

## Notes from Editors

It is with immense pride and enthusiasm that we introduce Volume 38, Number 1 (January–June 2025) of the *THAITESOL Journal*. As we navigate an ever-evolving landscape in English language teaching and learning, this volume stands as a testament to the diverse and impactful research being conducted by scholars worldwide, contributing to the vibrant discourse within our professional community.

This edition of the *THAITESOL Journal* upholds our dedication to sharing high-quality, peer-reviewed research that links theory and practice. The articles in this volume collectively examine current challenges and innovative methods in TESOL, providing valuable insights for researchers, educators, and policy-makers.

We begin with **“A Corpus-Based Study of Lexical Collocations of Keywords Found in Online News Articles,”** by Pattarin Metang and Arthitaya Narathakoon, a fascinating exploration into the linguistic intricacies of digital discourse. Next, **“Reflection and English Learning in Pre-Medical Students’ E-Portfolio”** by Natakorn Satienchayakorn and Ubon Sanpatchayapong offers timely insights into the power of reflective practices and digital tools in fostering language acquisition among specialized learner groups.

In addition, the article **“Cambodian EFL Undergraduates’ Metacognitive Reading Strategies Use to Comprehend English Reading Texts”** by Sothea Seng sheds light on the cognitive processes of reading in an EFL context, with clear implications for developing effective reading pedagogy. In a world that is increasingly connected yet requires heightened intercultural sensitivity, **“Promoting Intercultural Awareness Among Thai EFL Tertiary Students Through Inquiry-Based Learning and Digital Platforms in a Virtual Classroom”** by Supaporn Kulsitthiboon and Nattharmma Namfah presents an innovative pedagogical framework for cultivating global competence in online learning environments.

Moreover, the article **“Promoting Cross-Cultural Integration: A Comparative Analysis of Japanese and International Students in Integrated English Classes”** by Gordon Carlson and colleagues examines the dynamics of diverse classrooms, offering practical guidance for fostering inclusivity and mutual understanding. Finally, **“Evidential Shifts in EFL Manuscripts: A Study of Novice Writers Across Three Diverse Learning Contexts”** by Reuben H. Esteban and Unaree Taladngoen addresses a crucial aspect of academic writing, providing valuable diagnostic insights for supporting the development of scholarly voices.

Each contribution has undergone a rigorous double-blind peer-review process, ensuring the scholarly integrity and relevance that define the *THAITESOL Journal*. We extend our profound gratitude to all authors for their dedication to advancing knowledge in our field, and to our diligent reviewers for their unwavering commitment to maintaining the high standards of this publication.

We trust that the research presented in this volume will stimulate further inquiry, enrich teaching practices, and foster continued dialogue within the TESOL community. We invite you to engage with these thought-provoking studies and join us in shaping the future of English language education.