

## **Editorial**

It is our privilege to publish volume 16.2 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.

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, or 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.

The first paper by Triporn uses cognitive linguistics approach to compare Thai and Chinese Spatial terms and the result of which can be applied to classroom teaching and learning. The second research article by Chatsaran investigates the acquisition error of Chinese complement by foreign language learners and proposed some useful suggestion for enhancing their language learning efficiency. Next, Salinda investigates the effect of

teaching English vocabulary that emphasized academic words by employing context clues strategies in order to improve their vocabulary achievement and retention. Besides, Suthinee touches upon the pronunciation in order to see the intelligibility features of Thai English in English as a lingua franca context which is deemed useful in English pronunciation teaching courses in Thailand where learners can comfortably accommodate their English to achieve successful communications in international contexts. Meanwhile, the absurdity portrayed by the main character in John Cheever's *The Wapshot Chronicle* by Khomduen and Prapaipan is thoroughly discussed. Moreover, Namon, Parinun, and Arisara examine the perceptions of EFL Business English students towards collaborative English listening in Listening and Speaking course. The findings concluded with pedagogical implications for EFL teachers to integrate more of collaborative listening approach into their instruction to promote interaction among students especially during this time of pandemic where online classes are being conducted widely. Lastly, Wiriya's aim of the research is to find out if the translations from Thai into English of the notifications and announcements made by Mae Fah Luang University remain close to the source-text language. The identified translation strategies can also benefit the teaching of translation of official document text genre.

We, the editorial team, very much appreciate your interest in our journal and anticipate receiving your academic work for publication in future editions. Thank you very much for your future contributions to the NET journal.

Dr. Rusma Kalra

Editor, The New English Teacher