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Policy

The PASAA Journal is the oldest professional journal in English teaching 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, the Editorial Panel, or the Publisher.

Editor's Notes

The role of computer and technology in language classrooms is ever increasing. Researchers, educators, program developers, and teachers alike are devising ways to integrate computers and technology into their instruction, in the hope that better teaching and learning outcomes may be achieved. In this issue of *PASAA*, the growing significance of computers and technology is presented and discussed from a variety of perspectives.

Professor David Nunan, whose name alone in fact means that no further introduction is needed, graciously agreed to an interview during his recent visit to Thailand. Despite his ever-busy schedule, he found time to discuss the use of alternative assessment in the form of online portfolios. His extensive experience with the use of this form of language assessment, accumulated working with language learners in Hong Kong, will be of interest to Thai language teachers and educators who wish to explore this more-technologically-advanced option in their classes.

Also in this issue . . .

Learning strategies used by language learners with different levels of proficiency have always intrigued researchers and instructors in the fields of English as a second language and English as a foreign language. **Chatraporn Piamsai** attempts to fill what has been missing in research concerning the relationships between learning strategies and students' listening performances by investigating how Thai advanced and non-advanced university students used cognitive and metacognitive strategies when performing a computer-based listening test. Her findings shed light on significant differences in the use of the strategies used by the two groups. Her findings have raised some issues which should be taken into consideration by teachers who wish to train students to be proficient listeners and also test writers and administrators who wish to see more implementation of computer-based tests in language classes.

Reading, like listening proficiency, can be assessed with modern-day technology. In his paper, **Prateep Kiratibodi** examined the relationships between three variables: computer attitudes, computer anxiety, and computer familiarity; and students' performance on a reading comprehension computer-based test (CBT), as well as the extent to which these three variables could predict students' reading comprehension CBT scores. His findings that computer attitudes and computer anxiety are significantly correlated with CBT scores of students with all levels of language proficiency and that computer familiarity is a significant predictor of CBT scores of some groups of language learners once again underlines the importance of preparing teachers and students for this up-and-coming trend.

Developing our knowledge of the nature of language and language learning are complementary. For years **Phan Banpho** has integrated both of these fields carrying out discourse analysis exploring how a knowledge of different features of language can benefit the process of language learning. In his latest investigation, he looked at types, components, length, and the inner elements of the titles of research articles in the field of medical sciences. Definitely, this is an interesting issue which deserves the attention of teachers working with more advanced learners of the English language.

Most of the time, research is conducted with language learners at the receiving end. Their attitudes towards different aspects of language learning and teaching are elicited, and often these aspects do not directly involve the teachers themselves. However, in their paper, **Kriengsukdi Syananondh** and **Wattana Padgate** conducted research on what might constitute proper and improper behavior and conduct on the part of EFL instructors in the eyes of students. It is hoped that their findings will lead to more successful language learning outcomes being achieved in Thailand and minimizing some of the disappointing learning achievement caused, unknowingly perhaps, by teachers. After internalizing the contents of this article teachers may be better able to help their language learners cope with existing

difficulties and anxiety-provoking situations, leading to more pleasing, less stressful and more satisfying learning contexts.

In the “Idea Sharing” column, **Kevin Dempsey** and **Martin Murray** share some practical ideas on teaching EFL students through tales. Despite some widely held beliefs that tales and stories can cause language difficulty, confusion, and discouragement in language learners, especially those with a lower level of language proficiency, the authors highlight the rich cultural and linguistic content of tales that allow their use to foster better learning outcomes from students taking English classes in non-English speaking contexts. While these authors explore the possibility of making more use of ‘traditional’ materials, **Willard van de Bogart** leads language teachers in search of more ‘modern’ options. He shares his experiences when introducing an internet-based course to help language learners develop critical thinking, problem solving, literacy, and writing skills in English. His discussion also presents itself as an advocate of the ‘smaller is better’ option when it comes to class sizes.

Finally in this issue, **Prangthip Noparumpa** offers a look at a collection of research papers on theoretical perspectives and practical aspects of using the Web to support language learning. Not only is the theoretical background for using the Web presented, but classroom perspectives based on the application of the Web in language classrooms are also discussed. This review draws attention to some of what needs to be taken into consideration when introducing the Web into language classrooms so that it can actually benefit language learners.

Even though many of the papers and discussions included in this issue of *PASAA* cover issues related to using the computer and modern technology to enhance language learning, literature-based instruction and academic writing instruction which takes into account findings from careful computer assisted textual analysis have also been covered. As always, I trust that readers of *PASAA* will find the rich assortment of ideas presented in this

issue worthwhile and truly applicable in their actual language teaching and learning situation thereby facilitating more fruitful learning outcomes on the part of language learners at large.

Punchalee Wasanasomsithi

Editor