

A Note from the Editor-in-chief

Dear authors and colleagues,

We are delighted to inform you that the full issue of May 2022 has completed its mission. We acknowledged authors from Bangladesh, Taiwan, and Vietnam who contribute their intellects and experts to the quality of the issue.

To Bangladesh, we send our great thanks to the Institute of Modern Languages, University of Dhaka, Bangladesh. Wahidul Islam, Saleh Ahmad, and Md. Didarul Islam employed a mixed-method to investigate the problems of speaking faced by the 88 undergraduate students and four teachers from four universities in Bangladesh.

To Taiwan, we acknowledge the National Taiwan University of Science and Technology, Taipei City, Taiwan. Nguyen Thi Mo and Huei-Chun Teng explored mobile devices' acceptance in EFL listening skills among Vietnamese high school learners by utilizing the updated Unified Theory of Acceptance and Use of Technology (UTAUT).

To Northern Vietnam, we send our big thanks to (1) the Academy of Journalism and Communication, Ha Noi. Nguyen Thi Hong Nhung and Nguyen Thi Thuy Hue employed Google Docs in teaching and learning English online to improve students' writing performance. (2) We acknowledge Hung Vuong University, Phu Tho Province, Vietnam. Ngo Thi Thanh Huyen investigated Vietnamese students' attitudes towards English listening learning after the two cycles of an action research project in which strategy instruction was employed as the intervention.

To Central Vietnam, we acknowledge the University of Foreign Language Studies, The University of Danang, Vietnam. (1) Uyen Thi Phuong Nguyen and Uyen Pham Thanh Nguyen investigated how pre-service EFL teachers perceive and perform oral corrective feedback, and (2) Ngo Thi Hien Trang and Luu Quy Khuong examined the direct apology strategies and the lexicogrammatical realizations of utterances, including apologies in English conversations

To Southern Vietnam, we send our thanks to (1) the Foreign Trade University, Ho Chi Minh City Campus, Vietnam. Ngoc Hong Phuong Vu and Ha Thanh Le used a mixed-method approach to analyze the influence of six components in a CV writing process from a social-constructivist approach. (2) Pham Manh Tri et al. at the Faculty of Foreign languages, Van Lang University, investigate the concentration challenges that EFL students at Van Lang University are encountering while they are studying online. Particularly, (3) at Van Language University, Dinh Huynh Mai Tu employed the TBLT framework in technology-mediated environments to enhance students' vocabulary retention and interpreting skills.

To Western Vietnam, we send our thanks to the School of Foreign Languages, Can Tho University, Can Tho, Vietnam. Le Xuan Mai and Le Thanh Thao employed a qualitative method to investigate the factors influencing Vietnamese students' attitudes toward

English learning in a tertiary institution in the Mekong region to help local educators enhance the quality of teaching and learning English in this region, considered a “low-land” in the education of Vietnam.

Finally, we really appreciate the hard-working of the editorial board and reviewers. Without their efforts and valuable time, the International Journal of TESOL & Education (ijte) could not achieve such qualified research articles on this issue.

Thanks be to God for everything!

Sincerely yours

A handwritten signature in blue ink is written over a red circular stamp. The stamp contains the text: "THE ASIA ASSOCIATION OF COMPUTER ASSISTED LANGUAGE LEARNERS" around the top and bottom edges, and "INTERNATIONAL CONFERENCE OF TESOL & EDUCATION" in the center.

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Editor-in-chief

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