

Note from the Editor

As we move into 2022, and the COVID-19 pandemic shows no sign of abating, many teachers and researchers across the globe continue to work at home, and find innovative new ways to deal with a constantly changing profession (Bowen et al., 2021). Moreover, the research community remains productive, and it forges ahead in new and interesting ways, both locally and globally.

In the current issue of *JSEL* (Volume 16, issue no. 2), this is evidenced in our first article by Yemeng Jiang from University College London. In this review article, Yemeng discusses the dilemma of implementing inquiry-based learning (IBL) in Chinese EFL classrooms, and convincingly argues that IBL has great potential for Chinese educators if the system can look beyond the confines of teaching for tests.

Our second paper is by Chatnarong Chaidet and Apisak Pupipat, both of Thammasat University, Thailand. Through a corpus-based approach to genre analysis, they explore rhetorical moves in women and men's personal care online advertisements. In this empirical research article, they highlight how men's advertisements are driven toward sales, whilst women's advertisements are driven toward reliability and/or market position.

Our third paper is another research article, and is situated firmly within the field of applied linguistics. Sarah Amarorwot and Bebwa Isingoma, two scholars from Gula University in Uganda, introduce us to the nuances of number agreement and interrogatives in Acholi speakers of English. Their corpus-based analysis provides further evidence of the structural nativization of English in Uganda, thus highlighting the development of Ugandan English as a second language variety of English.

The final paper in this issue is by Ingo Peters of Chulalongkorn University, Thailand. This academic paper compares two key works: a poem by T. S. Eliot and a short story by Flannery O'Connor. Through a close reading of the texts, Ingo explores how “the similarities between the two writers’ critiques [of modernity] go far beyond a common dislike of contemporary society”. He convincingly argues that O'Connor’s short story does not simply repeat Eliot’s dislike for contemporary society, but incorporates and builds upon it, establishing a more critical and more effective attack on modern life than Eliot’s poem.

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Bowen, N. E. J. A., Satienchayakorn, N., Teedaaksornsakul, M., & Thomas, N. (2021). Legitimising teacher identity: Investment and agency from an ecological perspective. *Teaching and Teacher Education*, 108. 103519. <https://doi.org/10.1016/j.tate.2021.103519>