

Editorial

The New English Teacher (NET) journal which is currently indexed by ACI and TCI 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.

Our present issue (15.2. August 2021) is strongly rooted in current pedagogic practice and reflects a range of innovative approaches to enhancing environments for language learning. We are honored to have contributors from various educational contexts, who have graciously shared with us their empirical research findings and perspectives on a recently-published book.

Chancharat Chamsuparoke and Sasima Charubusp shared with us the insight of integrating interactive games into vocabulary learning. They recommended that the selection of games for young learners should consider the level of learners' abilities, strategies of games, learners' stages of development and also students' choices but they cannot always be used without teachers' guides and appropriate teaching and learning plans.

Next, based on the theories from social constructivism, task-based learning, and social psychology on attitudes, Liu Jun reports and analyzes the investigation of learners' attitudes to language productive tasks using relay chat. The paper draws the conclusion that learners hold positive attitudes to most of the task-criterial features, especially the interactive, authentic and interesting tasks.

In another interesting article on socio-pragmatic, Leonardo O. Munalim and Cecilia F. Genuino report and describe the proofs of social inequality and collegiality invoked during the meeting. They found that discourse of imperatives is a depiction of the sharing of

members' power, knowledge, and other socio-pragmatic local academic conditions. There is also a push and pull of use and abuse of power and collegiality.

The fourth article by Patrisius Istiarto Djiwandono which reports the development of a course of multimodal creative writing draws the conclusion that evaluation should also assess elements other than those which have been conventionally assessed in creative writing.

Lastly, those who are interested in multimedia learning theory should not miss the comprehensive book review by Natcha Boonyabenjarit. It is a great book in preparing for the new generation of students.

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