

## Editorial

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### **Reimagining English Language Education for a Connected, Cultural and Compassionate Future**

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In this issue of *The English Teaching Journal*, we traverse educational, technological, cultural and psychological borders to uncover what it means to teach and learn English in today's dynamic global landscape. Each article in this issue sheds light on a unique aspect of language education - from preparing future educators for the digital frontier to understanding the inner world of novice and anxious learners, offering educators not just research, but real-world resonance.

As online ESL teaching becomes an increasingly viable path for teachers, the first article, *Teaching Beyond Borders: Insights into the Motivations, Challenges and Recommendations for Enhancing BEED Graduates' Readiness for Online ESL Careers*, offers a crucial exploration of their lived experiences. The authors uncover a misalignment between traditional teacher preparation and the demands of virtual classrooms. Their recommendations for embedding digital literacy, simulated teaching practice and platform-specific training into pre-service programmes are timely and practical, signalling the urgent need for curriculum evolution, especially in today's expectation of incorporating virtual technology in the language classrooms.

Next, *Rapport in Practicum Supervisors' Directive Strategies in WhatsApp Group Chats* provides a fascinating look at how communication dynamics shift in digital spaces. Through an in-depth analysis of directive speech acts in WhatsApp group chats, this study reveals the subtle power of lexical downgraders in preserving rapport. In an age where mobile messaging tools are integral to supervision and instruction, this work offers a nuanced understanding of how language can sustain respectful, collaborative relationships, even in asymmetrical power settings.

The issue takes a culturally enriching turn with *Philological Tenets behind Minasbate Poetry: Themes, Forms, and Cultural Significance*. This article is a call for the inclusion of regional

literatures, such as the vibrant and under-explored Minasbate poetry, within the broader English Language Teaching framework. By highlighting the emotional, linguistic and cultural threads woven into these poetic works, the author emphasizes the value of teaching materials that reflect the richness of local identities. Such insights not only promote cultural preservation, but also inspire a deeper engagement with English language learning through authentic, contextual content.

Language learning is never just academic, but may be deeply emotional. The fourth article, *Examining First-Year Japanese University Students' Anxiety in the English Communication Classroom*, probes into the psychological terrain of learners transitioning into student-centred English communication courses. The exploratory findings reaffirm a key truth: reducing anxiety and fostering enjoyment are just as critical to language acquisition as grammar and vocabulary. Student-centred methodologies, with their emphasis on autonomy and interpersonal connection, emerge as powerful tools for transforming classrooms into spaces of confidence and community.

Rounding out this issue is *Changes in Teacher Beliefs and Identity of In-Service TESOL Novice Teachers*, which illuminates the inner transformations of early-career teachers. Through the qualitative insights, the authors reveal how reflection, mentorship and contextual adaptation reshape novice teachers' professional identities and beliefs. As the language teaching landscape continues to diversify and expand, this study calls attention to the significance of emotional resilience and reflective practice in teacher development.

Together, these contributions paint a vivid and multifaceted picture of English language education today. They prompt us to consider how digital readiness, culturally rooted content, rapport-building, learner psychology and evolving teacher identities intersect in meaningful ways. This issue reminds us that English language teaching is not merely a profession. It is a bridge between people, cultures, technologies and aspirations.

As you delve into these pages, may you be reminded of the enduring power of language education to adapt, uplift, and transform lives across all borders - digital, cultural, and emotional. I hope these insights spark new conversations, reflections, critical thought and transformative teaching innovations in your language classrooms.

Happy reading!

**Assoc. Prof. Dr. Cecilia Cheong Yin Mei**  
**Editor-in-Chief**  
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