



EDITORIAL

It is our privilege to publish volume 18.1 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 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 volume has brought together a wide range of local and international contributors. The first article by Tuquib and Remedios C. Bacus explored the presence of Netspeak in Senior High School students' academic writing in the Philippines. Using discourse analysis, the study revealed that students' written communication responses showed forms of Netspeak which can be categorized into orthographic deviations, neosemanticism, neologism, and social media expressions. Weeraya Donsomsakulkij attempts to transgress the corpus and its epistemologies by looking at two narrations from South Africa and Japan. There are also explorations that involve a comparative analysis of posthumanist themes and environmental ethics in J.M. Coetzee's "Disgrace" and Hayao Miyazaki's "Spirited Away," with a specific emphasis on the alternative perspectives from South Africa and Japan. Another article by Patrisius Istiarto Djwandono explores the Effect of Flipped Classroom on Translation, Storytelling, and Knowledge of Culture. Lastly, Watcharee Kulprasit contributed to this issue with an intensive academic article discussing the paradigm shift of EFL writing pedagogy, particularly in higher education by virtue of the COVID-19 pandemic.

With the rich assortment of theoretical and pedagogical implications yielded by our contributors, it is certain that readers will find this volume useful for their academic and professional pursuits.

On a final note, I would like to express my most profound gratitude to all contributors. This volume would not have been made possible without the support from many individuals, particularly the reviewers for their incisive work and other editorial committee members for their precious time and meticulous attention to detail.

Dr. Rusma Kalra

Editor, The New English Teacher