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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

In the year 2000, I first took the role of editor of PASAA. Now, after four years and five issues of PASAA, looking back and taking stock of all that PASAA has accomplished during that time, I find that PASAA's voice and its leadership ultimately come from our wonderfully multidimensional community in its field. As valued members of our PASAA community, you have played and will continue to play a significant role in PASAA's growth and leadership. The achievement of PASAA is a continuum comprising the work of professionals, members, readers, colleagues, staff and so on.

Each of you, authors and readers, actively occupies an essential place in this continuum, and I thank you sincerely for your contributions to PASAA over the years. It has been my great honor and privilege to help make the process of EFL/ESL professional growth and leadership for a time.

From now on, although I have changed my role from the editor to a reader of PASAA, I will continue my support to our journal. The days ahead are exciting ones for our PASAA and certainly PASAA looks forward to sharing them with you. For this community of leaders and professionals, the future holds unlimited potential.

In this issue:

Ruja Pholsward evaluates how Thai business people use language to disagree, apologize, question, and express politeness after being trained in language functions of business communication.

Ali S. M. Al-Issa describes an innovation program called 'Welcome to the Club' aiming at assisting his student teachers develop their English language repertoire.

Anil Pathak explores causes of students' writing problems. He also investigates the role of teacher's comments on students' assignments.

Tanyaporn Arya reports how and why reduced forms and liaisons can and should be taught explicitly to ESL students during listening or speaking classes.

Jirada Wudthayagorn reviews the roles of attitude and motivation in child language learning. She also suggests that a motivational teaching practice can aid language teachers effectively to initiate and support both aspects in their classroom.

Juan Carlos Palmer Silveira points out how abridging can enhance EFL students' ability to summarize information from texts. He provides the reader with fifteen steps to effectively teach summarizing techniques to their students.

Punchalee Wasanasomsithi investigates how ESL learners acquire language skills when opening a bank account.

Bruce Leeds focuses on teaching writing, particularly TWE, to EFL/ESL teachers. He provides examples of how teachers should comment on student essays and gives suggestions for students to further improve their writing.

Kulaporn Hiranburana and **Prakaikaew Opanon-amata** report on the use of a computer reading program in developing students' reading abilities with relevance to reading speed and comprehension.

Somporn Handee looks at different aspects of speech and writing which, she argues, influence what areas teachers focus on: accuracy or fluency. Despite significant differences, she advocates the use of both.

In "Teaching Tips Forum," **Patrick Blanche** draws attention to *Scrabble*, a word game. He confirms that it should be available in EFL/ESL classes because of its linguistic worthiness as well as its social, cultural, intellectual and international value. **Malinee Chandavimol** addresses the issue of reading and multimedia. She also demonstrates an example of the CAI reading program which she has created. Lastly, **Boonya Wichayathian** offers two activities for teachers to use in order to develop low proficiency students' presentation skills. Steps and advice on how to go about using the activities are provided in an easy-to-follow manner.

Reongrudee Soonthornmanee
Editor