Editor's Note

PASAA is honored to have a chance to interview **Professor Leo van Lier** from Graduate School of Language and Educational Linguistics, Monterey Institute of International Studies. The rich and insightful information he graciously shares with us regarding the ecological approach to language learning makes this interview one of the best we have published so far. Not only will language teachers benefit from his insights into the theories behind language learning ecology, but they will also receive some practical recommendations which should prove fruitful especially in the area in which teachers and administrators alike are still struggling to cope with a number of significant issues including ever-increasing class sizes, the 'invasion' of computer technology into classes, and much, much more.

Also in this issue...

English for Specific Purposes still retains its significance in the ELT circle, and one researcher after another still realizes the need to shed more light on issues related to various aspects of the teaching, learning, and testing of English in different professions. **Wannana Soontornnaruerangsee** reports on her investigation of listening proficiency levels in English of students of service and hospitality in both public and private universities in Thailand. Her research produces cut-off scores for eight levels of listening ability as well as the determination of ability descriptors for each level of the listening ability. Such findings could prove useful for teachers who may seek more valid means to assess the receptive skill of listening of students in other disciplines despite differences in the nature of the industries.

The notion of learner-centeredness has retained its significance for researchers who are trying to find ways to create and sustain their learners' autonomous language learning. Hence there is recognition of the importance of a self-access language learning center. **Pornpim**

Kitsirpanth explores the roles teachers play in guiding learners to this rather new concept. With better understanding of teachers' current use of, and attitudes toward, a self-access language learning center, the author projects hope that such practical knowledge would bring about more utilization of this valuable language learning resource that may eventually aid our learners to take more charge of their own learning.

In a more linguistically related paper, **Nirada Simargool** examines unaccusative verbs that have theme subjects and are particularly prone to passivization by Thai EFL learners. Like other previous research, this investigation leads to the finding that Thai students produce passive unaccusative constructions for various reasons, each of which is described in detail in the paper. She ends her discussion on the hopeful note that her findings will raise awareness of unaccusatives, which will result in more focus being placed on this construction in ELT instruction. This is another practical idea teachers should consider while trying to lead learners to mastery of the target language.

Living in the Age of Information Technology, nobody can deny the increasing significance of the Internet and the World Wide Web, undeniably two of the modern innovations that have become indispensable in our life, regardless of our professions. That said, the roles technology plays in language teachers' life has also been increasing, and **Suphat Sukamolson** discusses the evaluation of web-based instruction (WBI) for the teaching and learning of English. He proposes a WBI Evaluation Form which can be of great use for English teachers who are considering venturing into the computerized world of language teaching.

In the "Idea Sharing" column, with his long years of experience in language education, **Phil Stokes** shares his reflections on learner expectation and learner behavior in and out of the classroom. His reflections also focus on the myth that teaching, and more importantly learning English, has to be fun. He also argues the necessity of promoting awareness of learning

behaviors of successful learners. These are two of the issues many language teachers feel are 'closer to home.'

Regardless of the passing years, the notion of communicative competence has retained its prominent role in English Language Teaching. **Daphne LIU-yi** shares her experience and success story using videos to enhance her language learners' communicative skills at a university in China. Many advantages of using videos when teaching L2 classes are re-examined, with the emphasis now being placed on the integration of task-based activities. Her ideas very well rekindle the appreciation of video-mediated teaching to develop learners' communicative competence and also their intercultural understanding.

Last but not least, **Michael Alroe** presents an interesting review of textbooks for teachers. He discusses a series of texts designed to keep busy teachers in touch with the research and insights needed to nourish their teaching of English.

As always, I trust readers will find new insights into various issues, not only in English language teaching but also linguistics and research, and discover a rich assortment of ideas that contribute to success in their teaching profession in this issue of PASAA.

Punchalee Wasanasomsithi
Editor