Editor's Note

Dear Readers

Welcome to Volume 31, Issue 2 (July–December 2026) of the *NIDA Journal of Language and Communication*. As this eventful year draws to a close, we are pleased to bring you five research articles and one book review. All five studies are set in Thai university classrooms, yet together they cover a remarkably wide terrain: writing, speaking, reading, technology, and the identities learners carry with them into the room. If there is a common thread, it is a reminder that good language teaching depends as much on how learners think and feel as on what they are taught.

We open with Massaya Rachawong's study of the process-genre approach to essay writing, which asks whether combining attention to the writing process and to genre can help Thai English majors become better, more confident writers. Jutiphorn Poolsawat and Rusma Kalra then turn to speaking, drawing on Hymes' Communicative Competence Model to examine how university teachers perceive their students' spoken English and the factors that shape it.

Technology takes centre stage in the next two articles. Patomporn Thepbodee and Sumalee Chinokul ask whether AI tools such as ChatGPT, Google Translate, and Grammarly really help undergraduates improve their academic writing, while Atthasith Chuanpipatpong investigates how Thai learners respond to Microsoft Reading Progress, an automated speech-recognition tool, as a way to practise oral reading fluency.

Finally, Sijhana Virakul, Pornpimol Sukavatee, and Pavadee Saisuwan explore an area still rarely examined in Thai ELT research: how discourses of gender and sexuality in class content influence queer university students' identities and motivation.

The issue closes with Jiraporn Netsombutphol's review of Shang Guowen's *Theory and Practice in Linguistic Landscape Research* (The Commercial Press, 2023), which introduces readers to a recent contribution to this fast-growing field.

As always, we are deeply grateful to our authors for entrusting us with their work, to our reviewers for their generous and rigorous feedback, and to our editorial team for their behind-the-scenes dedication. We hope this issue sparks new ideas for your own language teaching and language and communication research, and we look forward to receiving your submissions in the year ahead.

Warm regards,

Savitri Gadavanij.

(Associate Professor Savitri Gadavanij, PhD.)

Editor-in-Chief

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