



EDITORIAL

It is our privilege to publish volume 19.2 of the New English Teacher (NET) journal, which is currently indexed in SCOPUS, 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 and professional 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.

This issue presents a diverse range of topics spanning English language learning, technology integration, teacher identity, corrective feedback, and linguistic bias, reflecting the multifaceted nature of contemporary language education and research.

Starting with **Teeranuch and Panida's** study, we explore the development of the TIP (Tell-Investigate-Prepare) Reflective Writing Model designed to enhance critical thinking among English literature students. This innovative model, synthesizing established reflective frameworks, offers an effective tool for fostering deeper analytical skills in literature education.

In **Salinda's** corpus-based study on metaphorical expressions of goodness in Thai, we see how language reflects cultural values and cognitive patterns. This adds depth to our understanding of metaphor in language learning and teaching.

Next, **Kasin Janjaroongpak** identifies the core vocabulary needed for TOEIC success, providing a focused resource to support learners aiming for professional proficiency.

The integration of AI tools in language learning is thoughtfully examined in two studies. **Waluyo and Isma** reveal intriguing gender dynamics in perceptions of ChatGPT among Thai university students, while **Apridayani, Wichaidith, and Doromae** highlight the opportunities and challenges of ChatGPT use in English writing, pointing towards the need for pedagogical adaptation.

Addressing teacher preparation, **Poonyapat Boonyarattanasoontorn, Tivawan Phramphun, Piyawan Kullamai, and Sirawich Tampanich** highlight gaps in speaking and listening skills in Thai pre-service English teachers, emphasizing the need for curriculum reform to better equip future educators.

From Cambodia, **Sereyrath Em and Buratin Khampirat** analyze English reading motivation among undergraduates, offering insights on gender differences and motivational strategies relevant to EFL contexts.

Identity construction and reflective practice are explored by **Paulus Kuswando**, who applies Ignatian Pedagogy to help prospective teachers navigate their professional identities, while **Rutjane Ratanapinyopong and Jirapa Abhakorn** investigate the effectiveness of corrective feedback methods in improving accuracy in academic writing highlighting that incorporating metalinguistic feedback enhances learners' understanding and accuracy, which suggests valuable implications for more effective writing instruction.

Lexical nuance is captured in **Supakorn Phoocharoensil's** corpus study on the near-synonyms coming and upcoming enriches our understanding of subtle lexical differences, highlighting the importance of corpus-informed vocabulary teaching.

Finally, addressing systemic issues, **Sarit Siribud's** academic paper sheds light on accent bias in English speaking assessments, a critical barrier affecting learner confidence and fairness. By advocating for evaluator training and inclusive assessment methods, Siribud calls for educational equity in recognizing linguistic diversity.

Together, these studies highlight the complex, evolving landscape of English education, from foundational vocabulary to reflective teaching practices and the integration of cutting-edge technology. We trust this collection will inspire educators and researchers to innovate and refine their approaches for improved language learning outcomes.

On behalf of the editorial team, we sincerely thank you for your interest in our journal. We look forward to receiving your scholarly submissions for publication in upcoming issues. Your contributions to the NET Journal are greatly appreciated. I personally would like to thank our reviewers and editorial staff for their invaluable dedication and support.

Dr. Rusma Kalra

Editor, The New English Teacher