

FOREWORD

Volume 22, Issue 2 marks a meaningful beginning as the first issue published under the leadership of our new editorial team. The team consists of renowned figures from Taiwan in the field of TESOL as well as internationally recognized scholars. With our new team, the journal will continue to strengthen its role as a platform for rigorous research and cross-disciplinary dialogue in English language teaching and learning. We also extend our sincere appreciation to the previous editorial team for their dedication and careful guidance throughout the review process. The four papers featured in this issue were handled under their supervision and reflect both their rigorous work and the continuing commitment of the journal to academic excellence.

The first contribution, “Promoting Teacher Reflection Through Dialogic Journal Interactions: A Collaborative Self-Study” by Tomohide Warabi, Yuya Yamamoto, and Akiko Takagi, examines the transformative potential of reflective practice. By showing how dialogic journaling and peer feedback foster professional growth, the study demonstrates the value of collaborative inquiry. Reflection is presented not only as a self-directed practice but also as a shared process that deepens teachers’ awareness and responsiveness.

The second paper, “A Multifaceted Exploration of AI-Powered Google Translate Usage and Post-Editing Training Effects” by Yen-Yu Lin shifts the focus to learners’ writing practices. It demonstrates how post-editing training enables students to move beyond passive reliance on machine translation and instead engage critically with language. The findings highlight that technology becomes most

beneficial when it is paired with structured pedagogical guidance, as this allows learners to transform potential shortcuts into meaningful opportunities for development.

The third study, “Investigating Technique Efficacy in EFL Reading Instruction Using Pear Deck” by Hsin-Yi Cyndi Huang, Chiung Jung Tseng, Ming-Fen Lo, and Yi-Chi Chen, investigates how interactive platforms can foster classroom engagement. By comparing teacher-led and peer-led approaches, this study highlights how carefully designed digital activities can enhance vocabulary acquisition and collaboration. It emphasizes that pedagogical design and interactional strategy—rather than technology alone—are central to effective learning.

Finally, “AI-Ready: Evaluating EFL Teachers’ Preparedness for the Future of Language Instruction” by Sahal R. Alshammari and Amrendra Kumar Singh brings the discussion back to teachers as the key agents of educational change. This study reveals both enthusiasm and concern surrounding the adoption of artificial intelligence in language education and emphasizes the need for professional development, ethical reflection, and institutional support. It reminds us that technology can only be successfully integrated when teachers are equipped both technically and pedagogically.

Taken together, these four papers demonstrate that while innovation offers new possibilities, the future of TESOL will not be defined by technology alone. Instead, it will be shaped by the reflective and informed choices of educators and learners. Whether through reflective collaboration, guided use of translation technologies,

interactive reading platforms, or thoughtful AI integration, both teachers and learners remain central to ensuring that innovation leads to meaningful learning.

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Editor-in-Chief