

Notes from Editor

I call this issue of THAITESOL a glocal issue with five research papers and a book review. All the research papers were crafted by authors whose affiliations are from five local higher education institutions in Thailand. The global sense of those research papers, however, are from the authors' and their participants' nationalities of some of the articles, and the applicability of the research. These knowledge products from Thai institutions manifest an inside-out perspective—disseminating the local knowledge applicable to the contexts outside Thailand. This glocal issue ends in the opposite direction, though. The book review on equity, teaching practice and curriculum is set in the context of Sweden through the ideas of Swedish and American authors that local readers in Thailand can learn from.

De Luna from Mahidol University investigated Thai high school teachers' attitudes towards Thailish, Thai English. Claiming to be proficient in Thailish, the majority of the participants believed that such variety of English should be limitedly used, especially in academic and formal contexts. From Rangsit University, Lhamo and Sakulwongs examined the effectiveness of audio-assisted reading to enhance English reading comprehension skills of primary school students in Bhutan. After having taken English lessons with audio-assisted reading incorporated, the students had a higher mean score in the posttest. Interview results revealed that the students were also satisfied with the incorporation of such reading strategy.

Stepping out of the primary and high school contexts, the next three research articles deal with adult learners and job advertisement texts. In the realm of corrective feedback, Kaewkascholkul and Jaturapitakkul categorized Thai teacher's corrective feedback in speaking classes. Recasts and explicit feedback had the highest frequency in all classes at different proficiency levels. Readers can read the article for the possible explanations behind this frequency pattern. The next research article was a move analysis study of hotel job recruitment posts in social media conducted by a research team from Kasetsart University. Five mandatory moves and four mandatory steps were found in the study. Our readers can find out what they are and how this genre analysis study can have implications for English for Specific Purposes (ESP) courses. Still in the realm of ESP, Tangjitusorn and Pingyod reported the development and impact of English vocabulary manual for football enthusiasts. One interesting aspect about this study is the inclusion of not only students or teachers as participants, but also football enthusiasts, who really use vocabulary in that specific domain.

This issue ends with an outside-in perspective from a review of a book entitled *Equity, Teaching Practice and the Curriculum: Exploring Differences in Access to Knowledge*. Set in Sweden, readers can learn how different related parties may contribute to the equity in education. Feedback giving from teachers, students' co-authorship in designing a curriculum, school principals' roles, and other related issues are discussed in this book supported by empirical evidence from high- and low-performance schools. Readers should be able to learn from these cases and adapt them to their own situations... Everyone enjoy this glocal issue of THAITESOL.

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December 2023