

**Contents**

<b>Articles</b>	<b>Page</b>
Promoting the Value of Non-Native English-Speaking Teachers <i>Flora D. Floris</i> <i>Willy A. Renandya*</i>	1
An Investigation into Using Kagan Cooperative Learning Model to Enhance English Oral Communication Ability of Bhutanese Students <i>Singay</i>	20
“I would like her to...:” ELT Student-Teachers’ Reflections on Mentoring Practices <i>Esra ORSDEMIR*</i> <i>Rana YILDIRIM</i>	48
Insights into Listening Comprehension Problems: A Case Study in Vietnam <i>Thao Quoc Tran</i> <i>Tham My Duong*</i>	77
Identifying the Needs of Reticent Pre-Service English Teachers for Remediation Course Development <i>Soo Ruey Shing*</i> <i>Goh Hock Seng</i>	101

<b>Articles</b>	<b>Page</b>
An Investigation of Student Teachers' Engagement in Autonomous Outside-The-Classroom Learning Activities <i>Samed Yasin Öztürk</i>	131
Unpacking Perceptual and Contextual Influences on Task-based Instruction: A Framework of Teacher Beliefs and Practice <i>Nguyen Van Loi</i>	154
A Needs Analysis of ESP in Textile Engineering Profession in Ethiopian Context <i>Medhanit Belachew</i>	181
Intercultural Communication Challenges and Strategies for the Thai Undergraduate Hotel Interns <i>Anyada Jhaiyanuntana</i> <i>Singhanat Nomnian*</i>	204
<b>Idea Sharing</b>	
Are Analytic Assessment Scales More Appropriate than Holistic Assessment Scales for L2 Writing and Speaking? <i>Nathan Thomas</i>	236
<b>Book Review</b>	
Systematically Working with Multimodal Data <i>Andrew Jocuns</i>	252