

Editorial



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Responding to Change in English Language Teaching

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This issue of *MaJER* (Volume 23, Issue 1) examines how English Language Teaching (ELT) is adapting to new pedagogical and technological demands. As classrooms become more diverse and digitally mediated, teachers, learners and institutions are being asked to rethink how teaching, learning and assessment are carried out. The articles gathered here cluster around three broad concerns – teacher development, assessment and technology – while also reaching into learner psychology and classroom discourse. Although linguistic knowledge remains central to effective ELT, it is no longer sufficient on its own. Teachers and learners also need assessment literacy, inclusive awareness, digital competence, creativity and the ability to communicate flexibly across settings.

A recurring concern across this issue is teacher preparation and professional development, focusing on how teachers and pre-service teachers build the confidence, awareness and judgement needed to respond to diverse classroom demands. Some articles highlight the importance of exposure to a range of assessment methods including methods for assessing children with special needs, while others demonstrate how teacher identity is shaped and enacted through creative methods such as drama and digital technologies such as artificial intelligence (AI) and an instant messaging tool.

A second strand concerns assessment and instructional support. The studies on rubrics, classroom-based assessment, IELTS Speaking instructional needs and writing development show that effective ELT depends on clear criteria, meaningful feedback and carefully designed pedagogy. Assessment emerges here not merely as a means of measuring learning, but as part of instruction that can advance learner progress, confidence and autonomy.

A third strand engages the growing influence of artificial intelligence and digital technologies in ELT. The articles on AI in language teaching, ChatGPT and learner autonomy, guided ChatGPT intervention, and WeChat acceptance for IELTS Speaking instruction weigh both the opportunities and the challenges of technology integration. They remind us that digital tools serve learners best when they are guided by teacher judgement, ethical awareness, learner readiness and clear instructional goals.

The first article, *From Script to Stage: A Case Study of Creative Confidence Development in English Language Teacher Education Through Drama and Theatre*, explores how drama- and theatre-based pedagogy can foster creative confidence in two prospective English language teachers. Through scriptwriting and performance, it highlights the role of embodied, performative learning in supporting teacher identity and pedagogical creativity.

The second article, *The Effectiveness of Rubrics on Enhancing EFL Students' Writing Proficiency: An Experimental Study*, investigates how explicit rubric use can improve students' writing performance. The findings suggest that rubrics function as instructional tools, clarifying expectations, supporting self-assessment and helping learners produce more effective written work.

The third article, *TESL Pre-Service Teachers' Perceptions of Classroom-Based Assessment in Primary ESL Classroom: A Quantitative Study*, examines the challenges TESL pre-service teachers perceive in implementing classroom-based assessment during practicum, together with the solutions they propose. It points to the need for stronger support in translating assessment theory into classroom practice.

The fourth article, *Artificial Intelligence in Language Teaching: Teachers' Roles, Identity, and Professional Development: A Systematic Literature Review*, synthesises recent research on AI in language teaching, showing how AI integration is reshaping teachers' instructional roles, professional identity and development needs.

The fifth article, *Between Policy and Practice: English Teachers' Challenges and Functions of Code-switching in Tertiary EFL Classrooms*, investigates English–Mandarin code-switching among tertiary EFL teachers in China. It shows how code-switching serves discourse and pedagogical functions, particularly as teachers negotiate English-only expectations alongside students' comprehension and engagement needs.

The sixth article, *Foreign Language Enjoyment and Ideal L2 Self as Predictors of Willingness to Speak among Afghan EFL Learners*, examines affective and motivational predictors of learners' willingness to speak. It contributes to positive psychology and L2 motivation research, particularly in relation to classroom speaking participation.

The seventh article, *A Systematic Literature Review of ChatGPT's Role in Promoting Learner Autonomy in English Language Learning*, reviews how ChatGPT may support learner autonomy. It identifies potential benefits such as self-directed learning, immediate feedback and personalised interaction, while cautioning against overreliance and insufficient pedagogical guidance.

The eighth article, *Enhancing Pedagogical Dyslexia Knowledge and Awareness of EFL Teacher Candidates: A Quasi-Experimental Intervention via DysTEFL*, turns to inclusive teacher education. It reports gains in EFL teacher candidates' knowledge and awareness of dyslexia following a DysTEFL-based intervention.

The ninth article, *Integrating Guided ChatGPT Intervention on the Writing Efficiency of Grade 11 HUMSS Students*, investigates guided ChatGPT use in improving students' writing efficiency. The findings suggest that ChatGPT can support writing development when paired with structured teacher guidance, while raising concerns about originality, critical thinking and learner dependence.

The tenth article, *Investigating IELTS Speaking Instructional Needs and the Acceptance of WeChat as a WeCWI-Enabled Instructional Tool*, examines Chinese undergraduates' IELTS Speaking instructional needs and their acceptance of WeChat as a potential WeCWI-enabled instructional tool prior to implementation. It underscores the value of needs analysis, learner acceptance and questionnaire validation in designing mobile-assisted language learning interventions.

The eleventh article, *Repeated Capitalisation in a Practicum Supervisor's WhatsApp Messages to Trainee Teachers*, examines repeated capitalisation in supervisory WhatsApp communication. It shows how digital textual features can carry pragmatic meaning, especially in interactions shaped by institutional roles and asymmetrical power relations.

Collectively, the articles in this issue reflect the widening scope of ELT research. They span teacher education, assessment, learner psychology, inclusive pedagogy, digital communication, mobile-assisted learning and AI-enhanced language education. Though grounded in different contexts and drawing on different methods, they share a concern with how ELT can remain responsive to teachers, learners and institutions in a period of educational change.

As we move further into 2026, this issue of *MaJER* reaffirms the journal's commitment to publishing research that connects theory and practice in English language education. The articles remind us that change in ELT is best approached thoughtfully. New tools and approaches earn their place only when they serve clear pedagogical purposes and answer to the realities of teachers and learners. We hope this issue prompts further discussion on how ELT can keep developing in ways that are practical, ethical and contextually grounded.

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