

EDITOR'S NOTE

On behalf of the Editorial Board, I am pleased to present the second issue of Volume 13 of the Asian Journal of English Language Studies (AJELS). This issue reflects the collective effort of authors, reviewers, and editors who continue to advance meaningful scholarship in the field. It also highlights the journal's commitment to fostering rigorous, relevant, and timely research in English language studies.

I would like to acknowledge the members of the Review Panel and Advisory Board for their invaluable assistance in reviewing the papers included in this issue:

- Dr. Marilu R. Madrunio – University of Santo Tomas, Manila, the Philippines
- Dr. Alejandro S. Bernardo – University of Santo Tomas, Manila, the Philippines
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- Dr. Camilla J. Vizconde – University of Santo Tomas, Manila, the Philippines
- Dr. Aiden Yeh – Wenzao Ursuline University of Languages, Kaohsiung, Taiwan

I also extend my sincere appreciation to the following colleagues and friends from various institutions, both local and international, who generously devoted their time to serve as reviewers for this issue:

- Dr. Nurshafawati Binti Ahmad Sani – Universiti Sultan Zainal Abidin, Terengganu, Malaysia
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- Dr. Leslie Barratt - Indiana State University, Indiana, U.S.A.
- Dr. Robin delos Reyes - Ateneo de Zamboanga University, Zamboanga, the Philippines
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- Dr. Anita Lie - Universitas Katolik Widya Mandala, Surabaya, Indonesia
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- Dr. Ariel Robert C. Ponce – Polytechnic University of the Philippines, Manila, the Philippines

- Dr. Dennis Pulido – Far Eastern University, Manila, the Philippines
- Dr. Karen A. Schriver - KSA Communication Design & Research, Inc, U.S.A.
- Dr. Katrina Ninfa M. Topacio – University of Santo Tomas, Manila, The Philippines
- Dr. Chuanyou Yuan - Guangdong University of Foreign Studies, Guangzhou, China
- Dr. Nafiseh Zarei – Far Eastern University, Manila, the Philippines

Lastly, my profound gratitude goes to Dr. Leah Gustilo, Editor-in-Chief of the *Journal of English and Applied Linguistics*, whom I am honored to call both a friend and a sister in Christ. Her generous sharing of insights, experiences, and practical advice was a source of immense encouragement as I took the helm in steering AJELS into this new chapter, which began in January 2025.

In This Issue

Six articles engaging with contemporary questions and evolving perspectives in English language studies comprise this issue. Together, they offer empirical evidence, theoretical reflections, and practical insights that enrich ongoing conversations on language acquisition and teaching, online discourses, forensic linguistics, and the linguistic landscape.

Del Rosario's exploratory study investigates second language acquisition among Filipinos diagnosed with Tourette syndrome by examining their production of past-tense forms. The study identifies error patterns and explains them through a relevant theoretical perspective. Results reveal the overgeneralization of regular past tense rules to irregular verbs, aligning with the connectionist model.

Yamauchi examines university instructors' perceptions of active learning (AL) in two universities in Japan within English-Medium Instruction and Content and Language Integrated Learning (CLIL) contexts. Findings highlight challenges such as large class sizes, rigid assessment systems, and misconceptions about AL, underscoring the need for discipline-specific faculty development and institutional support.

Dela Rosa analyzes the illocutionary patterns and pragmatic functions in 30 year-end essays posted by Filipinos on Facebook. Results show that representatives dominate the occurrences, while their pragmatic functions serve as cultural markers that reflect Filipino traits and communication styles. The study emphasizes how Facebook shapes discursive practices and communicative intentions.

Romano, Villanueva, Dy, and Penis investigate online discourse by examining three Filipino vloggers' use and functions of metadiscourse markers, triangulated with viewer comments to capture both production and perception perspectives. Findings identify five key functions of

metadiscourse and show that vloggers prioritize engagement markers and self-mentions as important elements of personal branding.

Pagtakhan and Ballesteros-Lintao examine the readability, comprehensibility, linguistic features, and document design of Philippine government loan forms. Results show that the forms fall within instructional/assisted reading levels, with lexical and grammatical features shaping their structure. Document design features also receive favorable ratings due to effective graphic and typographic layouts.

Finally, Garlitos presents a systematic review of linguistic landscape (LL) research in the Philippines, drawing on 39 published studies. The review highlights the limited display of multilingualism and the continued prestige accorded to English in contexts where signs are installed. The study invites further inquiry into the linguistic and semiotic meanings embedded in public signage.

I am hopeful that the scholarship featured in this issue will encourage further dialogue, collaboration, and critical inquiry within our field. I invite readers to engage with these articles, reflect on their insights, and continue advancing research that deepens our understanding of language in society.

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