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POLICY : The PASAA Journal is the oldest professional journal in English teaching in Thailand. Since December 1991 one issue is published annually. The journal aims to present information and ideas in the following areas:

- Issues in language learning and teaching
(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. It also welcomes manuscripts which contribute to the improvement of English language teaching in general.

No payment will be made for any contribution but the authors will receive three copies of the journal in which their article appears.

Editor's Note

Articles in this issue of *Pasaa* address questions and ongoing concerns in language learning. They cover subjects ranging from phonology and phonetics to communicative language teaching and error analysis.

* **Jack Gandour et al.** present a study examining temporal characteristics of a group of young and old adults who produced monosyllabic, bisyllabic, and trisyllabic words at a normal speaking rate. The findings are discussed in relation to the effects of stress on intraword timing relations and age-related effects on speech production.

* **Richard Schmidt and William Savage** introduce Csikszentmihalyi's motivation model as applied for language learning. Csikszentmihalyi's theory predicts that when the levels of challenge and skill are perceived to be about equal or when both are perceived as high, motivation, affect, arousal and concentration will be highest. On the other hand, when both challenge and skill are perceived as low, the result is apathy. Schmidt and Savage demonstrate that this model when applied to the Thai cultural setting, however, proves to be deficient because it is simplistic and ethnocentric.

* **Gwyn Williams** argues that when English is the medium of communication in a culture, then its use should be evaluated in terms of the norms of that culture. The language of the non-native speaker of English is a legitimate form of English, but one that is localized or nativized. Instead of teaching non-native speakers of English the Western modes of behaviour, teachers should focus on the kinds of communication that really take place in that particular socio-cultural setting.

* **Kanchana Prapphal** investigates reactions of students on the use of communicative computer-assisted language learning programs. A group of Thai university students were asked to evaluate the CALL program in terms of, for instance, the activities offered and the students' perceived improvement after working on the activities. The results indicate a positive feedback and it is suggested that CALL activities might be suitable for facilitating students' learning process, cognitively and affectively.

* **Saree Kulsiriswad** describes and examines the effect of partial individualization and the self-study materials used by Chulalongkorn University Language Institute. Suggestions are also offered on how factors such as the learning materials and the students' attitudes can contribute to the success or failure of individualized language learning.

* **Shanta Nair-Venugopal** argues that students learn best when they have control over their learning. She examines whether in the EFL classroom simulations might be an appropriate device to impart such control and generate authentic language behaviour.

* **Hua Tang and Jian-Sheng Zhao** discuss error analysis and techniques of correction. They believe that ESL/EFL teachers should provide productive feedback to enable students to become aware of their errors as well as to encourage students to monitor their input and correct their own errors.

Also in this issue:

*Review : H.Douglas Brown's **A Practical Guide to Language Learning.**