

# Letter from the Editors

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Greetings from TERECONET!

At TERECONET, we see literature review not just as an academic requirement, but as a meaningful voyage—one that allows us to connect with ideas, challenge assumptions, and contribute to the ever-evolving dialogue in TESOL research.

In this issue of our newsletter, *Navigating Literature: Sailing the Sea of Knowledge*, we invite you to join fellow educators and researchers on a journey through the depths of academic literature. Whether you are mapping out your very first review or refining your approach with every project, the stories in this issue reflect the challenges, discoveries, and small victories that come from engaging deeply with what others have written before us.

Literature reviews are more than summaries of existing work—they are opportunities to think critically, to question, to synthesize, and to clarify our own research directions. We are proud to feature articles that showcase practical strategies, personal reflections, and thoughtful critiques from TESOL professionals at various stages of their academic journey.

We hope this issue empowers you to see literature review not as a solitary task, but as an exploratory process that builds bridges—between ideas,

between people, and between research and practice.

For this issue, we are thrilled to present the following articles:

**Thanh My Nguyen** proposes a dynamic, curiosity-driven approach to literature review. Her four-step method—fast screening, deep reading, and smart synthesis—transforms teaching insights into research ideas. She highlights literature review as an ongoing process uncovering meaningful research directions.

**Raqib Chowdhury** emphasizes that beyond standard literature review practices like developing a conceptual framework, keeping research journals, and mapping ideas, discussing ideas with peers and reflecting collaboratively are crucial for sharpening research focus and maintaining research drive.

**Tran Quoc Thao's** article outlines three different forms of literature reviews, and five foundational steps to conduct them. Understanding the aims, methods, and scope of each review aids in the subsequent implementation and writing process.

**Yasir Hussain's** account emphasizes structured topic narrowing, AI-assisted search tools, and ethical source verification in literature review. Broad-to-narrow strategy, interactive reading

platforms, and organized note-taking systems are highlighted as key supports for researchers.

**Tran Thanh Tan's** reflection on his research in applied linguistics (morphosyntax) during his Master study corresponds with Farooq's (2017) model which is worth applying to identify knowledge and methodology gaps as potential areas to fulfill previous research.

**Nguyen Tran Hoai Phuong's** experience highlights the shift from summarizing to synthesizing in literature review. Information overload and disorganized notes led to confusion, but theme-based structuring and comparative analysis helped her build clearer arguments and stronger research skills.

**Cheng-Chun Alan Tsai's** account outlines key strategies for guiding MA students in writing effective literature reviews. Structured search techniques, use of the CARS model, organizational

methods, methodology awareness, and citation practices are emphasized to help students critically synthesize literature and contribute to academic discourse.

**Nguyen Ngoc Ly** reviews key elements of quantitative and qualitative research, with which gaps in literature can be explored. One method aids in visualising the gaps is the Literature Map technique, while SQRRR (Survey, Question, Read, Recite, Review) serves as a method to improve reading comprehension that goes from surveying the ideas to affirming the research gaps.

Since this is our first issue, we recognize there may be room for improvement. We welcome any comments, concerns, or constructive feedback.

Happy reading!

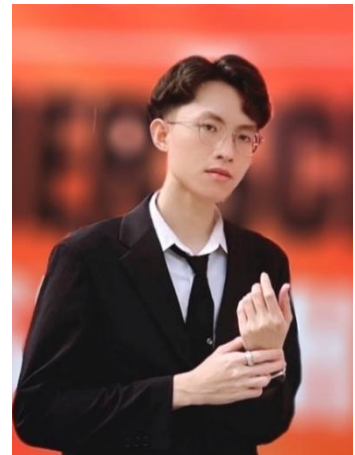
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