

Notes from the Editor-in-Chief

I am happy to introduce Volume 31 Number 2 of Thailand TESOL Journal to you. This work contains three articles and one book review.

The first article is “Instruction Giving in EFL Classes from a Conversation Analysis Approach: A Case Study” by Nguyen Hong Lien. This work adds to the growing body of studies using conversational analysis by examining how instructors gave instructions in three university-level EFL classes in Vietnam. The findings showed both interactive and monologue styles. As the author states, much more research is needed in the area of classroom instruction.

“Teaching English Patterns in the Next Decade (2017-2027): Trends and Challenges” by Chaleomkiet Yemplech reports on a study that used the Ethnographic Delphi Futures Research (EDFR) technique with 17 Thai scholars to envision trends and challenges of English language teaching in the coming decade. The findings indicate a great amount of agreement that Thailand education will be affected by the declining birth rate, the aging population, and the need for flexible teaching approaches, such as blended learning.

The final article in this issue is “The Effect of Accent on Listening Comprehension: Chinese L2 Learners’ Perceptions and Attitudes” by Zhiying Wang. Wang compared the listening proficiency of high and low-proficiency Chinese students using accents from Britain, Australia, and India and found that low-proficiency students had more difficulties with the Indian accent presented than high-proficiency students. Nevertheless, all of the Chinese participants preferred to be taught by teachers with British accents.

As the final entry in this volume, *Teaching English as an International Language: Implementing, Reviewing, and Re-Envisioning World Englishes in Language Education* by Roby Marlina was reviewed by Supanit Kulsiri. Marlina elaborates the strength of this book for closing the gap between research and practice in English as an International Language (EIL) and providing a guide for practitioners that is based on a case study with both teachers’ and students’ voices lending their lived experiences.

I hope you find these four entries useful to your own context. Together, they provide a wide variety of topics and research methods that contribute to the scholarship in our field. Enjoy your reading!

Professor Leslie Barratt