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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

Once a year the PASAA Journal is published to serve as a medium for discussion of the principles and practice in ELT and as a forum for the exchange of information among ELT professionals. To offer more to its readers, beginning with the 2001 issue, PASAA wishes to invite its contributors to share some of their teaching tips that they find stimulating and rewarding so that other teacher may make use of them. References for this section should be kept to a minimum since it focuses on practice rather than theory. I hope this addition to PASAA will assist our readers make progress in the field of ELT.

In this Issue

This issue contains articles which deal with a wide range of topics, and illustrates varied perspectives in our field.

William Littlewood discusses characteristics for collaborative learning and describes a range of strategies and techniques in which collaborative learning may be organized. He also presents collaborative learning tasks within the context of language learning. Finally, he suggests how collaborative learning tasks relate to the development of autonomy.

John F. Fanselow proposes that language learning requires thinking as well as memorizing. Teachers should help learners aware of this fact by altering activities that require only memorization to require thinking as well. He suggests alternative ways to promote thought-provoking activities and ensure recognition before production so that there is a balance between memory and thinking or processing activities.

John E. Joseph addresses the changes in "standard" and "non-standard" usage in spoken English. A statement like *The thing is is it's like just so irritating?* is widely used among native speakers and has some interesting features of the language that will have implications for language teaching and learning.

Charatdao Intrateat reports on the results of a study that evaluate English listening proficiency of the KMUTT's Self-Access Learning Center (SALC) users and investigates the significance of the SALC's role in autonomous learning.

Punchalee Wasanasomsithi reports on an experimental study in which the team-teaching technique was employed to teach a graduate English course at Chulalongkorn University. She also presents a number of advantages and disadvantages of the team-teaching technique and offers guidelines in implementing the technique in EFL classes.

Annabel Bhamani Kajornboon looks at the communicative approach and explores some of the possibilities to help improve EFL students' English proficiency through the communicative approach.

Michael Ziesing discusses the importance of apologizing in language functions. He argues that apologizing, if used properly, can mend broken relationships, prevent conflicts etc., and in a cross-culture context it can reduce culture shock and bring peace to the world, for example.

Hua Tang examines Cooperative Concept Mapping technique to promote reading skills. Tang highlights its procedures, student feedback and pedagogic implications in ESL reading instruction.