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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 three copies of the journal in which their article appears.

EDITOR'S NOTE

This issue of PASAA features articles on a variety of topics which we hope our readers will find both stimulating and useful.

Jerry Ward gives a detailed account of the computer-assisted language learning (CALL) project undertaken at Suranaree University of Technology and outlines the benefits — both practical and pedagogical — which have accrued from the new technology.

Phan Banpho provides step-by-step guidance for language teachers who wish to construct exercises and tests by writing their own “authoring” CALL programs.

David Hayes discusses the importance of *rules of speaking* (knowing what to say to whom and how to say it appropriately, etc.) for foreign language teaching. He offers a set of guidelines on how best to teach these rules given the constraints which operate in most foreign language teaching situations.

Robb Armstrong analyzes the politeness strategies used in an ESL classroom in order to determine whether such strategies influence second language acquisition.

John Wilson discusses the conflict existing between the western heritage of open critical thinking and traditional Thai values, where social harmony and preservation of “face” are paramount. He urges a revision of the norms of public behavior within the Thai academic community, proposing a set of maxims to guide participation in the “academic language game.”

George Jacobs, Andrew Goatly, and Jerome Ming examine the role that language plays in shaping our views of the environment. They also suggest practical ideas for heightening students’ awareness of both environmental issues and the subtler uses of language.

David Paul contends that most EFL students never learn to communicate effectively in English. He attributes this failure in part to the disconnection between the students’ world outside the classroom and the teacher’s world inside the classroom. He goes on to propose four basic principles for narrowing the gap between these worlds and thus increasing students’ potential for learning to communicate.

Kanchana Prapphal examines the relationship between reading strategies and language background among Thai science students and how these factors affect performance on summary-writing tasks. Her data suggest that training in top-level rhetorical organization of expository texts might enhance Thai students’ reading comprehension.

Jane Davies and Gavin Hibbs report on the implementation of a “scenario-based” approach to language testing at the Institute of Foreign Affairs. They argue that such an approach successfully introduces greater authenticity into the assessment of communicative language skills.

Michael Lipinski documents the development of an English language program to upgrade the language proficiency of offshore gas production workers at Unocal Thailand. The central challenge in designing such a program was finding a way to successfully incorporate extended language training into a full-time work schedule. Their solution, a one-year program which alternates intensive classroom instruction with intervals of self-study, has so far produced favorable results.

Nancy Jordan Renman describes the implementation of a “negotiated” curriculum for ESL students at a middle school in the United States. During the program, students learned how to set their own goals, solve problems, and develop their ideas and knowledge in collaboration with others.

Tim Hartigan describes portfolios and argues that they should be considered as an additional or alternative method of assessment in Thai university English courses because of the limitations of present forms of testing, and because they help produce skills that students will need in higher-level courses and in the “real world.”