Editor's Foreword

With great enthusiasm, I would like to introduce the maiden issue of the Journal of English studies in the Arabia Felix (JESAF). The issue includes five peer-reviewed papers written by nine authors with data from six countries-Yemen, Saudi Arabia, Sudan, Tunisia, Jordan, and India, covering different topics within the realm of English language teaching and learning in contexts where English is not used natively. With this first step, the journal will hopefully migrate to well-recognized journals and become home for TESOL research, linguistic, and educational discussions and allied sub-fields within these disciplines.

The birth of this journal comes at a time when publishing is competitive and researchers and authors have no other choice – either to publish or perish their writing. We really feel that the TESOL community need vanguard scientific knowledge dissemination. In today's world, everything grows rapidly and so should scientific research. The Journal adopts free publication as well as friendly guidance to help authors, especially the novice, to develop their research ideas and manuscripts and finally bring them to fruition to see light of the day.

A selfless team of editors and reviewers work gladly to partake in the glorious of this scientific production. The reviewers are particularly of paramount importance to such an achievement. They create some of their valued time to examine submissions to the journals. Members of the editorial board, in some cases, serve as reviewers. The team make an essential part of the process of selecting the most relevant articles to the scope of the journal. Hence, they deserve appreciation and gratitude, and

to recognize their efforts, the JESAF, besides listing their names on the Journal website, announces their names in each issue.

As for the current issue, out of twelve submissions, only five papers, based on our reviewers' recommendations, met the minimum requirement for publication at this time. In the first article, Ali, Hasnain, and Beg touched on language in online communication with its phonological features that differ in some way from the features of Standard English. The second article is Al-Khulaidi and Alzokhaimy's contribution that sheds light on the mismatch between the translation programs with the labor market needs in some contexts, with Yemen a case in point. In the third paper, AlKadi and Al Maktary suggested shadowing as a learning technique for learners of English to improve their pronunciation with a focus on suprasegmental features of the target language- English. The fourth article accounts for academic-writing problems that Abdulkhalek and Al-Khulaidi brought to the foreground with some suggestions to address those difficulties. In the fifth paper, Elsadig Mohammed unfolded the correlation between short story reading and vocabulary learning.

I would like to encourage TESOLers, researchers, and JESAF readers to spread the word about this journal for future submissions and possible publications with us.

Prof. S. Imtiaz Hasnain
Editor-in-Chief