

Note From Editor

I am delighted to introduce Thammasat University's *Journal of English Studies* (JES) Volume 12, Number 1 January–June, 2017. Since our first issue in 2003, we have insisted on the primacy of language clarity and academic significance of our published papers. We welcome manuscripts from a wide range of subjects related to English Studies including: Intercultural Communication, Literacy and Cultural Studies, Translation Studies, Corpus Linguistics, English Language Teaching and Applied Linguistics, English Language Education, World Englishes and book reviews.

From this year onwards, JES will be a biannual publication that will serve as an academic platform for scholars and students of English Language Studies. The first volume of the year will cover the time frame from January to June, while the second volume will cover the period from July to December. As usual, our paper selection criteria are based on double blind peer review. Our invited reviewers are from well-established institutes both within and outside Thailand. This year we have received a substantial number of submitted manuscripts from international scholars ranging from Africa to Asia. However, we could only accept a handful of those whose quality meet the standards for academic journal publication. On this account, I would like to congratulate the authors whose manuscripts have been accepted, and also to thank them for the contributions they have made to this volume.

Thailand has attracted students from overseas because of its geographical advantages at the center of Southeast Asia and also because of its affordable cost of living. With the proliferation of international programs offered in both public and private universities in Thailand, English has pervasively become a lingua franca in

education settings whereby foreign students, particularly within Asia, engage in learning with local Thai students. As a result, Thailand has become a venue suitable for research projects on language teaching and learning in international education. In their article *Exploring Identity through Engagement: Four Cases of EFL University Students*, Ezia Meliany Gabu Joihin and her research team provided thick descriptions of four university students from different Southeast Asian countries who look at their own identity when they work individually and collectively in class. The results are in line with postmodern views where identity is perceived as a “site of struggle”. While higher education in Thailand has become increasingly internationalized, educators in primary education have been incorporating intercultural awareness, particularly knowledge of ASEAN countries, into their pedagogical practices, aspiring for their local Thai students to thrive within the ASEAN community. Kanlaya Promwatcharanon’s article on *The Integration of 4MAT Approach with ASEAN Social and Cultural Links: The Development of an Instructional Model to Enhance Youth’s Intercultural Communicative Competence and Attitudes* explains how the 4MAT Approach to language teaching can enhance students’ knowledge of the ASEAN community, intercultural communicative competence, and English language skills simultaneously.

The English language has been widely used in the pedagogical, sociocultural and political domains in Thailand. Through a corpus-assisted approach in combination with the Metaphor Identification Procedure (MIP), Chatchawan Chaiyasat and Melada Sudajit-apa examine conceptual metaphors embedded in Prime Minister Prayuth Chan-o-cha’s English addresses posted at the Thai government website in their article *A Corpus-Assisted Critical Metaphor Analysis of General Prayuth Chan-o-cha’s English Subtitled Weekly Addresses on Politics and Democracy-Related Issues in Times of Political Turmoil*. The article explains how conceptual metaphor is used as a tool to propagate political ideologies in the media.

Turning to English literature, Katherine Mansfield was a New Zealand author widely acclaimed as a modernist among her generation. Phanida Simaporn's contribution, *Katherine Mansfield's Experiment with the Multi-personal Point of View as a Method of Characterization in "Prelude" and "At the Bay"*, discusses how Katherine Mansfield unraveled the characters of her main protagonists by means of multi-personal points of view. The author brilliantly depicts two short stories, "Prelude" and "At the bay", as examples of Katherine Mansfield's unique style of narration.

This volume ends with a book review by Andrew Jocuns on Richard S. Pinner's *Reconceptualizing Authenticity for English as a Global Language*, Richard S. Pinner. Bristol, Buffalo and Toronto, Multilingual Matters. This book draws attention to the problem of authentic language teaching materials (e.g. newspapers) in the context of globalization as English has emerged as a global language.

JES Volume 12, Number 1 January–June, 2017 would not be completed to such a degree of integrity without the good teamwork and helping hands of its team members. I would like to convey my sincere gratitude to our Advisory and Editorial board members whose supervision has been invaluable. I would like to thank all reviewers for their rigorous attention to detail in deciding on paper acceptance, as well as their constructive feedback to those whose manuscripts were not accepted. Thank you to editorial and treasury members for your arduous work as a team.

Most importantly, I thank you dear readers and would like to welcome and encourage you to submit your manuscripts to us in the future. I look forward to seeing you in the next volume.

Varisa Osatananda
Editor-in-Chief