



EDITORIAL

Welcome to Volume 19, Issue 1 of *The New English Teacher*. This issue continues our tradition of publishing diverse and insightful contributions that push the boundaries of English language teaching, literature, and applied linguistics.

The current volume features eight research articles and one book review, reflecting the breadth and depth of scholarship in our field.

We begin with **Poowadol Srimalee, Panida Monyanont, Sirikorn Bamroongkit, Piansin Pinchai, Pancharle Thongpanich, and Hathaichanok Wansong**, who explore *Thai Undergraduate Students' Motivation Towards Learning English in the EMI Context*. Their study provides valuable insights into students' motivational constructs and their implications for teaching in English Medium Instruction programs.

Weeraya Donsomsakulkij examines racial and class discourses in her article, *Contesting Racial Discourses in Thai Adaptation of Shakespeare's Othello*, offering a postcolonial perspective on Shakespeare's iconic play.

From the Philippines, **Leonardo O. Munalim** delves into the linguistic strategies of crisis communication in *Material Processes in Philippine Department of Health's English Press Releases on COVID-19: A Transitivity Concordance Analysis*, shedding light on how language is employed to mitigate public anxiety.

In a related linguistic analysis, **Mohammad Husam Alhums** investigates gender differences in academic discourse with *A Transitivity Analysis of Dean's Message in a University Context*, uncovering fascinating insights into linguistic choices within university communications.

Piriya Thaksanan and Thiratchapon Kamsa-ard contribute a detailed corpus analysis in their study, *Lexical Collocation Analysis in a Corpus of Research Articles in Physical Education and Sport Science*, highlighting collocation patterns that aid fluency and natural expression.

The impact of multilingual role models on Thai university students is explored by **Natthaphong Sirijanchuen and Supong Tangkiengsirisin** in their article, *Effects of the Global Englishes-Informed Instruction on Thai University Students' Attitudes Towards English Language Learning*, advocating for a shift toward communicative competence in teaching.

Patcharee Imsri and Suttida Sangpoom examine formative self-assessment in *Effects of Formative Self-Assessment on Thai Students' English Language Proficiency*, offering practical strategies for empowering learners to reflect on their strengths and weaknesses.

Chayada Thanavisuth, Rajitha Menon Arikatt, and Santhosh Ayathupady Mohanan explore Thai educators' insights on social and emotional learning (SEL) in their article *Thai Primary Teachers' Views on Social and Emotional Learning: A Preliminary Survey*. The study sheds light on

teachers' perceptions, classroom experiences, and the barriers to implementing SEL, emphasizing the need for enhanced training and policy development in the Thai educational context.

Finally, **Rutjanee Ratanapinyopong** reviews Jackie Bolen's *ESL Writing Activities, Games & Teaching Tips: Practical Ideas for the Classroom*, providing valuable recommendations for educators seeking fresh, engaging classroom activities.

I extend my gratitude to all contributors for their thoughtful and rigorous work and to our reviewers, whose dedication ensures the high quality of our publication. I trust this issue will inspire further reflection, research, and dialogue among our readers. Lastly, I would also like to express my heartfelt thanks to the entire editorial team of *The New English Teacher*. Your hard work, attention to detail, and commitment to excellence are instrumental in making each issue a success. From coordinating submissions to managing the review process and finalizing the publication, your collective efforts are deeply appreciated.

I trust this issue will inspire further reflection, research, and dialogue among our readers.

Dr. Rusma Kalra

Editor, The New English Teacher