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Policy

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

After having been involved with PASAA in one way or another over the years—be it as part of the editorial team or contributing the fruit of my academic and research endeavors for publication in the journal, I have finally and proudly accepted the coveted and highly prestigious position of PASAA editor. I do sincerely hope that during my time in the post, I will be able to continue the growth and tradition of PASAA as a leading journal in the field of English language teaching and learning in Thailand which offers language teachers, researchers, curriculum developers, administrators, and graduate students alike the opportunity to voice their ideas and opinions. And, of course, I trust that, together, the readers, contributors, and everyone involved in the production of this journal, will learn and grow.

In this issue:

First and foremost, PASAA is profoundly grateful to **Professor Lyle F. Bachman**, Chair of the Department of Applied Linguistics and TESL, University of California, Los Angeles, who kindly shares his viewpoints on the issue of language assessment, particularly web-based assessment, an area which is of increasing interest. It is also worth noting here that Prof. Bachman was the first editor of PASAA, so we feel truly honored welcoming him back as not only a contributor but also as one of our referees.

Saksit Saengboon leads us back to re-consider the issue of second language acquisition as it pertains to English language teaching in the Thai context, with a well thought out analysis of a long-standing problems why only a few learners succeed and many fail in mastering the language in this field.

Tanja Greil offers a quantitative analysis of three textbooks currently used in Thai secondary schools. As we are now living in a 'global village,'

it is inevitable that an understanding of both native speakers' cultures and how they relate to our own Thai culture is of increasing interest to teachers and students of English. Teachers may wish to consider Dr. Greil's analysis when selecting textbooks for their classes.

Jan Van Maele and An Schollen deal with the issue of "English Excellence" in the world of multi-media and present a preliminary look at what is indeed an interesting pedagogical tool tried out with a diverse group of students attempting to acquire the English language in diverse learning situations.

Phan Banpho reports on an examination of the language used in the opening sentences of medical research articles. His discussion sheds light on how teachers of students with higher levels of proficiency can help their students master the skills and techniques necessary to become effective academic writers.

Reongrudee Soonthornmanee provides us with a discourse analysis of an EFL classroom presented with a clarity that readers should appreciate. The analysis pays particular attention to the development of language learners' communicative competence in class.

In the "Idea Sharing" column, **Sharon L. Pugh** beautifully narrates her experience teaching large classes of Thai students. She notably sees this change from her decades of teaching in the United States in positive terms. On top of what she has learned and appreciated, her reflection also gives us a new look at and probably a novel understanding of the notion of 'collaborative language teaching' in language classes. And after accumulating a wealth of experience teaching English in Europe, **Hilary Isaacs** finds herself in a completely unfamiliar teaching situation. She shares the outcomes of having to adapt tasks so that they work in the Thai EFL classroom with steps and advice on how to go about using three such tasks.

Finally, **Kenneth Murray** reviews a recently published textbook that can be used in class. However, instead of traditionally looking into the text as is, he interestingly reviews it against the English foundation course goals and standards. Yet another creative and thought-provoking contribution which I hope will make your reading of this volume of PASAA an enriching and meaningful learning experience.

Punchalee Wasanasomsithi
Editor