

## **Editorial**

It is our privilege to publish volume 16.1 of the New English Teacher (NET) Journal, which is currently indexed in ACI and TCI. NET has always strived 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 both second language 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.

NET welcomes submissions in three categories: research articles, academic articles, and book reviews. All submitted manuscripts will go through the double-blind review process, and they will be evaluated by at least two reviewers. It is important to note that NET will not tolerate any form of plagiarism, unethical writing, or publishing practices.

In this volume, NET has brought together local and international contributors to share with us their empirical research findings, hands-on teaching experiences, and critical analysis of recently completed research projects. With the rich assortment of theoretical and pedagogical implications yielded by the contributors, it is certain that the readers will find this volume intellectually and pedagogically useful for their academic and professional pursuits.

Drawing on the online pedagogical experiment, the first article by Chetupon shows a blend of cyber media into a single model to make the most of various electronic tools toward teaching English to university students. The second study by Taib et al. highlights the conversations with Malaysian English language teachers who share their thoughts and

experiences related to the long-running reading program. Meanwhile, the third study by Alda and Bacus employs a qualitative design using a narrative inquiry approach. The study reflects the junior high school teachers' desires to learn more on World Englishes. Next, Seely, using the model of Transactional Negotiation of Meaning, demonstrates the relevance of Strategic Competence within transactional communication. Besides, Truong and Tran present a model writing lesson with a focus on promoting Higher Order Thinking Skills and detailing how the activities in the lesson should be carried out. Another paper by Klomkaew and Kanokpermpoon attempts to investigate and explore the pronoun references in English news and magazines that are commonly used to refer to LGBT people. Lastly, Jittisukpong investigates the students' perceptions towards using the Google Classroom Application in the EFL classroom

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.