

Notes from Editor

Before jumping right into all the amazing articles in this new issue, we would like to welcome all the readers to our very first digital-only issue. The decision to turn paperless was made amidst all the environmental concerns that we have recently been experiencing, and we could not be happier that we can take part in protecting the natural world.

True to form, we have four research papers, an academic article together with a book review. Whether it is serendipity or mere coincidence is hard to tell but most of the articles share some sort of thematic connections. In the first two articles, **Watanapokakul** and **Varaporn** conducted a long-overlooked needs analysis for MICE-related course design. While the implications of needs analysis may have been downplayed in the current research trends, we still trust that, as the two authors have demonstrated in their findings, needs analysis still has a significant role to play and provides the necessary information for course and curriculum designers. Still in the realm of service industry, **Rungrueang and her team** collected data from different websites and created the Food Service Corpus (FSC) to generate a Food Service Word List (FSWL). Ambitious it sure is; the results would be of great use for students and relevant people in the field.

In the fourth article, **Salarvand, Guimaraes and Balagholi** reviewed three strategies used in enhancing learners' reading skills: repeated listening, readers' theater and rhyming poetry. Their findings revealed different issues concerning reading fluency and simultaneously emphasized the importance of reading fluency lessons in EFL courses. The last research article and the book review address the similar inquiry: the roles of Global Englishes (GEs) and the way in which they are perceived. **Dhami** interviewed ten EFL university teachers in Dhaka and found their preferences for Inner Circle English over other varieties. While this does not sound very promising for some of us non-native teachers, the legitimacy of GEs is definitely worth thinking about in our educational context. Last but not least, **Jaroensak**'s review of *The Development and Changing Roles in Thai ELT Classroom: From English to Englishes* (Boonsuk & Ambele, 2021) provides a chapter-by-chapter summary and offers a critical insight into the way the book can be used by pre-service and in-service teachers and educational stakeholders in the Thai EFL classrooms.

As one would usually hear at a wedding, our articles do have something old, something new and something borrowed. Some of them are traditional in their approaches yet their potential contributions could pave the way for our fellow EFL friends. Others are novel and up-to-date in terms of concept yet their findings demonstrate a sense of nostalgia for the ELT past. All in all, this rich and diverse amalgamation of knowledge can help forge a strong foundation for all students, teachers and researchers alike.

See you in the next issue!

Wutthiphong and Thanis

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