

From the Editors

Salutations to our readers! It is our fifth year since being first indexed in Scopus back in 2020. The ride we have all taken to reach here has not been easy, but also not without its exuberant highs. We are ever glad to still be in a position to bring you unique insights in EFL and applied linguistics from both Thailand and unexpected nations across the globe.

To kick off the promising year of 2025, this issue covers a wide variety of innovative themes. From technology-mediated pedagogies (such as AI-assisted learning and blended learning) to pedagogical well-being (e.g., teachers' emotions and teaching quality amid crises), the issue reflects an ongoing trend towards integrating new technology in language education practices that will likely remain undeterred for years to come. However, it also reminds us of the importance of teachers' and practitioners' perceptions on the frontlines of such changes.

From the realm of discourse analyses, the issue also sees insightful discussions vis-à-vis notions of identity and discursive strategies (including *clickbait* and *colorism*) across popular media such as news articles, YouTube videos and even televised campaign speeches. More surprisingly, we also see contributions to the emerging frontier of ecolinguistics in this issue, through the lens of corpus data mining and ecological discourse interpretation, and ecopoetics—a potentially useful pedagogy for improving learners' ecological literacy.

With other contributions from Spain, Jordan and the Philippines to name a few, we hope we can continue on this international path in delivering innovations in EFL and applied linguistics to you, our beloved readers. As always, thank you to all the authors and reviewers who worked hard in helping us close out another splendid issue. Off to work, we go—and until then, we will see you in the next one!

The Editorial Team