

Notes from the Editor-in-Chief

Who knew, when we met in Bangkok for Thailand TESOL in January that 2020 would prove to be such an unusual year? This past year has disrupted education and lives all across the world and not just in Thailand, but educators have managed to turn the pandemic into opportunities for gaining skills in online teaching and for providing safer classrooms. Many educators have also managed to continue their own professional development. In this volume, we see the results of several of those endeavors with three articles and a book review.

In the first article, Thongprayoon, Wangphasit, Yamrung, and Langka investigate the attributes of Intercultural Communicative Language Learning Competence (ICCLC) of Thai undergraduates and how they develop these attributes during their university study. Their findings indicate the importance of motivation and willingness to communicate in fostering student growth in ICCLC. In addition, proficiency in English was a key factor as students with higher levels of English performed better in communicative tasks and had higher scores in the test of intercultural knowledge. The authors further noted the importance of hands-on intercultural activities, both curricular and extra-curricular, in creating interculturally competent individuals and suggest that these be incorporated into every language program and not just those focused on international communication.

The second offering by Vu and Bui concerns blended learning in writing classes at a Vietnamese university. The study involved an experimental group and a control group, each with 28 students, and found that, while the control group showed improvement from pre-test to post-test, the experimental group showed greater improvement over the eight-week period. The researchers also found that the general advantages of the blended approach were that it helped students improve in their writing competence, remember ideas better, make better word choices, and increase their sense of responsibility as well as their communication skills, collaboration, confidence, and critical thinking. Finally, by empowering students to be self-directed learners, blended learning has the potential, when carefully designed, to foster autonomous learning as a life-long skill.

Finally, Kampookaew's article reports on a study that examined the attitudes of Thai EFL instructors' acceptance of technology at a university language institute. Purposive sampling was employed to select eight participants with different ages, amounts of experience, and levels of academic rank. Due to the pandemic, each participant was interviewed for 30 to 40 minutes using a semi-structured protocol.

Findings were that while the teachers had negative attitudes toward technology at first, familiarity fostered confidence because they saw the benefits to students. In addition to students, the participants were also influenced by their colleagues, both when they were required to use particular tools and when their colleagues adopted popular technology. Major deterring factors were that some tools were difficult to use while others were unavailable.

Our book review this issue is by Lhadon, who reviewed *Deep Learning: Engage the World Change the World* by Fullan, Quinn, and Mcachen. The book contains three broad sections and ten chapters within these three sections. Many insightful topics and authentic case studies from various settings and situations are included. Section 1 (Chapters 1-3) explains the need

for deep learning and provides a description of what deep learn entails and how the teaching/learning process works. Section 2 (Chapters 4-9) outlines the various aspects that educators need to consider with regard to implementing a deep learning environment, both physical and psychological. Finally, Section 3 (Chapter 10) discusses challenges and new advancements regarding deep learning. Lhadon concludes that the book could be used as a handbook for educators who desire to ensure their students are equipped with global competencies for this 21st century.

I very much enjoyed reading this issue as all of the articles and the review concern topics that are currently quite relevant. I hope that each of you will likewise find something useful for your teaching or educational context.

Professor Leslie Barratt