

## **Note from the Editor**

In the midst of the challenges and difficulties of the COVID-19 crisis, I wish to express my deep gratitude to all authors, the Editorial Board members, and the advisory and Editorial Teams for their continued support and hard work to produce academic articles for this Volume 15(2) of jSEL. In this issue, all five research articles present reflections about English language pedagogy in various perspectives.

The first three articles focus on certain theoretical frameworks in English language teaching and learning. Suwitchan Un-udom and Chomraj Patanasorn examine sequencing tasks in the Triadic Componential Framework. In the second study, Nikom Tolongtong and Dumrong Adunyarittigun analyze the effects of the Reciprocal Teaching Procedure on English reading performance. The third article is by Rawisree Suteerapongsit and Nattama Pongpairoj. This study looks at the production of wish clauses based on systematicity in Interlanguage Hypothesis.

The last two research are analyses of Thai EFL students' problems and learning strategies. Poonyapat Boonyarattanasoontorn, Sirawich Tampanich, and Chomploen Pimphakorn discuss the problems of lexical collocation usage and the series of explicit collocation teaching lessons that improve students' performance. In the last essay, Nathaya Boonkongsaen, Pranod Nakaved, and Maruary Pranarach investigate the predictors of vocabulary learning strategies.

While all are facing the world crisis, it brings us a good opportunity to explore a new comfort to remain positive and productive. As such, I am looking forward to seeing you in the next issues of jSEL.

Kind regards,  
Nuchada Dumrongsiri  
Editor-in-Chief