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

Traditionally, the PASAA journal is published annually, in December. However, this year is different due to the special occassion of the 84th Anniversary of Chulalongkorn University. To commemorate this, the end of the seventh cycle of the university's life, we have decided to publish two issues this year. This issue, Volume 31 July 2001, is marked as the extra issue. The next issue will be published in December as usual.

The articles in this issue examine a variety of perspectives relevant to EFL, including how teachers cope with grammar teaching and IT. In addition, research on the influence of peer assessment and feedback on both writing and oral presentation is included in this issue. The use of English in International Programs of Business and Technology, which has gained much attention lately in Thailand, is also discussed.

In this Issue

Tony T.N. Hung explores the use of the inter language grammars of learners as an input to the teaching of grammar. This is an interesting example of the way the teacher probes beneath the surface into the learner's internalised grammatical system in order to understand the underlying problems.

Anil Pathak and Chan Soon Keng report on the use of peer assessment in the teaching and evaluation of oral presentations. By analysing the assessment sheets, they are able to suggest the benefits of using more and less structured assessment sheets.

Supanee Chinnawongs looks at writing feedback strategies – peer comment, self-evaluation and teacher reformulation – as a three–step procedure. She shows that following this procedure can promote effective teaching and learning for graduate students with intermediate language proficiency levels and an average–to–low writing proficiency.

Watana Padgate provides additional evidence on writing feedback. His focus is on the use of peer feedback and teacher–student conferencing activities. Despite the problems which occur, he confirms that these feedback strategies can be effective when used with caution.

Phan Banpho challenges university teachers to explore their role in the world of IT and reflect on the role of IT. To benefit most from IT, teachers need to adapt themselves to fit into the IT environment. In this survey the author found that it striking that more than 50% of teachers had no experience in using computers in their teaching. He, then, suggests more IT workshops to reinforce and equip teachers so that they can efficiently use IT in their teaching.

Kanchana Prapphal provides basic knowledge for the IT novice. As, according to Banpho's study, most teachers are not familiar with how to make effective use of IT in English teaching, this article can be regarded as a starting point.

Kulaporn Hiranburana focuses on the design of English for Business and Technology (EBT) international programs. By asking EBT program coordinators or managers at universities in Thailand to complete the questionnaire and by interviewing them, she found that these programs have been implemented three approaches: needs analysis, product-oriented approach and process-oriented approach. However, she has cautioned that more empirical studies are needed before we can conclude what approach is more appropriate for EBT.

Also in this issue, we have introduced a new section to the journal. It is entitled "Teaching Tips Forum". This section is intended to enable the publication of short contributions which present an array of practical classroom activities. I hope this will give a new dimension to the journal and will provide readers with so-called "ready-to-use" techniques or activities that have proved to be successful. Manuscripts are welcome in the form of responses to particular methods, notices about interesting techniques and pieces regarding procedures for a specific activities. References should be kept to a minimum so that authors can focus on their experiences and the methods they have employed in the classroom. Two copies of contributions, normally of up to 2,000 words maximum, should be sent to the Editor. With your help, the PASAA journal will be able to bring together the multifarious strands that make up EFL/ESL contexts. In this issue, **Subhasinee Rajbhandaraks** suggests how songs can be used to teach English.
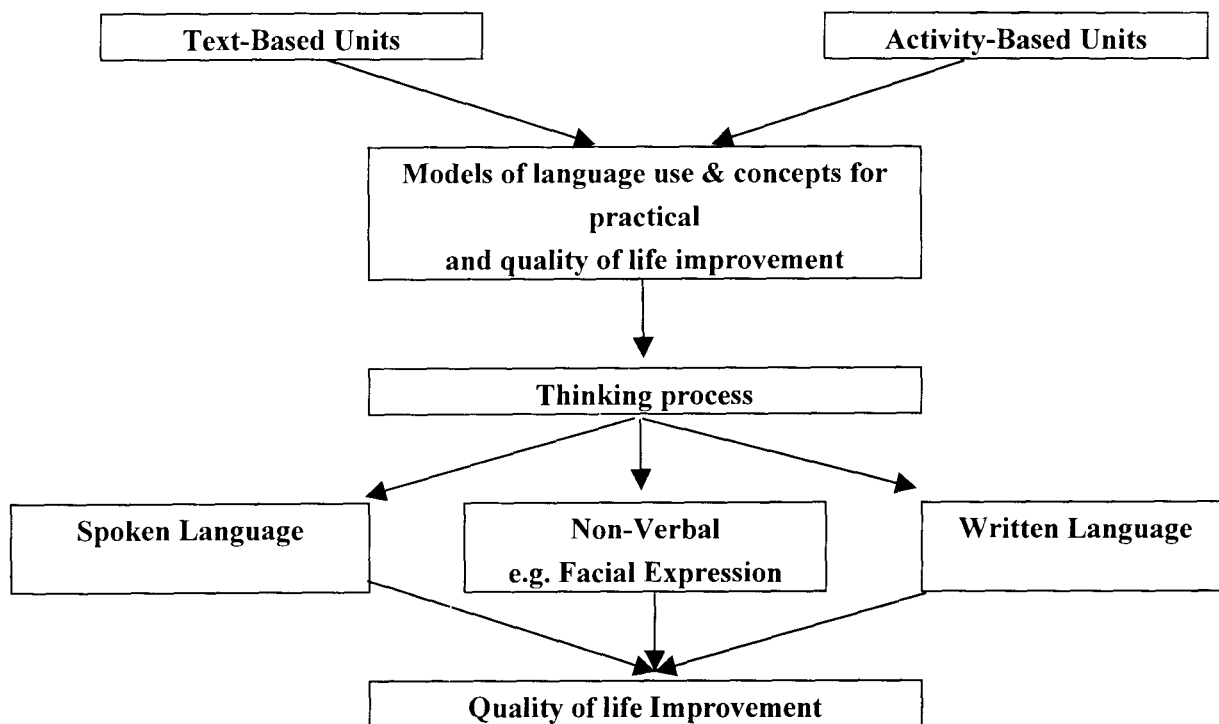
Finally, I would like to express my apologies to Associate Professor Dr. Saowalak Rattanavich, the author of the articles titled, "Concentrated Language Encounter Teaching Program: ELT in the New Millennium," published in the PASAA journal, Vol.29 December 1999, page 105-112. The reader should be notified that there was a mistake in *Figure 2: CLE Learning Process*, page 109. The figure is, therefore, printed again in this issue. Finally, I hope you will enjoy the interplay of the articles in this issue as much as I did.

Reongrudee Soonthornmanee
Editor

Concentrated Language Encounter Teaching Program:

ELT in the New Millennium

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Text-Based Units Activity-Based Units

Models of language use & concepts for
practical
and quality of life improvement

Thinking process

Spoken Language Non-Verbal Written Language
e.g. Facial Expression

Quality of life Improvement

Figure 2: CLE Learning Process