

**PASAA**

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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.

## EDITOR'S NOTE

**PASAA** Volume 26 features articles on a variety of topics particularly in English language learning and teaching which we hope our readers will find stimulating and useful. We hope that these articles may serve as a springboard in helping our readers generate ideas for further research and that some of the suggestions offered here may be applied to improve language learning and teaching.

**Nor Hafizah Ismail** and **David Crookall** present findings from a survey about international conference presentation. They offer analysis of the nature of a conference presentation and suggestions for EFL presenters that can be applied to international conference presentation and classrooms alike, placing emphasis on rapport with the audience and on cross-cultural communication.

**Stephen J. Hall** focuses on oral presentation and addresses the following questions: Why test oral presentation?, How can oral presentation be assessed?, and What aspects of oral presentation are assessable?.

**Cynthia J. White** shares with us her belief that three interrelated concepts: metacognition, goal-setting, and cultures of practice are crucial to the development of autonomous language learning.

**Rolf Palmberg** suggests ways in which a specific simulation program, Hotel Excelsior, can be linked in with ordinary foreign-language classroom work in order to practice not only oral communication but also listening, reading and writing.

**Nicholas Dimmitt** reviews current models of peer coaching and suggests that conference coaching, a variation of peer coaching, may be most suitable for teachers who are under serious time constraints but still want to engage in professional development projects.

**David Wood** discusses the use of video movies in teaching English as a Foreign Language, combining it with the communicative approach.

**Robert Hilke** and **Paul Wadden** report the results of a study that analyzed the TOEFL and identified the specific content and question types that appear in the exam as well as their ratio and placement within particular test sections. They also outline the changes the TOEFL exam underwent in 1995 and offer guidelines to aid in the selection of commercial texts for TOEFL-prep programs.

**Ongon Thananart** discusses the importance and use of English in Thai society, a report on the students' needs in regard to the learning of English and the implications for language instruction.

**Kanchana Prapphal** discusses the role of the X-tests as an instrument used to observe the ability to transfer language competence from General English to Academic English and to measure, for example, grammatical competence. The study showed that the X-tests were reliable and had concurrent validity with the Academic Achievement Tests and that they could assess lexical competence better than syntactic competence.

**Roongtip Promsiri**, **Kanchana Prapphal**, and **Boosakorn Vijchulata** report on a survey of English teaching problems and wants in teacher training of upper-secondary English teachers in government secondary schools and they offer guidelines in organizing teacher-training courses.

**Achara Wongsothorn et al.** present findings of a survey about language education in Thailand, addressing issues such as sociolinguistic context, national language policy, and language curriculum and assessment.