

Notes from Editor

Welcome everyone to THAITESOL Journal, Volume 37, Number 2. This issue explores the TESOL related topics of communication apprehension, paraphrasing of academic English, group-roleplay task analysis, intercultural competence, and poetry reading in a flipped classroom. The book review discusses a timing topic of technology integration in a language classroom of a book entitled *Language Learning with Technology*. Interestingly, the research papers and academic paper in this issue concern English classes in a variety of educational levels: graduate, undergraduate and primary school levels.

West examines the paraphrasing guidelines' effectiveness in a graduate-level academic writing class at a Thai university. He found that not all paraphrasing strategies should receive the same level of emphasis for instruction. The paper also provides recommendations for instructors who would like to refine their paraphrasing section of academic writing courses.

Esteban and Pratumtone, Patharakorn, and Namsaeng and Ambele study different issues of undergraduate classes in Thailand. Reuben and Kannika explore the factors of teachers, language errors, evaluations, reinforcement and modelling that contribute to communication apprehension of undergraduate students. With nearly 300 student participants from three faculties, the results of this paper may guide language teachers in making their classes more conducive to learning and participating. In the realm of assessment, Patharakorn looks into the interpretation and performance of roleplay task by undergraduate student test-takers. The findings of her study can be employed as feedback on the task design and scoring. The integration of intercultural competence (IC) into an undergraduate curriculum to promote critical thinking is discussed in the academic paper by Namsaeng and Ambele. The origins and advantages of IC, challenges in teaching IC in Thai tertiary English education, and the connection between IC and critical thinking are thoroughly presented in this paper.

This issue's last research paper is set in the context of primary school in Bhutan. Namgay and Sakulwongs argue that using poetry in a flipped classroom for Primary 6 students can enhance their reading comprehension skill. As a mixed method study, this paper convincingly shows the effectiveness of such classroom through their posttest scores and student interview results.

THAITESOL 37(2) is the culmination of the current editorial team by Thanis Tangkitjaroenkun, Athip Thumvichit and Wutthiphong Laoriandee. As Editor for 2 years and Editor-in-Chief in the past 2 years, I would like to express my gratitude to my team. The results of their hard work are manifested in all the articles in the past 4 years. My thanks also go to our readers. I hope that TESOL practitioners, researchers, and graduate students have enjoyed reading the articles and book reviews contributed by authors from Thailand and beyond.

We are THAITESOL.

Wutthiphong Laoriandee

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