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Policy

The PASAA Journal is the oldest professional journal in English teaching in Thailand. Two issue 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 note

First and foremost, I would like to express my thankfulness to **Associate Professor Sara Cotterall**, formerly of Victoria University of Wellington, New Zealand, and currently of Akita International University, Japan, who kindly agreed to an interview via e-mail. Professor Cotterall shared her wealth of expertise in the issue of learner autonomy, which has been her area of interest for decades. Learning more about promoting learner independence in the language classroom is vital as we now realize that formal instruction alone is insufficient for learners to become successful users of the English language.

Our gratitude also goes to **Associate Professor Richard Donato** of the University of Pittsburgh and **Dr. Dolores Parker** of the AUA Language Center, Bangkok, for their contribution in the *Experts' Opinion on Frequently Asked Questions* column. Both Professor Donato and Dr. Parker responded to questions regarding task-based instruction, as the use of tasks to enhance language acquisition and development has received increasing attention and interest over the past few years. Their perspectives and theoretical considerations should provide insightful information that proves helpful to teachers seeking new ways to make their instruction more rewarding, especially those who have been trained in or are more familiar with P-P-P and other traditional teaching frameworks.

Also in this issue...

Anil Patak, Lee Hwee Hoon, and **Fazilah Mohamed Ismail** report on projects which made use of web-based instruction and collaboration to add a special dimension to language learning. Although the findings revealed that some students were more accountable for their own learning than others and that some had a rather negative perception of the online discussion platform, the authors maintain that online learning environments provide many advantages when language teachers supplement them with face-to-face teaching. The article ends with the authors' discussion of a number of factors crucial to the application of online collaboration in language classrooms.

In his position paper, **Saksit Saengboon** attempts to answer what constitutes “standard” English by exploring the issue of English as an International Language (EIL) that has been seen by some as a replacement of ESL and EFL. He argues that EIL is meant to elucidate the current practice of English teaching and, more importantly, to broaden the scope of inquiry focusing on various issues related to language teaching including English language policy, teaching approaches, and materials. He also provides a tentative model of EIL and, to make it more within reach of language teachers, includes a list of researchable topics revolving around the notion of EIL.

It is now believed that teachers should be informed by both practical knowledge and theoretical knowledge so as to maximize language teaching and learning. Small-scale classroom-based research is a good starting point. **Pornpim Kijisripanth** offers an example of how teachers can carry out classroom-based research to find out more about their teaching, which in turn can lead to improvement in student learning. She reports on her survey of students’ attitudes toward group work used in her class to develop writing proficiency. Her findings revealed that students had positive attitudes toward group work and they preferred this rather than a more traditional teacher-directed teaching. Better yet, students also had higher confidence in using a productive skill of writing as a result of this.

Good dictionaries, especially learners’ dictionaries, should be user-friendly and provide comprehensive references for non-native learners of English, with precise and easy-to-understand definitions as well as morphological and syntactic information given. **Somporn Handee** reviews four renowned learners’ dictionaries to see whether or not and to what extent they meet such expectations.

In the ‘Idea Sharing’ column, **Nopporn Sarobol** shares her experience when she observed ESL English language classes at Victoria University in Australia as part of her professional development. She concludes that teachers should learn from other teachers’ experiences by looking at what more experienced teachers do in their own classroom as a way to

learn and improve themselves. However, she cautions that for true experiential learning to take place, teachers should co-teach with the observed teacher or teach in the observed teacher's class to also have an opportunity to reflect on their own teaching and 'grow' as a result of this.

Finally, as they are finishing their doctoral studies and preparing to return to Thailand and their respective universities, **Hatai Sri-Ampai** and **Saowanee Treerat** present a critical review of second/foreign language teaching methods textbooks. Their review sheds light on the issues teachers should take into consideration when selecting methods books for their own use. They end their review with caution that despite availability of extensive reviews readily offered by others, teachers should still make decisions based on their own teaching situations and select only texts that best fit their teaching context and course goals.

As always, this issue of *PASAA* has strived to cover various issues in English language teaching and learning, as well as research. As such, I trust that *PASAA* will once again help readers broaden their academic and professional horizon and enable language learners to reap the most benefits as a result of this.

Punchalee Wasanasomsithi
Editor