

## Letter from the Editors

Greetings from TERECONET!

At TERECONET, we recognize that research and teaching continually inform one another, shaping the growth of both educators and learners. In that ongoing dialogue between classroom practice and research inquiry, *measurement* plays a central role because the ways we define and measure learning shape what we notice, what we claim as evidence, and what we choose to improve. That is why, in this issue of our newsletter, *The Art and Science of Measurement: Psychometrics and Scale Development in Language Education*, we turn our attention to the tools and thinking that help us measure what truly matters.

This focus is timely, as measurement in language education is far more than a technical step, it underpins credible research, informs pedagogy, and supports fair and equitable practice. As psychometrics becomes increasingly relevant to both researchers and practitioners, there is a growing need for clearer, more practical discussions of how scales are developed, adapted, and used responsibly in our field.

With that in mind, we are pleased to present four contributions that approach measurement from complementary angles—practical, reflective, methodological, and classroom-based—showing that psychometrics is not only a science of precision, but also an art of interpretation.

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

**Nguyen Hoang Mai Tram** provides a clear and practical guide to scale construction through a structured four-phase process—from defining constructs and generating items to content validation and empirical testing through EFA and CFA. This article offers a helpful roadmap for

researchers who are developing instruments that are both theory-informed and reliable.

**Le Tran Hoang Vy** invites readers to look beyond technical accuracy and consider what measurement may overlook. The essay highlights the importance of balancing psychometric precision with human empathy, reminding us that growth, motivation, and emotional realities are essential parts of language learning that deserve thoughtful interpretation.

**Anh Nguyen-Ho-Ngoc** reflects on a mixed-methods research journey examining teachers' willingness to adopt EdTech through the Technology Acceptance Model. The article shares both methodological challenges—such as adapting quantitative scales and navigating statistical procedures—and the value of integrating qualitative insights to better understand teachers' lived experiences.

**Nguyen B. Ngoc Jade** brings measurement into everyday classroom practice. Through designing a peer-evaluation tool, the author shows how student-friendly criteria and peer assessment can become meaningful supports for learning, feedback, and reflection—not merely tools for grading.

These articles remind us that measurement is not only about data but also about clarity, fairness, and purpose. We hope this issue encourages you to view psychometrics and scale development not as intimidating requirements, but as valuable opportunities to strengthen both research quality and pedagogical practice.

**Happy reading!**

*The Editorial Team*



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