

Editor's Note

In this issue, we present three research articles, two reports on classroom practices, and three book reviews.

As teachers of writing, we would always like our students to write according to the way we instruct them to write, especially in the context of professional and business communication. When students fail to do so, we may often feel frustrated and feel the urge to fail and condemn them as we have put in so much effort in the tedious process of instruction, guiding, conferencing and correcting, with the whole purpose of getting our students' writing 'right'. But **T. Ruanni F. Tupas**, the author of our first paper, warns us against this pedagogical prescriptivism. Instead of being obsessed with our usual pedagogically oriented question "Is this good or bad writing", he argues that a better question we should ask is "Why do my students write the way they write?" His arguments are based upon the different rhetorical socializing experiences of our students, the dynamic, hybrid or diasporic nature of rhetoric and writing, and the role of face and politeness in writing cultures. With these arguments, he proposes a framework for pedagogical practice in teaching professional communication which incorporates Kubota's (1997) concept of 'multiplicity of rhetoric', by which he means that we as teachers of professional communication should try to understand our students' writing from multiple perspectives, without undue prejudice against certain forms of writing.

Teaching students from China has become common in Singapore higher educational contexts. Teaching this group of students well may entail a good understanding of them as English language learners. How confident are they in learning English? How do they perceive the roles of themselves and their teachers to be in the learning process? These are some of the questions that **Fong Yoke Sim**, the author of our second article, tries to get answers to in her survey of 151 Chinese students studying in Singapore.

Our third article comes from our regular contributor **David Deterding**, who, this time, investigates the phenomena of the omission of final /t/ and /d/ from consonant clusters at the end of a word. After showing that BBC broadcasters regularly delete these two sounds, he advises pronunciation teachers in Singapore not to be overly anxious when our students fail to utter these sounds in their speech.

In our On the Practical Side section, we have two contributions. The first one comes from **Lesley Fellingham**, who evaluates the effectiveness of Longman Pearson's digitalized version of *Cutting Edge* textbook series in conjunction with the use of Interactive Whiteboards. The other contribution comes from **Sally Low**, who reflects on her experience in guiding a student-led peer-tutoring project implemented in the Institute of Technical Education.

For this issue, we also have three book reviews, two for a textbook series on academic reading and writing, and one for David Crystal's *Language Death*.

In our next issue, in addition to the current four sections (i.e., research papers, reports on classroom practices, reviews or summaries of presentations and workshops, and book reviews), we have added a new section entitled 'Thoughts', where STETS members and other ESL/EFL professionals can give their views on some of the current issues in English language learning and teaching. We look forward to receiving your contributions for the next issue.

Editorial Board

- CHIEF EDITOR ■ **Deng Xudong**
National University of Singapore, Centre for English Language Communication
- EDITORS ■ **Bina Bhattacharyya**
Temasek Polytechnic, Design School
- David Deterding**
National Institute of Education, Nanyang Technological University
- Patrick Gallo**
National University of Singapore, Centre for English Language Communication
- Christine Goh**
National Institute of Education, Nanyang Technological University
- Asha Kumaran**
Temasek Polytechnic, Business School
- KC Lee**
National University of Singapore, Centre for English Language Communication
- Angela Loo**
- Susan Lopez-Nerney**
National University of Singapore, Centre for English Language Communication
- Rita Silver**
National Institute of Education, Nanyang Technological University
- Rubdy Rani Sumant**
National Institute of Education, Nanyang Technological University
- Halim Sykes**
- Jessie Teng**
National University of Singapore, Centre for English Language Communication
- Zhang Jun Lawrence**
National Institute of Education, Nanyang Technological University