EDITORIAL

It is our privilege to publish volume 18.2 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.

In this current issue, we publish four papers and one book review from interesting topics in linguistics, applied linguistics, language testing, and communication. The first article by Jerson Catoto reveals that e-reading enhances ESL learners' pleasure reading, providing relaxation and stress relief while improving reading skills, comprehension, and emotional understanding. The instructional material developed motivates students, bridging reading gaps and fostering communicative competence, equipping them with the skills to tackle real-life challenges and enriching their learning experience.

The second study by Diosdedet C. Labordo Jr. demonstrates that Differentiated Instruction (DI) significantly improves reading comprehension skills in Grade Eleven learners, surpassing traditional methods. Conducted in the Philippines with ESL students, the research highlights DI's role in fostering motivation, performance, and comprehension, thus preparing competitive and knowledgeable 21st-century learners.

The third study by Wachirakiat Baothongchan on TikTok reveals its significant impact on boosting university students' confidence and self-esteem through active engagement. It also highlights TikTok's potential in informal language learning, presenting both opportunities and challenges for integrating this platform into educational frameworks for enhanced academic and social empowerment.

The last research article for this issue by Nathaya Boonkongsaen reveals significant differences in communication strategies between Thai EFL and Filipino ESL students, linked to their English proficiency and academic backgrounds. By examining these variations, the research offers valuable insights for educators to enhance communicative competence and motivation, ultimately improving pedagogical strategies and curriculum development for language learners.

Moving onto another area, in the final part of this issue, we want to thank Davie M. Bayawaa and William D. Magday, Jr. for kindly contributing a book review of 21st Century Literature from the Philippines and the World book discussing contemporary global and Philippine literary works reflecting modern themes and issues.

We, the editorial team, sincerely 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