

Editorial

A warm welcome to the January 2019 volume of *The New English Teacher*. The journal is being published after a slight delay caused by unavoidable circumstances. Readers are going to find this issue of particular interest since the selected papers cover a variety of topics including learning style preferences, self-efficacy, motivation, pragmatics, speech act, vocabulary learning strategies, and students' perspectives on an alien culture.

Sarunya Lertputtarak and Denis Samokhin's article is the first one in this issue and it studies the relationships among English language self-efficacy, learning style preferences, and goal settings. The research concludes that self-efficacy influences English learning style preferences as well as students' goal-setting for learning English.

The second article in this volume is from Patchanok Kitikanan. The paper aims to determine if pragmatic and grammatical awareness are linked to motivation and severity rating, and if there is any correlation. The findings infer that L2 learners' perception of the seriousness of grammatical and pragmatic mistakes has a greater learning on grammatical and pragmatic awareness compared to motivation or other awareness factors.

In the article, "Say What?": Filipino ESL Learners' Semantic Formula in Expressing Complaints," Warito Caturay Jr. looks to examine how Filipino ESL learners structure their complaints. Results of this research study provide a baseline data on respondents' language of complaining. The conclusions show many pedagogical implications and serve as a springboard for the development of classroom resource materials that could lead to informed and judicious teaching of pragmatics.

The next paper from Nathaya Boonkongsaeen explores vocabulary learning strategies (VLSs) that can help facilitate students' vocabulary learning. The range of reasons emerging from this research reflects the fact that the use of certain VLSs depends on the participants' perspective. The qualitative results should contribute to the body of knowledge regarding the use of VLSs in the Thai context.

The final article in this issue concerns EFL students' voices on perspectives of learning English – speaking countries' society and culture. This interesting paper from Jitsuda Laongpol concludes that the introduction of intercultural contents in a class could broaden the range of cultural knowledge and increase the willingness of students to step out of their own world and interact with outsiders without losing their local ideology.

On behalf of the Editorial Board, I thank all the writers for their insightful and useful papers. The New English Teacher will always strive to maintain high quality and academic rigor in terms of acceptance and publishing of articles. Submissions on different areas of ELT are always welcome. Best wishes from the editorial team.

Raman Shashi Kumar

Editor