

## From the Editors

To enhance the quality of our journal, *rEFLECTIONS* Vol.21 has made some adjustments. We have increased the number of research articles and added an academic article to ensure our readers' uttermost benefits. This issue is packed with a wide range of thought-provoking topics in English teaching, applied linguistics and translations.

The first article, written by **Natchanan Nitirungrueang and R. Michael Crabtree**, Chulalongkorn University, explores translation strategies of ellipted subjects employed by first-year Arts students and discusses the relationship between Thai to English translation skills and English reading and writing skills. The study could be made use of by Thai EFL teachers in their pedagogical practices. **Jirawat Sithlaothavorn and Wannapa Trakulkasemsuk** from King Mongkut's University of Technology Thonburi conduct a move analysis of research discussion section in English articles published in Thai and international journals. Interestingly, the findings suggest that there is no fixed move pattern. However, the major difference between the articles published in Thai and international journals lies in the frequency of occurrence of evaluative moves. The results are useful for Thai and international scholars wishing to have their research studies published in prestigious journals. **Kexin Li and Marilyn Lewis** (Harbin Engineering University, China and University of Auckland, New Zealand)'s study reports a positive finding of a student's academic journey. The case study involving a university student and her self-initiated learning strategies goes to show that willingness to learn is the key to success.

More critical perspectives on a self-study approach can be discovered in the fourth article written by **Wannapa Jenwiththayayot and Saowaluck Tepsuriwong**, King Mongkut's University of Technology Thonburi. The study focuses on a group of students and their self-study experience. Attitudes, self-efficacy, benefits and drawbacks of self-study are examined and reported in detail. The last research article of this issue deals with a pedagogical issue that all teachers must have encountered. **Wichanon Phongjit and Wilaksana Srimavin**, King Mongkut's University of Technology Thonburi, exploit Sinclair and Coulhard's discourse analysis framework (1975) to analyze and compare a non-native teacher's acts during intra-activity and inter-activity transitions. This study is a must for novice teachers who may find shifting between topics too hard to conquer.

The academic paper by **Natakorn Satienchayakorn**, Phranakhon Rajabhat University, elaborately reviews theories of second language acquisition and discusses several prominent scholars viewing the influences of age over foreign language learning. Although this may sound familiar, the writer's arguments are worth considering

because they revolve around the Thai educational context in particular. Finally, in our usual book review section, **Marilyn Lewis**, University of Auckland, New Zealand, provides a concise yet insightful introduction to Ellis and Ibrahim's *Teaching children how to learn*.

Before we say goodbye, it is our pleasure to announce that *rEFLECTIONS* has recently been included in the list of Thai Citation Index (Tier 2). We would like to thank all our contributors, our team and those involved in making this happen. We could not have achieved it without your support and encouragement.

Until the next issue!

**Sonthida Keyuravong and Thanis Bunsom**  
**Editors**