

# Editorial

It is our privilege to publish volume 15.1 January 2021 of the New English Teacher (NET) Journal, which is currently indexed in ACI and TCI. NET has always striven to present its readership with both theoretical and pedagogical ideas on current issues in ELT. The journal publishes two issues annually and aims at publishing articles on a wide range of topics relevant to current ELT enquiry. This includes second and foreign language learning and teaching, materials development, curriculum design and development, language testing and assessment, language program evaluation, identities in second and foreign language learning and teaching, critical pedagogy, and teacher training and professional development.

In this issue of NET, we are delighted to present a rich assortment of theoretical and practical insights from language researchers and practitioners working in a range of local settings and conditions. The issue features six articles. As always, we hope that our readers will find the rich assortment of theoretical and practical insights presented in this issue intellectually stimulating and pedagogically useful for their academic and research pursuits.

Drawing on the writing pedagogy, the first article by Watcharee Kulprasit aims at revealing a different but interesting aspect of assessment and its full potential to maximize students' learning, specifically in the second language writing. The next article by Kasin Janjaroongpak attempts to shed light on the relations among test sections in a formal examination context. These two studies, with their empirical findings and theoretical frameworks, should yield insightful information that proves useful for teachers seeking ways to assess their students. Meanwhile, the third study by Valentin Tassev investigates students' views with regards to intelligibility and comprehensibility of various English pronunciation models. Next is a quasi-experimental study by Satjawat Prasobdee which discusses the theoretical underpinnings the Peer Feedback Approach on English Writing Skills. Another interesting research article by Ratchadaporn Janudom attempts to raise teachers' awareness of students' mindsets in EFL learning. Lastly, Pathamarat Nakanitanon aims to align a locally developed English proficiency test with the CEFR to create a meaningful interpretation of students' English abilities.

This volume would not be made possible without the support from many individuals, particularly the reviewers for their incisive work and NET editorial committee members for their precious time and meticulous attention to detail. All of these outstanding efforts from the individuals mentioned have contributed to bringing this issue of NET to fruition.

Dr. Rusma Kalra  
Editor