

# Editorial

A smorgasbord of articles awaits the readers of the August 2019 volume of the *New English Teacher*. Researchers, teachers, and ELT students will find this issue practical and appealing because of the variety of the topics that the journal covers. The topics include critical thinking questioning technique, cognitive reading strategy, presentation of cultural information in textbooks, selection of appropriate vocabulary, and views on CEFR.

The first article of task-based language teaching by Kannaphat Withiwaraphakun reveals that the English-speaking abilities of chosen OTOP entrepreneurs improved significantly after using task-based language teaching method. The second paper from Lalida Wiboonwachara concludes that the critical thinking skills of EFL learners enhanced after participating in activities based on the Questioning Technique. The next article from Monsinee Namchan underlines the importance of selecting appropriate English vocabulary for high school students in Thailand.

Jan Lablic and Adisa Teo in their article shed light on how cultural information if presented appropriately can help students develop their intercultural communicative competence and prepare them for international communication settings. Budi Walugo in the paper looks at the English proficiency of Thai EFL learners based on CEFR levels and recommends introducing a school curriculum focusing on real-life situations. The sixth article in this issue by Napapat Thongwichit suggests using integrated reading strategies as a tool for clearer understanding of English reading texts.

Leonardo Munalim and Cecilia Genuino in their paper explore the dimensions that support the basis of possible forbearance of a subordinate's imperatives and concludes that the imperatives are socio-pragmalinguistically legitimate, acceptable, and non-deviant during a faculty meeting. This final article in this issue from Joseph Foley discusses the 2018 revised version of CEFR and the local versions based on the 2001 framework. The author points out that using the same proficiency scales could lead to perceived equivalence but not necessarily to more accurate comparison of school criteria.

The editorial board would like to express gratitude to all the writers for their practical and perceptive articles. Researchers are invited to send us ELT related papers that are novel in their approaches. Best wishes from the editorial team.

Raman Shashi Kumar

Editor