

## Editorial

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### **Embracing the Nuances of English Language Education in Modern Contexts**

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Welcome to the latest issue of *The English Teacher Journal*, Volume 53, Issue 1, where we delve into the dynamic and ever-evolving landscape of English language education. Our current issue presents a collection of insightful articles that explore various facets of teaching and learning English in diverse contexts, both traditional and digital. These contributions reflect the ongoing innovation and adaptation in English language teaching, driven by a need to meet the challenges and opportunities of a globalised world.

Our opening article, *Teaching L2 Vocabulary: What Goes on in the ESL Classroom?* offers a detailed examination of vocabulary instruction within the ESL classroom. The authors investigate the methodologies and practices that underpin effective vocabulary teaching. Their research sheds light on the pedagogical strategies that educators may employ to enhance lexical acquisition, providing valuable insights into how these approaches can be optimised for better student outcomes.

Moving from the physical classroom to the digital realm, *Exploring Teacher-Student Interaction in a Synchronous Online Modality*, presents a critical discourse analysis of teacher-student interactions in synchronous online settings. The article examines the communicative dynamics that characterise virtual classrooms. The study highlights the challenges and opportunities inherent in real-time online teaching, offering a nuanced understanding of how digital communication tools can be leveraged to foster meaningful educational exchanges.

In the context of online English language education, the roles of teaching presence are crucial for effective learning. *The Roles of Teaching Presence in Asynchronous and Synchronous Online Teaching Contexts* explores this theme. This research compares the impacts of teaching presence in both synchronous and asynchronous modalities, providing practical insights for educators striving to maintain engagement and support in varied online English language learning environments.

Addressing the specific challenges faced by ESL postgraduate students, the fourth article, *Understanding ESL Postgraduate Students' Dissertation Writing Challenges*, delves into the intricate relationship between second language writing anxiety and writer's block. The article offers an empathetic and comprehensive look at the psychological barriers that can impede academic writing of ESL postgraduate students. This piece is an essential read for educators and mentors who guide students through the complex processes of dissertation writing.

Finally, our issue concludes with a systematic literature review on the use of e-modules to support English language learning. *Using e-modules to support EFL/ESL learning* synthesizes existing research on digital learning modules, evaluating their effectiveness and potential in enhancing language acquisition. The review provides an assessment of e-modules as a pedagogical tool, offering recommendations for their integration into an EFL/ESL curricula.

Together, the articles in this issue underscore the multifaceted nature of English language education today. From classroom strategies and digital interactions to psychological challenges and technological advancements, this issue captures the breadth of research and innovation that is driving the field forward. We hope that these contributions inspire educators, researchers, and policymakers to continue exploring and refining the practices that support English language teaching and learners around the world.

Happy reading!

Assoc. Prof. Dr. Cecilia Cheong Yin Mei  
**Editor-in-Chief**  
***The English Teacher Journal***  
**MELTA Malaysia**