

Notes from the Editor-in-Chief

Since our last issue of the Journal, the world, both in and out of Thailand, has experienced the great upheaval of a pandemic that has created uncertainty regarding face-to-face communication and sent most teaching online. I hope that this issue finds all of our readers not only healthy but also growing in their ability to cope with new conditions. In this respect, professional development becomes even more important, and reading professional journals is a good way to begin.

It is appropriate, therefore, that our first article, *Reading Enhancement Activities of Students in the Rural Areas in Thailand*, deals with reading and attempts to promote a lifelong love of reading during childhood. Wongsothorn and Yordchim attempted to explore the reading ability of students in both Thai and English, develop activities to promote reading, and then test the achievement of those same reading promotion activities. The authors found that students at all levels from upper elementary to vocational certificate schools improved their reading ability and motivation when engaging activities were provided that included parental involvement, such as reading to the parents, role playing, drawing, etc. However, praying, meditating, and creating exhibitions did not correlate with increased interest in reading.

The second article in this volume examines vocabulary lists and specifically investigates how online tools can help instructors select vocabulary to add to their lessons for their own students. In *Which Word List Should I Teach? Using Word Lists to Support Textbook Vocabulary Instruction*. Towns not only reports on his case study, which found that the word list given for the CEFR B2 level provided appropriate additional vocabulary for his classes, but, more importantly, he also details how teachers can compare online word lists to author-made and student-made lists to determine the adequacy of the vocabulary being taught in a text and to choose alternative or additional words to teach to their students.

Our third article also concerns the Thai context, in this case the implementation of active learning *Perceptions and Practices of EFL School Teachers on Implementing Active Learning in Thai English Language Classrooms* by Yusuk addresses the perceptions and practices of teachers who had been given 40 hours of training in active learning. Yusuk employed observations, interviews, and questionnaires in the study and found that, in general, teachers perceived active learning positively since students were more engaged in learning during activities and worked well in pairs and groups. Nevertheless, large class sizes, lack of space, time, and equipment (e.g. air conditioning), and classroom management issues hindered teachers; attempts to employ active learning all the time.

The final study described in this issue examined writing. *Direct Writing Prediction Models Identify At-Risk Writers* investigated the extent to which the Annual Writing Assessment scored with the six-traits writing rubric could identify at-risk writers in Grades 3-12. Conrad studied this question with 1,784 participants at an international community school in Bangkok, Thailand using writing samples taken at the beginning of each school year for seven years. Analysis of these scores revealed that the first-year scores did not identify at risk writers, but the lower the score, the more likely the student would later need intervention. The second-year scores combined with the difference between first-year and second-year scores increased predictability, and the additional data provided by third-year scores provided even more accuracy. In addition, sentence fluency became a significant variable at this point.

As you may have noticed, all four of the articles in this issue relate to the Thai context, yet they are diverse in their topic areas of reading, vocabulary, active learning, and writing. I hope that readers will find something of value in promoting their own teaching and/or research. I also hope you will enjoy reading them as much as I did.

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