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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

This is the second issue of the year 2001 to commemorate the 84<sup>th</sup> Anniversary of Chulalongkorn University, the sponsor of this publication. This is also the second issue of PASAA Journal featuring "Teaching Tips Forum." With 5 articles in this new section, I am delighted at the increasing number of articles being submitted; however, we are still encouraging more contributions from teachers, administrators, and researchers to send manuscripts, if not in full-length articles, then in the form of Teaching Tips pieces. PASAA Journal is about promoting ESL/EFL professional practice, about research, and about sharing ideas. Therefore, this issue, once again, demonstrates the broad range of issues that concern ESL/EFL scholars and researchers.

### In this Issue

**Kathleen M. Bailey** answers twenty questions people often ask about action research which is gaining more and more attention in language classroom research. These questions have focused on practical issues and the viability of action research as a legitimate form of academic research. By answering these questions, she has clarified some confusion about action research and inspired language teachers to undertake action research.

In his article, **Samuel J. Sackett** proposes an ideal ESL program at the university level. He has pointed out to the reader some important characteristics of the program which he views as critical to the success of ESL students who intend to further their studies in English-speaking countries.

**Achara Wongsothorn** describes the English curriculum developed for a technology institution of higher learning in Thailand. She proposes the underlying principles which aim at the practicality and objectives of the curriculum. That is the article serves as an example of a framework for an ESP curriculum which focuses on empowering learners to better serve the technology workplaces at the present time.

**Kanchana Prapphal** studies students' self-evaluation concerning their language skills and non-linguistic factors through the use of web sites and e-mail. She describes positive feedback from the students in terms of students' language skills and their IT competence.

**Primal Mallikamas's** article examines the role and use of corpora in the field of translation. She views the use of corpora and concordancers as valuable sources for

translators since they provide innovative assistance in terms of productivity and quality of translation.

The two authors, **Ania Saorin Iborra** and **Miguel F. Ruiz Garraido**, analyze 12 authentic tourist leaflets by focusing on their structure regularities and their significant linguistic features. From the results of their study, the authors suggest teachers to teach students how to write and organize this type of material. Students need to have more specific guidelines about the structure and the language they should use with these materials.

In the last article, **Oranoot Chirdchoo** and **Jirada Wudthayagorn** explore beliefs about learning English as a foreign language of Thai female high school students. They also examine the potential impact of these beliefs on the students' expectation of and strategies in English language learning. They advise that it is essential to understand students beliefs because positive beliefs can lead them to positive attitudes towards English language study.

In "Teaching Tips Forum," **Supanee Chinnawongs** offers teaching steps to make reading classes more academically entertaining while **Chatraporn Lertvatrakan** provides tales and a lesson plan for teaching reading to adults. **Sibporn Sihsobhon** raises concerns about students' learning in the classroom. **Pramarn Subphadoonghone** recommends the use of humor to create a relaxed atmosphere for the classroom. Last, **Navamol Sthapitanonda** provides thorough activities for teachers whose students love "Harry Potter."

*Reongrudee Soonthornmanee*  
*Editor*