

NEWS

CULI

With sadness, we announce the death of **M.L. Boonlua Debyasuvarn.** Her contributions to the field of English teaching were many, and all who worked with her suffer an immeasurable loss. Her integrity and intellectual vigor were widely known and appreciated. A special issue of PASAA will be dedicated to **M.L. Boonlua Debyasuvarn.** Colleagues wishing to participate are urged to contact Ms. Nuntika Thanomsat, the associate editor.

CULI's new coordination Unit

The unit is happy to announce its offer to provide seminars and programs to outline what has been developed in CULI--such as staff development programs, workshops, and language development programs, and all other information as requested by other institutions--to all tertiary level institutions. Contact AJARN SAWANGWONG WANNAWECH, the Coordinator, for further information.

CULI Staff Development Program

This program consists of six-week, intensive training courses and workshops and language development sessions. The training courses aim to improve teachers in their teaching techniques and in their ability to prepare supplementary materials and to provide opportunities to practice team-teaching in foundation reading, spoken communication, and EAP reading. The workshop sessions aim to provide the teachers with the opportunity to exchange ideas and opinions on teaching techniques and methodologies, while the language development sessions aim to improve the teachers' language skills. This, in turn, will improve the teachers' teaching ability.

Here are some summaries of the workshops and language development sessions.

In one, Dr. Clive Holes discussed **Controlled Speaking Practice**

The presentation dealt mainly with different types of drills.

1. Simple substitution, for example;

I don't like		whisky.
		brandy.
		cigarettes.

2. Variable substitution :

French:	I don't speak French.
understand:	I don't understand French.
Peter:	Peter doesn't understand French.

3. Situationalized drill :

A set-up situation is used as a basic ground to produce various phrases. Students practice different phrases based on the same sentence structure.

For example :

I have not | typed your letter.
 | filed the papers.

Dr. Holes also talked about the important features of good drill. He stressed that they should be natural, meaningful, and interesting. In addition, the importance of stimulus variety, clear instruction, and not too many difficult tasks being presented at once were discussed. Dr. Holes felt that execution of each drill should not be more than 2-5 minutes and that it should be done quickly.

In another, Mr. John Laycock discussed **Language in Teaching Reading**

There are two kinds of language skill acquisitions occurring in classroom, Mr. Laycock stressed. One is the skill or knowledge that the students are conscious of gaining during class time, e.g. grammar points they have to master in order to pass the exams. The other is rather unconscious. The students acquire this knowledge by hearing and using the language over and over so that the language becomes a part of them. Examples are language used in greetings and questions frequently used in the classroom—"Could you speak slower? I'm sorry I couldn't hear you." The topic of this lecture focused on the second point which very often language teachers have overlooked.

In reading class, the teachers can use English in the following areas :

- Chatting briefly about the topic.
- Setting scene.
- Checking comprehension, Q-A explanation.
- Explaining complex instructions.
- Modelling e.g. drills/role plays/pair work.
- Explaining grammatical points.

Mr. Laycock also emphasized that the intonation feature of classroom language was important and language teachers needed to be more aware of it. He gave the following examples :

- a. Mid or high-rise tone indicates a straight question (not "Wh" question word), e.g. Hungry? Going?
- b. Low-rise tone indicates a bridging of transitional comment, no definite statement, e.g. Maybe, Perhaps.
- c. High-fall tone indicates a confirmation agreement or instruction or marking of major changes in lesson activity, e.g. Yes!, Good!, Right!.

For those who are interested and would like to look further into the subject, Mr. Laycock recommended the book *Teaching English Through English* by Jane Willis, Longman, 1981.

Similar presentations have been going on every Wednesday afternoon at 1 : 30 throughout the first semester.

The British Council

Teaching English is one of the British Council's principal activities in Thailand. They have a group of twenty-two teachers who run general and specialist courses for about 2,500 Thai students every year, backed by a collection of ELT and general films available for loan, and a library of 26,000 books, including a special display of ELT books and materials. There are also five audio carrels, and regular daily showings of their video material, much of it on English-language teaching.

In October they will be running the Seventh Regional Intensive Course for secondary school teachers. They run two courses a year jointly with the Supervisory Unit of the Ministry of General Education and the Peace Corps, each lasting nine weeks, for twenty-four teachers each time, focusing on methodology in the morning and language improvement in the afternoon. This course is quite similar to CULI's staff development programme although it is largely for teachers outside Bangkok. Other programmes in the past few months have been led by visiting specialists: *Hugh Walker*, of Stevenson College, Edinburgh, held a two-weeks' workshop on "*Communicative Activities in the Classroom*," two lectures from Lancaster University led a seminar on EST at King Mongkut's Institute of Technology, *Dr. John Laver*, of Edinburgh University, gave lectures on phonetics at Chula's department of linguistics, *Professor John Sinclair* and *Tim Johns* made consultancy visits to Chula and KMIT and *Dr. Ronald Carter* of Nottingham University (and of our Open University too) ran two courses of a fortnight each in Chiang Mai teachers' training college and at Chandr Kasem on "*Teaching English as a Second Literature*." Most of these courses had the support of local directors of studies—*Stuart Matthews*, *Michael Long* and *Andy Dunlop* in the case of courses this year, colleagues doing similar jobs to those held by *John Laycock*, *Dr. Clive Holes* and *Maurice Broughton* at CULI and in the National Co-ordination Unit.
