

The new editorial team of THAITESOL Journal is delighted to present this issue with a broad variety of papers. With five research papers and a book review, this issue is packed with interesting studies and discussions that range from approaches to teaching preschoolers to a course development experience for in-service front office staff. Our contributors to this issue come from different background and context with one aim of disseminating their research work to international readership.

Three research papers on English pedagogy discuss the effects of project-based learning, an alternative approach to tense teaching, and the use of songs and Total Physical Response (TPR). Puangpuni studied the use of project-based learning to improve student's 21st century skills, in addition to language proficiency. University teachers may find the positive results in her study promising and adopt this approach for their own class. *Two Tenses: An Alternative to Teaching Grammar Tenses* by Stephens and Sanderson promotes a less-is-more approach to grammar teaching. This hybrid paper on English linguistics and pedagogy presents an alternative approach that grammar teachers can follow for a simple but clear lesson. English teachers of younger students may enjoy the study by Magnussen and Sukying on the effects of three teaching models on preschoolers' vocabulary acquisition. Let's find out if TPR, songs, or the combination of both was the most effective.

Beyond the school's fence, Satienchayakorn and Sanpatchayapong bring to the readers their experience as course developers and trainers for hotel front office personnel. This study does not uniquely present only the managerial issues and solutions from their emic perspective, but also the collaborative autoethnography research approach that may be of interest to qualitative researchers.

The last research paper in this issue by Konchiab and Munpanya explores the topic of oral presentation assessment. I learned from the literature review as much as the results of the study on the incorporation of self-assessment into an undergraduate class for English majors. Our issue ends with a review of *Teaching and Researching Reading* by Apairach, who provided detailed description of each section of the book. Readers may find the guidelines for an action research project and resources in the book useful for their own research and teaching of English reading.

Please enjoy the intellectual feast.

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