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EDITORIAL

For successful learning to take place, many factors come into play. Some have to do with emotional support; others with linguistic competence, while still others may have to do with academic support that students receive from the school where they study. The first issue of Volume 19 of this journal focuses on these three aspects of the work of education. The first article discusses the importance of emotional competence. The next three articles synthesize important concepts and theories of teaching English to speakers of other languages and provide practical guidelines to implement them. The last manuscript addresses a topic uncommonly discussed in this journal; that of administrative assistants in an educational setting.

In the first article, Bernadowski presents findings of a case study that she conducted on a shy tween male to explore how emotional competence affects social behavior and academic performance. The study revealed that students with low emotional competence face struggles that educators need to be aware of and that they need to address. Emotional competence was found to be important in both social and academic life.

Due to the heavy migrations of people around the world today, millions of people have to learn English for their daily survival. One of the major challenges most people face in learning an additional language is the ability to understand what is said and speak that language fluently. In their article, Vyhmeister and Flores discuss theories related to teaching and learning English as an additional language. They translate theories of second language acquisition into practical English teaching and learning strategies. They provide a number of online resources and practical activities to help teach English listening and speaking.

For educators involved in teaching students whose mother tongue is not English, much needs to be known about how those students learn it.
De Biaggi, Samojluk, and Wa-Mbaleka synthesize an important set of second language learning theories and how they can be translated into practical application in a classroom of English language learners. They simplify the concepts of second language acquisition so that all educators who teach students with limited English proficiency can be more effective in reaching those students.

Another important topic that has become common in Christian education is that of the integration of faith and learning. From the Adventist education philosophy specifically, education is incomplete if it does not promote the integration of faith and learning. In their article, Blath and Wa-Mbaleka synthesize a few theories in second language learning and then provide practical strategies and illustrations to integrating faith and learning in teaching English listening, speaking, reading, writing, and grammar.

The last article by Demafîles-Rizardo and Gaikwad addresses an uncommon topic of the administrative assistants. They may not always be the most famous people in the work of education but the work they do is no doubt a major part of what makes education run smoothly. In this article, the authors reveal the reality of the administrative assistants, who they are, what they do, and what makes them keep going even when their service is not given due recognition. This study revealed three important characteristics of effective administrative assistants: good character, a good set of professional skills, and a strong relationship with God and fellow human beings. While it is important to consider these factors in hiring administrative assistants, it is equally important to take them into consideration when hiring anyone for the work of education.

As evidenced in this issue, these articles may not have a strong connection between them to make a specific theme. This reality has come to be the realization of the Board of this journal. From this issue onward, manuscripts will no longer be collected based on a specific theme. This change will afford more opportunity for more scholars to publish in the International Forum. When the need arises, however, the Board may decide to have a special issue on a specific topic. In this case, it would be indicated in the call for papers.

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