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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.

From the Editor

PASAA began publication on a semi-annual basis more than 25 years ago. In 1991, it evolved into an annual publication, and although it is now published only once per year rather than twice per year, every edition of the journal has consistently presented its readers with articles of varied perspectives, raising a variety of concerns in the field of applied linguistics and English language teaching and learning. As the December 1999 edition will be the last one before the end of this millennium, we would like this issue to focus on the theme of “The development of ELT throughout the millennium and beyond.” For this special 1999 edition, *PASAA* wishes to invite contributors to the journal to reflect on what has been achieved and to predict the possible trend of ESL/EFL as we progress into the new millennium. As it has always been *PASAA*’s aim to provide its readers with thought-provoking articles, *PASAA* hopes that this special edition will be a stimulating one on which to end the millennium.

Once again, the articles in this issue of *PASAA* address a variety of topics ranging from the role of literature in the language classroom to self-directed learning through the internet. I hope that you will enjoy this issue.

D.E. Ingram states that *language proficiency* is essential in language teaching and learning but, in reality, very difficult to assess. Ingram offers an approach to language proficiency as reflected by the Australian Second Language Proficiency Ratings (ASLPR), in particular, an overview of some of the factors to be considered in the assessment of language proficiency

(Editor’s note: Readers might note ASLPR band criteria in the appendix to Ingram’s article)

Jack Richards contends that content-based instruction tends to assume that the acquisition of the grammar of the target language by L2 learners will occur as a by-product of studying content through L2 instruction, and therefore does not pay enough attention to how grammar can be included as an integral part of the content-based curriculum – hence the grammar gap in content-based instruction. This may lead to L2 learners’ acquisition of fossilized ungrammatical forms in their communicative competence. He, therefore, suggests three ways in which form can be given an appropriate focus in content or meaning-based methodologies: a) addressing form prior to the task, b) addressing form during the task, and c) addressing form after the task.

Malinee Chandavimol discusses English reading comprehension problems in Thai classrooms and reviews Top-down, Bottom-up, and Interactive theories of reading, reiterating that the most beneficial one is the Interactive Model, particularly the Schema Theory. She points out how the Schema Theory can be applied by Thai teachers to benefit their learners. She also suggests reading activities which could stimulate learners' interest in the pre-reading, during-reading, and post-reading stages.

Alex Sharma proposes that in this globalization age, media-assisted and content-based lessons, particularly video tapes, can be exploited as a tool for language learning in the ESL classroom. These tools can also be used for intercultural education in order to promote intercultural communication among secondary school students.

Reongrudee Naranunn reviews a reading instructional method--reciprocal teaching--which has been widely researched in L1 reading, of which evidence has shown to help enhance learners' metacognitive skills, essential in reading comprehension. She calls for more research in reciprocal teaching to be implemented in L2 reading situations.

Kanchana Prapthal suggests "Self-Directed Learning through the Internet and Intranet Pedagogy" for language teachers in order to help learners achieve self-directed learning as well as enhancing their language, cognitive and academic skills, and their computer literacy to cope with the "up and coming" millennium technology. She also provides a questionnaire on "the Use of Computer in Teaching and Learning English" as an informal classroom inventory for teachers to learn more about their students' backgrounds and abilities before the implementation of the method.

Kulaporn Hiranburana investigates the use of English and the nature of intercultural communication in international business correspondence collected from letters, faxes and telexes in English written by business people from different cultural backgrounds. Results show that differences in language and cultural backgrounds rarely pose misunderstandings or miscommunications in the area of written business communication. The paper also includes pedagogical implications.

Ruja Pholsward examines error treatment strategies used by 32 NS and NNS ESL writing teachers at four Thai universities based on two research issues : 1) how and to what extent they should tackle errors in students' work, and 2) how they can make their error treatment strategies sufficient to facilitate students' self-correction while not disparaging the latter with heavy marking or editing. The results suggest the need for writing teachers to adjust their error treatment strategies for effective teaching.

Punchalee Wasanasomsithi gives an overview of a variety of benefits of utilizing literature in the language classroom. She demonstrates how using literature can make language teaching and learning more effective. She also discusses how literature can enhance the development of both grammatical knowledge and communicative competence.

Annabel Bhamani Kajornboon gives some tips on the meaning of the term *cheewajit*-- a new phenomenon in Thailand – and asks readers to decide for themselves whether it is a fad or faith.