

# Letter from the Editors

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Greetings from TERECONET!

At TERECONET, our mission has always been to bridge the gap between research and the language classroom by fostering collaboration. To further this vision, we are excited to introduce our newsletter—a space where both novice and seasoned researchers can share their knowledge, experiences, and stories.

Our goal is not to publish research-heavy papers, but rather to offer a more accessible form of academic publication. While our articles maintain academic integrity, they are written in a clear and approachable style, ensuring that you, our readers, are not overwhelmed by complex figures, structures, or jargon. We believe that behind every research project lies a unique story—full of challenges, breakthroughs, successes, and setbacks—and those are the stories we aim to highlight.

In this newsletter, you'll find research tips, insights, and reflections drawn from the personal experiences of our contributors, regardless of their career stage. We believe that this type of shared knowledge holds its own value and can inspire meaningful progress in research.

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

**Hoang Huu Nguyen** explores the process of selecting a research topic in TESOL. He highlights the balance between personal interests and practical considerations, as well as the importance of collaboration and flexibility in choosing research areas.

**Samantha M. Curle** examines the benefits of interdisciplinary international collaborations, particularly between STEM and linguistics. Her thought-provoking article challenges conventional thinking and encourages integrated approaches to better understand language processing, policy impact, and the complexities of English Medium Instruction (EMI) in diverse contexts.

For those conducting quantitative research, **Vu Tran-Thanh** provides practical guidelines on determining the correct sample size, outlining six principles applicable to both probability and non-probability sampling methods.

**Joshua M. Paiz** reflects on an unconventional yet effective approach in his TESOL research—using crayons to visualise complex ideas. This creative method helped him overcome obstacles and better understand sociocognitive frameworks.

Drawing from his experience in a Master of Arts program, **Duy Dang** dispels common misconceptions about graduate studies. He offers thoughtful advice for students navigating the challenges of research-intensive learning and collaboration.

As a passionate environmental advocate, **Jepri Ali Saiful** emphasises the crucial role of Eco-ELT (Ecological English Language Teaching) in integrating sustainability into English teaching. He draws on his 13 years of environmental activism to inspire a new direction for ELT.

**Duc Dao** shares her experiences in refining her PhD research and demonstrates the effectiveness

of the "think-aloud" method for gathering constructive feedback. Her article shows how this technique can improve the design and implementation of survey instruments in academic research.

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

Happy reading!

The Editorial Team



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