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## Preliminaries

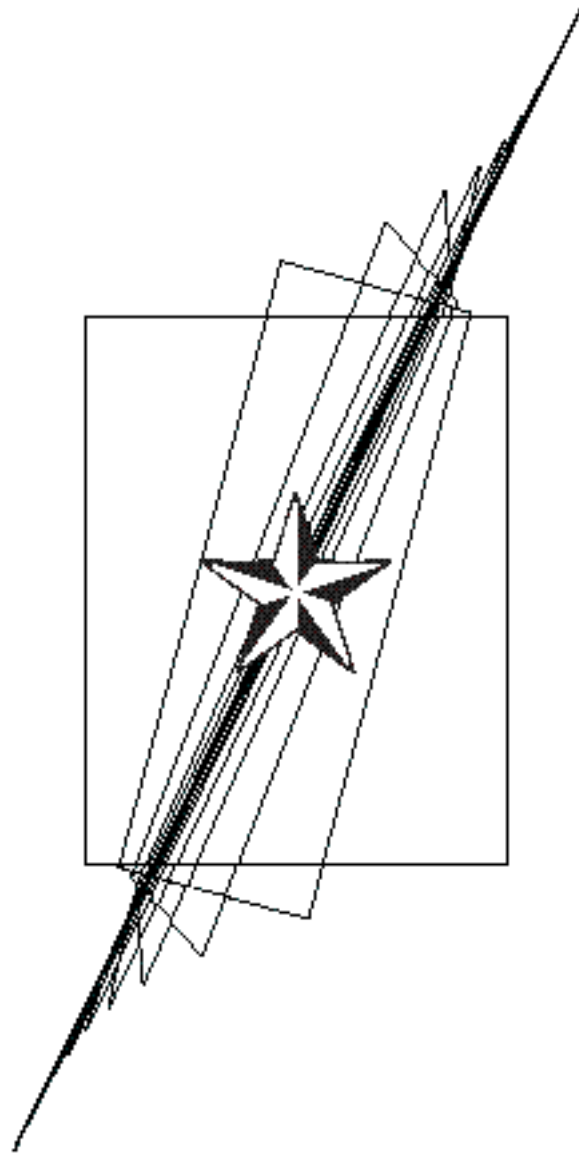
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# JOURNAL OF ENGLISH AND APPLIED LINGUISTICS

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The *Journal of English and Applied Linguistics (JEAL)* is the peer-reviewed, open access, bi-annual journal of De La Salle University (DLSU). It publishes high-quality research articles in Applied Linguistics, which critically assess existing research paradigms, persuasively connect theory and practice, appropriately utilize contemporary methodologies and techniques, and competently inform policy and practice. The journal gives particular preference for empirically-based and data-driven studies, which exemplify rigor in its review of previous literature, analysis of data, interpretation of results and findings, and provide answers to essential questions in English and applied linguistics. But at the same time, it values papers dwelling on theory, which make novel contributions and generate new ways of theorizing to understand linguistic issues in real-world situations better. It welcomes authorship and collaboration among local and international scholars from Inner, Outer, and Expanding Circles of English whose works are within the target scope of the journal. It invites contributions that provide descriptions of and solutions for the real-world problems of indigenous people, native English speakers in ENL, ESL, and EFL contexts, and ESL and EFL speakers across English circles.

Within the subfields of applied linguistics, JEAL focuses on those which are closely related to (1) language in the classroom (e.g., English for Academic Purposes, language teaching, and learning); (2) language in the society (multilingualism, sociology of language, language attitudes, language ideologies, language planning, language variation, language change, language contact); (3) language in the community of practice (English for Specific Purposes; language in the workplace); (4) language on the internet (internet linguistics); and (5) language and technology (computer-aided language use/teaching/learning).

JEAL welcomes two types of articles: (1) Theory-based short articles (e.g., synthesis, validation, or classification of a theory; building of a theoretical framework; practical application of a theory, etc.) with a minimum of 4,000 words and a maximum of 6,000 words (including abstract, notes, main text, appendices, and references). (2) Data-driven articles (i.e., empirical analyses of first-hand data) with a minimum of 7,000 words and a maximum of 8,000 words (including abstract, notes, main text, appendices, and references).

JEAL's creation was initiated by DLSU's Department of English and Applied Linguistics (DEAL). It is managed by De La Salle University Publishing House (DLSUPH).

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# Foreword

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The Department of English and Applied Linguistics (DEAL) is proud to release the second volume of the Journal of English and Applied Linguistics (JEAL). This was made possible through the able management of its Founding Editor-in-Chief, Associate Editors, and meticulous Reviewers.

For this issue, we are privileged to feature several works from experts in their respective fields. We begin with Alejandro Bernardo's article on *Analysis of core claims, assumptions, and silences: A basis for re-designing the enacted K-12 English curriculum and reconceptualizing communicative competence*. He provided insights for redesigning the K-12 English curriculum informed by Philippine English (PE) to reconceptualize communicative competence. Bernardo argues that the English curriculum should be grounded on local sociolinguistic realities.

Ariane Macalinga Borlongan's article on Language issues of migrants during the COVID-19 pandemic: Reimagining migrant (linguistic) integration programs in (Post-) pandemic times, presents the plight of migrant workers as they struggle dealing with COVID-19 in their foreign work places and facing extreme discrimination as carriers of the disease. The paper proposed not just a language program to address the language problems they encounter in a foreign country but also a program that is responsive and sensitive to their needs during crises.

Yan-Ling Chiang and Michael Tanangkingsing's work on *Figurative language in commencement speeches: Speakers in the entertainment and business industries* examines the use of figurative language of entertainers and business people invited to deliver commencement speeches. Their findings showed that there are variations with regard to the language use of people from different professional backgrounds. Moreover, they found that figurative language can be utilized to achieve linguistic goals.

Another interesting article on *English teachers' perspectives on translanguaging as a pedagogical resource in Senior High School English classes* by Karen Lyn Macawile and Sterling Plata, investigates teachers' perspectives on the use of translanguaging in Senior High School courses. Their findings reveal that translanguaging is an important resource that helps students in learning. However, a need for policy change with regard to the English-only policy in the classroom should be considered.

Pia Tenedero's *Preparing Global South accountants to be 'superstar' communicators* presents a fresh perspective on the growing offshore accounting service industry in the country. Tenedero examines what constitutes "effective communication" in this field and argues for more specialized knowledge and relational competence in the midst of language ideology tensions in English and Filipino.

The article, *Internship experiences of pre-service teachers: A case study of EFL Korean students in the Philippines*, by Gina Ugalingan, Aileen Bautista, and Rochelle Irene Lucas, examines the pre-service teaching experiences of Korean students in the Philippines. Their results reveal the challenges they face in handling Filipino high school students, such as experiencing anxieties in handling their classes and fear of being negatively evaluated for their teaching performance, to name a few.

The article, *Lexico-grammatical analysis of translated Japanese immigration law*, by Kasumi Arciaga, examines the translated Japanese Immigration Law. She found the preponderance of lengthy and nominalized sentences with verb discontinuities. Her data reveal the little occurrence of binominal and multi-nominal phrases, which should have been the prevalent feature of typical legal texts.



Finally, Marvin Casalan's *Translanguaging in the MTBMLE classroom: A case of an island school with multilingual learners* examines how the mother tongue (MT) is taught in a class with five different languages spoken by the students. Casalan was able to observe the linguistic hybridity of the MT as utilized by the learners and that translanguaging is an intrinsic component of actual language learning.

Indeed, the articles contributed by the aforementioned researchers provided new and relevant findings and insights into the field of applied linguistics.

**Dr. Rochelle Irene G. Lucas**  
Associate Editor, JEAL