

Editorial

Welcome to the August volume of the *New English teacher*. An interesting variety of articles have been chosen for the readers in this issue. Researchers, practitioners, and ELT students will find this issue appealing as the papers cover a wide range of topics including feedback, attitudinal factors, connected speech production, English L2 pronunciation, motivation, mobile assisted language learning (MALL) and systemic functional linguistics.

The first article in this issue from Panachanok Chanwaiwit investigates the effect of using feedback to improve professionalism as an English teacher or student. The findings show that when feedback was provided, it improved teaching performance and induced a positive attitude towards teaching English. The article suggests that the most frequent feedback pertained to methodology and strategies. The second article from Janejai Nipattamanon studies in the use of English pop songs with karaoke application in an EFL classroom. The study concluded that using English pop songs with karaoke application enhanced connected speech production and students had a positive attitude towards this technique deeming it as a meaningful activity.

The next paper from Sajeerat Wutthisingchai and Peter James Stopps points out that selection of reading text is the most important factor among others like motivation and environment influencing students' English reading ability. Sandor Danka's interesting paper touches upon the differences in opinions about different interpretations of basic concepts of individual speech sounds, syllables, phrases, and utterances. The writer points out that English L2 pronunciation professionals are divided when it comes to correctly identifying research foci, and classroom instruction concerning pronunciation models.

Attawat Assavanadda and Dr. Supong Trangkiengsirisin's paper is a survey study about motivation and its primary role in the language learning process. After their analysis of the quantitative data, the authors reveal that the research subjects are predominantly instrumentally motivated towards learning English, and interestingly, women are generally more motivated than men. The next article from Wu Di discusses stress pattern training using mobile assisted language learning (MALL) based instruction after adoption of song lyric reading: the study reveals that there was better learning outcomes for students given MALL based lyric reading instruction compared to those given in classroom lyric reading instruction. The author also extends the theoretical sphere of English stress learning.

The last article in this issue is "Analysis of Attitudinal Resources in an EFL University classroom talk in the Deep South of Thailand: An Appraisal Perspective" by Cheewala Badklang and Udomkrit Srinon. The writers investigate the linguistic resources while the teachers and students are interacting and expressing their attitudinal meanings. The findings show that the samples displayed a positive attitude while expressing all three kinds of attitudes. The study provides some insights into how the Appraisal Theory plays out in this sample of classroom research and its implications.

We express our gratitude to all the authors for their insightful and impressive papers. The New English teacher will constantly strive to ensure a high level of quality and academic rigor. Papers with a fresh take on various fields of ELT are always welcome. Best wishes from the editorial team.

Raman Shashi Kumar

Editor