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Policy

The PASAA Journal is the oldest professional journal in English teaching in Thailand. One issue is published annually. The journal aims to present information and ideas in the following areas:

- * Issues in language teaching and learning
(theoretical and practical aspects)
- * Curriculum design and development
(methods, materials and techniques)
- * Testing and evaluation
- * Teacher training
- * Reviews
- * Brief reports and summaries
- * Research

Original submissions which are directly related to English teaching in Thailand are preferred. We also welcome manuscripts which contribute to the improvement of English language teaching in general.

No payment will be made for any contribution but authors will receive two copies of the journal in which their article appears.

The views expressed in PASAA are those of the contributors and not necessarily shared by the Editor, the Editorial Panel, or the Publisher.

Editor's Note

PASAA Journal has made its journey to its 31st year. Although published in Thailand, its readership is worldwide. Therefore, we have tried to ensure that our publication policy reflects an international perspective, and that the articles published represent a broad spectrum of interests and concerns. It is also our goal to encourage teachers, administrators and researchers to all work together to strengthen the effective teaching and learning of English as a second or foreign language. Since last year, we have made a move by adding Teaching Tips Forum so that members of the ESL/EFL profession worldwide can exchange their practical concerns. In this issue, we proceed further by providing a Review section. We invite you to enjoy these changes and write to us to comment on what you think of our new direction.

In this issue:

Special Interview with Professor Dr. Anne Burns focuses on pros and cons about action research. She addresses certain issues that worry teachers most when conducting action research.

In her article, **Anne Burns** points out some of the essential characteristics of action research. She maintains that the most challenging feature of doing action research is getting started and working out the focus. To clarify these issues, she exemplifies action research done by teachers in Australia, and then concludes by discussing the role of action research in a classroom where teachers are encouraged to reflect critically on their own practices.

Marguerite G. MacDonald, Zena M. Thiravithul, William (Nut) Butkulwong, and Pranee Kednoi report on their Team English project to accommodate large classes. They describe how they implement Team English while promoting a communicative approach.

Cynthia F. K. Lee illustrates how a web-based English learning programme can assist learners' listening comprehension. She also summarizes technical problems teachers may encounter when selecting, preparing and uploading audio-visual materials.

In **Nathan Mills'** s article, he moves away from the classroom to consider video materials used in self-access learning centers (SALC). Nathan Mills reports on his research project in which film-specific support material was created and provided for students. He argues that the support material helps students understand more quickly. He also suggests some lines of selecting and creating support material for SALC.

Suthirak Sapsirin provides a review on communicative tasks for Business English oral proficiency. She begins the article by examining the notion of communicative competence, and then discusses the characteristics of Business English in an International context. She also summarizes current research on Business English (BE) Oral Proficiency in order to address certain factors that involve BE oral tasks and that can lead to BE language ability. Finally, she ends with a suggestion of communicative tasks which BE language learners should be able to perform so that they will become proficient when participating in international trading.

In “*Teaching Tips Forum*,” the three contributions focus on various aspects of literacy. First, **Wisetpong Wongtip** offers tips and activities to ‘break the ice’ on the first day of class. Interested parties can follow his illustration to try these out in their own classes. Secondly, **Pimpan Srivardhana** addresses the issue of reading comprehension and large classes. She then presents classroom procedures for teaching reading in large classes. Lastly, **Tanyaporn Arya** describes the Pronunciation Clinic organized by Chulalongkorn University Language Institute. Some activities provided in this article are adapted from commercial books; others are initiated by the author herself. She concludes that the Clinic helps students improve and monitor their pronunciation and at the same time makes them feel more confident when speaking English.

Also in this issue, the “*Review*” section presents a dictionary review by **Engtip Rattarangsi**. She reviews MacMillan English Dictionary for Advanced Learners International Student Edition. She points out interesting aspects of the dictionary that may be helpful in assisting its users.

Reongrudee Soonthornmanee
Editor