foreword

I would like to welcome readers to the 7th volume of the Philippine ESL Journal. The index of the journal has increased since the journal started in 2008 with an increased amount of citations. We would like to encourage readers more to use and cite the articles in the journal as one of the scientific outlets to disseminate knowledge about the existence of Philippine English in an international perspective.

In this issue, five empirical reports and one commentary provide insights about Language learning and Philippine English. The study by Iris Sioson found in a predictive model that language learning strategies, in general, were found to decrease beliefs about language learning and anxiety. In another predictive model by Clarisse Anne Ilustre, found that support and problem solving reading strategy with active belief in reading increased students text comprehension while passive beliefs decrease it. Lina Tao who studied learning styles and found that a specific set of learning styles allow students to become proficient in English tests such as the design, authority orientation, kinesthetic, and mobility. Yuan Cao tested two measurement models of foreign language classroom anxiety. He found that a simpler three-factor model (communication apprehension, test anxiety, and fear of negative evaluation) fitted students better. The study by Rochelle Irene Lucas, Edna Miraflores, and Dianne Go found that none of the language learning strategies predict communication anxiety while low use of listening and vocabulary strategy leads to English classroom anxiety. Lastly, Ariane Macalinga Borlongan, described the presence of Philippine English through his codification of Philippine English in the preparation and writing of a grammar of the Philippine English verb system.

The empirical studies provide predictive models to better understand how Filipino learners process the English language in various scenarios. The models also explain and typify the status of English among students in the Philippine setting.

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