



## *Journal of English Studies*

*Volume 11, 2016*

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### Printed at

Thammasat Printing House, 2016  
Tel. 0 2564 3104-6 Fax 0 2564 3119  
<http://www.thammasatprintinghouse.com>

## About the Journal

*Journal of English Studies* is a peer-reviewed journal published annually by the Department of English and Linguistics, Faculty of Liberal Arts, Thammasat University. The journal provides a forum for those interested in new ideas in all aspects of English language studies. We welcome original manuscripts and reviews in Intercultural Communication, Literary and Cultural Studies, Translation, Corpus Linguistics, English Language Teaching, English as a Foreign, Second or International Language, World Englishes, English for Specific Purposes, and other related areas. In particular, we welcome papers that focus on the role of English and English studies in Thailand and Asia.

### Publication Frequency

1 volume per year

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## EDITORIAL

“In wisdom gathered over time I have found that every experience is a form of exploration.” What was once said by Ansel Adams, American photographer and environmentalist, truly reflects what we are offering in Volume 11 of *Journal of English Studies*. Given our contributors’ exploration in various areas of English language studies, this volume encompasses an impressive array of current topics in relation to intercultural communication, corpus studies with language analysis, and literature.

Having taught English in various settings, we may realize that the emphasis on language mastery seems to downplay the role of culture that most of the time portrays the representations of learners’ reality. This is very true, particularly during the state of flux, in which English is seen through multiple dimensions. As such, how teachers and educators, researchers and practitioners implement certain concepts of intercultural communication into classroom practices is highly evaluated. The exploration by Thao Quoc Tran and Sirinthorn Seepho who embarked on their work in Vietnamese contexts gives merit to research in English language teaching, where the results should be implemented extensively in language education of those sharing similar historical backgrounds.

Related to these classroom practices which were creatively woven by Thao Quoc Tran and Sirinthorn Seepho are the exploration of corpus studies and three parallel luminous studies, all of which give witness to how professionals or writers in a particular sphere use language for specific purposes. Realizing the importance of academic lexis in social sciences publications, Sorawut Chanasattru and Supong Tangkiengsirisin set out to develop the Social Science Word List (SSWL) drawn from the Social Science Corpus. What they



developed in the list—394 high frequency content headwords, and 1,120 word members—will be of use to those working with and in language education. Also, what Chatchanan Yathip and Songsri Soranastaporn explored, comparing rhetorical moves and move sequences in standard and predatory scientific journals, helps construct our existing body of knowledge in corpus analysis. With the results revealing certain differences associated with writing quality evaluated in the peer-reviewed and predatory, non-peer-reviewed, journals, novice writers and researchers will be well informed before submitting their manuscript for publication. The last and equally important piece for language analysis is the exploration by Sanjay Shrivastava, where he investigated hedges and boosters appearing in dissertations written by the students of a university in India. Occurrences of these linguistic features in particular parts of research articles and dissertations, once again, add more knowledge in the literature review in relation to meta-discourse and academic writing very well.

In addition to making use of the corpus studies and language analysis applied in language teaching, we may wish to reflect on what could take place in our so-called ‘modern world.’ Sasikarn Kongsak’s work, again, helps us accomplish this. Her analysis with Raymond Chandler’s *The Big Sleep* reveals another reality we may face in this real world surrounded with various forces for life and society. Concepts like the hero, the innocent and other related ones perhaps need to be redefined.

The review of Jack C. Richards and Theodore S. Rodgers’ *Approaches and Methods in Language Teaching* (3<sup>rd</sup> ed.) by Apisak Pupipat then very well concludes this volume. The review related to trends in twentieth-century language teaching, applicable approaches and methods, alternative twentieth-century approaches and methods, and the issue dealing with teaching and learning environment will

offer a number of positive benefits to readers who are to decide about teaching approaches and methods appropriate for their students' needs and backgrounds, and thus become satisfied with products of the choice suggested in this book.

Last but, perhaps, most importantly, we would like to offer a word of special thanks to all authors of the articles published in this volume. With these contributors and their exploration, this volume can finally play a part in our academic discourse community. All the methods and initiation, findings and applications, limitations and things learned, form another piece of academic jigsaw puzzles and help add more knowledge to our disciplines, all of which can then be applied to our actual practice. Our deep gratitude also goes to our reviewers and Danilo Poblete Jr, our language editor, whose expertise in content and language, patience, and support indeed shape the final refinement of the manuscripts accepted. Along the rough road of our demanding profession and of our willingness to support scholarly work, they never leave us behind but dance along with us till the end. Also, we owe much to Sawitri Hammond, the head of English and Linguistics Department and Dumrong Adunyarittigun, the dean of the Faculty of Liberal Arts, Thammasat University, both of whom have supported our work all along the process of journal production. I am particularly grateful to our editorial team who has consistently upheld one another academically and spiritually. Without these precious hands, our aim, the production of this volume, would not have been achieved.

As our larger development effort, we hope that what appears in this volume could serve our academic discourse community as a part of our readers' academic landscape that could later on shed light on seeds of their growth.

Saneh Thongrin  
Editor-in-Chief