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Policy

The PASAA Journal is the oldest professional ELT journal in Thailand. Two issues are 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, Readers, Editorial Panel, or Publisher.

Editor's Notes

With the ever-increasing significance of globalization, the notion of English as an international language (EIL) has continuously and rapidly gained importance in the field of English language teaching and learning. In this issue of *PASAA*, the growing significance of EIL and issues involving the global community of English language learning are addressed in an interesting assortment of papers.

Professor Hayo Reinders graciously agreed to an interview during his recent visit to Thailand. Despite his ever-busy schedule, he found time to discuss the use of learner-centered approach in the present age of technology. His extensive experience with the use of this form of language assessment, accumulated working with language learners in New Zealand, will be of interest to Thai language teachers and educators who wish to explore this somewhat technologically-advanced option in their classes.

Also in this issue . . .

Realizing the significance of courses that prepare Japanese students for successful academic experiences in overseas studies, **Mayumi Fujioka** discusses academic writing development as a socialization process into academic communities. Previous studies on students' academic literacy socialization processes in North American university settings are reviewed so as to identify ways of making EAP writing instruction in Japanese settings more successful.

Anil Pathak presents a project involving analysis of learner narratives focusing on their self-concept (metacognitive knowledge) as writers, with learner narratives as strategic rhetoric. It is anticipated that in so doing, a writing curriculum that can more accurately gauge learner needs and that can optimally deploy learning and communication strategies already possessed by learners will eventually be achieved.

M.L. Thanisa Choombala investigates the use of different kinds of corrective feedback devices during teacher-fronted class sessions in a Thai EFL writing class. The paper tackles three questions: the types of corrective feedback employed in a class, the extent to which such corrective feedback was offered, and the manner in which corrective devices were utilized by the research participant.

Discourse analysis takes on a refreshing literary attire in **Poonyasika A. Abhyakul's** insightful treatment of James Thurber's *The Figgerin' of Aunt Wilma*. I am sure many readers will be rushing to the library or doing Internet searches so that they can read this classic themselves after their appetite is tantalizingly whet and hope more teachers in Thailand will gain an interest in textual discourse analysis so that more students can benefit from the language enrichment it can provide.

An article in the field of English for Specific Purposes is also included in this issue, and should help us all gain more insights into the predictors of success in reading test performance in English for Business Purposes. **Nisa Vongpadungkiat** and **Kanchana Prapphal** examine the relationship between *formal content study*, *English language attainment*, and *overall academic achievement and performance* in the Reading Test of English for Consumer Product Marketing. Their findings yield empirical support to the findings of previous studies, which could lead to the development of a standardized test for this specific field of ever increasing importance.

Alternative assessment continues to play an important role in English language teaching and learning which is reflected in the paper by **Somchoen Honsa, Jr., Pongrat Ratanapinyowong, Salee Kiewkarnka,** and **Anchalee Sattayatham** which explores different types of tasks students prefer to include in their portfolios. The findings of their study, suggest that portfolios have positive effects not only on the engagement level of students, but also on their motivation, attitudes, and senses of self-confidence and self-fulfillment.

In the “Idea Sharing” column, **Kenneth Murray** and **Sujitra Pathumlungkar** make accessible to us all what they have learned through their collaboration organizing overseas English excursions between Hong Kong and Thailand for various types of students. Their paper is reflective in nature and argues convincingly for a greater appreciation of the benefits of exchanges between groups of non-native speaking students from neighboring countries in the region. They provide a good deal of useful and practical advice which touches upon issues relating to the World Englishes paradigm, intercultural competence, and motivation theory and includes introductory references for those wishing to read in more detail on these areas.

Finally in this issue, **Suriyan Panlay** takes a look at a British Council commissioned report which should be of interest to most readers. He provides a good overview of what is in this report which may well motivate those who have not already read it to download their own copy of David Graddol’s *English Next* which is currently freely available from a British Council website helpfully provided after his review.

On a final note, after almost four years and six issues of *PASAA*, it is time for me to relinquish my role as editor and offer others the challenges and invaluable experience this position brings with it.

My sincerest thanks go to contributors, readers, and editorial committee members, without whom the various stages of publication simply would not happen.

Of course, my most profound gratitude goes to the *PASAA* readership for their continued support that provides a worthwhile reason for everyone involved to put in the hard work that producing this type of journal entails.

As a good command of English becomes increasingly imperative in Thailand and more attention is given to how it is best learned and taught here, I wholeheartedly believe that *PASAA* will continue in its role as a leading South-East Asian and indeed international ELT Journal addressing issues of interest to the ELT community both within Thailand and abroad.

I trust that *PASAA* will enjoy the continued support of its wide and varied audience and contributors and that we will join hands in making the mastery of the English language and the ability to understand a fuller range of World Englishes a more readily achievable goal for Thai learners.

Punchalee Wasanasomsithi
Editor