From the Editors

Once again, a year comes to a close and another soon begins. We have had an eventful year in 2024, which saw a lot of insights being bridged throughout the year in populated areas of study such as English-language teaching and learning, communication skills, cultural and social linguistics, and teaching assessment and pedagogy. 'Tis only fitting to end a year like that with a bang of an issue that includes some of the most innovative research ventures we have seen all year!

From the linguistic landscape of the streets of Rayong to education policies for Dai minorities in China, from generative AI and automated feedback to cognitive mechanisms in bilinguals, and from critical thinking assessment in higher education to higher education teachers facing tensions amid new research expectations, we are proud to be the host of such creative work in research, and look forward to more leading-edge articles in store for us in 2025 with both zeal and keen anticipation.

Shoutout to all the contributors to our journal this year who worked tirelessly to meet and exceed the ever-rising bar for research excellence, including our select authors from the FPT Conference of Language and Education (FCLE) in Vietnam! And of course, a huge thank-you to our reviewers for their consistently inspiring professionalism and our readers for their continued support. We will see you in the next one, so until then, please enjoy the fine curation of knowledge and insights from this issue!

The Editorial Team