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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 note

This issue of PASAA begins on a sad note as I would like to inform you that Mr. Christopher Vreoge who has been immensely involved with PASAA for almost a decade, first as a member of the editorial committee and later as one of our honorary readers, passed away early this year. May he rest in peace.

As part of my pledge to continue the growth of PASAA as a leading journal in the field of language teaching and learning in Thailand, a new column has been added into this issue to enrich the experience of our readers. The new column called *Experts' Opinions on Frequently Asked Questions* is a kind of panel discussion in which a number of world-renowned experts in the field from different continents graciously share their ideas to quench the readers' thirst on a particular issue of interest in the hope that, once again, we can help broaden the readers' academic horizons. In this 'maiden' appearance of the column, we are profoundly thankful to have with us the likes of **Professor J. D. Brown** from the University of Hawai'i at Manoa, **Professor Francis Mungubai** from the University of Southern Queensland, **Professor John Read** from Victoria University of Wellington, and **Professor Sharon L. Pugh** from Indiana University. These four experts help clarify doubts you may have when it comes to conducting quantitative and qualitative research.

Also in this issue...

First and foremost, PASAA is truly grateful to the contribution of **Professor Thomas Sylvester Charles Farrell** from Brock University, who shares his ideas on the issue of reflective teaching, an undeniably interesting issue which brings about professional development in all ESL and EFL teachers. Professor Farrell has a very impressive collection of publications which focus on different issues in ELT, resulting from his extensive experience of teaching ESL and EFL in both western and eastern contexts for decades. Professor Farrell's depth and breadth of knowledge and expertise is definitely something that can enrich our minds.

I cannot be more proud to have as the lead article of this issue of PASAA the work of one of the most highly respected ELT professionals in the world, who is none other than **Professor Paul Nation** of Victoria University of Wellington, New Zealand. It is a great privilege indeed to once again welcome back Professor Nation who is formerly of our very own institute! Probably no further introduction is needed here other than to say that in this issue, Professor Nation discusses different techniques which can successfully bring about increases in and maintenance of the reading speed of language learners.

Will Baker reports on a study which was an attempt to identify connections between culture, particularly cultural awareness, and second language acquisition based on a number of socio-cultural models of SLA. His findings yield support to the notion that cultural awareness is a significant aspect of SLA, thus intensifying the importance of the issue of culture which can sometimes be easily overlooked when teachers pay more attention to the language than to the acquisition of the language itself.

Teaching large classes has always been a great source of concern to most, if not all, teachers, many of whom have struggled to find the best possible way to manage the large number of students they have to ensure that learning does take place. In another research report, **Kriengsukdi Syananondh** and **Wattana Padgate** explore teacher intervention during the writing process as an alternative to providing teacher feedback on EFL academic writing in large classes. The findings prove encouraging as traces of improvement could be found, suggesting that their intervention technique may be an answer for teachers who want to make teaching writing in large classes more fruitful.

Aekpong Rungnaphawet begins his discussions on the syntax of adverbs in English and Thai with regard to their forms, functions, and positions. He then moves on to a discussion of a contrastive analysis of adverbs in the two languages as well as possible problems facing language learners. His paper ends with suggestions on the teaching of adverbs in English. Though hypothetical in nature, it could still serve as a guideline for language teachers who work in the area of morphology, a crucial language component necessary in enabling language learners to fully realize and use the target language.

In the “idea sharing” column, **Apisak Pupipat** good-naturedly shares how he came to teach English to a group of Buddhist monks and novices in Ubon Ratchathani Province. He notes that monks are real people and comes to the conclusion that all the special considerations we might put into teaching monks is equally inappropriate in ordinary classes. He also mentions some aspects of teaching within a Buddhist monastic culture which should be of interest to both our Thai and foreign readers.

Finally, with literature as his true passion, **Suriyan Panlay** offers a comprehensive look at an issue of cultural authenticity in children’s literature. After all, literature is undeniably a magic tool which teachers can utilize not only to better their learners’ language performance but to instill in them a sense of empathy for others and tolerance for cultural differences, a much needed quality in this globalized world.

All in all, with all columns in this issue of PASAA considered, not only have we covered various issues in English language teaching, of course, our main goal, but we have also touched upon issues in linguistics, literature, and research. I trust readers will enjoy the rich assortment of ideas we have for you in this issue.

Punchalee Wasanasomsithi
Editor