

EDITORIAL

As mentioned in previous editorials the New English Teacher can be accessed on-line (www.assumptionjournal.au.edu) as well as Facebook. However, importantly for contributors the journal is now categorized as a 'tier-one' journal in the Thai Citation Index (TCI).

In this issue contributors come from Iran, Thailand, China and Korea, however several of the articles address similar issues 'Gender' and the potential effect on education in their various settings.

The first study by Rahimi and Fallahi looks at gender in EFL education in the Iran context and the partiality among Iranian teachers towards students of the opposite-sex. In the next article, Soleimani analyzed conversational topics from the perspective of gender in three ELT internationally published textbooks used in Iran. The indications are that gender orientation does influence the topic of conversation but the author stresses that gender-based ideologies cannot be generalized to all ELT textbooks in Iran. Finally, Safari and Sahragard look at classroom discourse in two Iranian EFL classrooms on the use of Recasts and Corrective Feedback (CF), a topic discussed in a previous issue in a Thai context. The researcher found that embedded in each context there was a uniqueness with regard to a variety of variables that was again difficult to generalize.

The next set of studies is from Thailand. Loo and Kitjaroonchai investigated the relationship between foreign language anxiety and gender in Thailand. The results were mixed as questionnaires showed no correlation but at the interview stage foreign language anxiety was attributed more to personality types and the environment. Bosuwon explores 'Linguistic Politeness' across cultures and the shortcomings of universal politeness theories. Such studies are becoming increasingly important in terms of transculturation as part of Global Englishes as we will see later.

Khamkhian looks at the effects of the Ministry of Education of Thailand TV broadcasts in developing English vocabulary to enhance high school students' English proficiency. The outcome of this study suggests that the instruction did not seem to contribute to sustainable vocabulary learning.

Yeo's study from China is a discourse analysis of reports about the loss of Malaysian flight MH370 in *China Daily* and *The Star* (a Malaysian

newspaper). The author applies a methodology based on discourse analysis, and Scollon's mediated discourse to examine the ideologies reflected in 18 articles between 2014 and 2015. The indications seem to be that factual news reporting is not transparent but re-construct reality to suit their own ideological investment.

Finally, there is an article from Korea by Young about empowering oral-competency. This is a short but practical article in terms of 'How to do' which might be of interest to certain sectors of our readership.

The book review concerns 'Global Englishes' and although it is described as 'Introducing Global Englishes', the coverage is wide enough to be an excellent textbook for anyone teaching a course in this area. The book also provides questions and points of discussion for the reader to probe further and use for classroom discussion. It can also be said that this book is very timely as there has been a range of studies recently on 'translanguaging' where language and communication have come to be seen as a part of a wider mobilization of semiotic resources. Such studies see languages not so much in terms of systems as in terms of practices, as something we do, not as an object in the curriculum but as an activity. As Pennycook (2014) has said we draw on our linguistic repertoires, we partake in discourse, and we do genres. From this point of view we can see language education more in terms of multimodal semiotics as part of the need to develop resourceful speakers. This suggests that in order to pursue intelligibility in multilingual contexts we need a model which is more fluid yet principled in approach to the diversity of contemporary contexts of communication.

In January 2016 *The New English Teacher* will have reached its tenth year of publication, it may also be timely to take more into account some of Pennycook's ideas indicated above as part of the future direction of the journal in order to reflect the way we teach languages.

J. A. Foley

Reference.

Pennycook A. 2014. 'Principled Polycentrism and Resourceful Speakers'. *The Journal of ASIA TEFL* Vol11 (6) : 1-19.