

Editorial



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Evolving Horizons in ESL and EFL Education

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Welcome to this issue of the English Teaching Journal, where we explore transformative strategies, self-reflective pedagogies, digital trends, and engaging resources shaping the fields of English as a Second Language (ESL) and English as a Foreign Language (EFL) education. The articles in this edition highlight the ingenuity, adaptability, and resilience of educators as they navigate the complex and ever-evolving landscape of English language teaching.

Our opening article, *Improving Pragmatic Competence of ESL Students: Anecdotes of Filipino Language Teachers* by Echa A. Cagalitan, Jerson S. Catoto, Francisco O. Esgrina Jr., and Zoraida M. Adil, delves into the strategies and challenges faced by Filipino educators in enhancing their students' pragmatic competence. By incorporating practices such as the English-Only Policy, differentiated tasks and contextualised lessons, these educators creatively navigate linguistic diversity while addressing student challenges like fear of judgment and community influence. Their findings underscore the importance of localized and empathetic teaching strategies that resonate with students' experiences and foster their ability to communicate effectively in English.

The next article presents a deeply reflective exploration of teacher identity in her article, *Using the Concept of Teacher Possible Selves as a Springboard to Teacher Satisfaction and Effectiveness*. Drawing on auto-ethnographic research, the authors highlight how teachers' actual, ought-to and feared selves influence their professional satisfaction and efficacy. It offers valuable strategies for educators to develop positive visions of themselves, emphasizing how such self-awareness can serve as a powerful motivator, particularly for those feeling disheartened by the challenges of the profession. This article serves as both a call to action and a source of inspiration for teachers seeking to re-align their professional and personal goals.

Finally, this issue concludes with a book review on *101 EFL Activities for Teaching University Students* by Hall Houston. This resource offers a treasure trove of practical, engaging, and innovative activities tailored for university-level EFL students. The review provides an in-depth evaluation of the book's utility, accessibility and relevance, making it an excellent

addition to the toolkit of any language teacher seeking to energize their classroom activities and encourage active student participation.

The articles in this issue collectively emphasize the diverse and interconnected challenges and opportunities in ESL and EFL education. From fostering pragmatic competence in linguistically diverse classrooms to embracing self-reflection, this edition celebrates the transformative power of thoughtful pedagogy.

As we face an ever-changing educational landscape, this issue invites educators to reflect on their practices, engage with emerging trends, and embrace the tools and strategies that empower both teachers and students to thrive in the world of language learning.

Happy reading!

Assoc. Prof. Dr. Cecilia Cheong Yin Mei

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