Author

Abramson, A. (1974). Experimental phonetics in phonology: Vowel duration in Thai. *PASAA, 4* (1), 71-90.

Abramson, A.S. (1989). Laryngeal control in the plosives of standard Thai. *PASAA, 19* (2), 85-93.

Abstract

Much work has been done on the relevance of the timing of glottal pulsing relative to the occurrence of consonantal closure for phonemic distinctions between homorganic stops. In this paper, I have assembled old and new work on the plosives of Standard Thai, including the addition of data on the palatal affricates. In word-initial position, in both production and perception, the traditionally labeled voiced, voiceless unaspirated, and voiceless aspirated stop consonants are well separated by voice onset time (VOT). The two palatal affricates are likewise so distinguished in production, although perceptual experiments have not yet been run for them. In word-final position, where there are no contrasts of voicing and aspiration, the only plosives that occur are the stops; they show no voicing in their closures. A limited sampling of running speech indicates that, with some reduction of range, the distinguishing mechanism is quite robust. Temporal control of the laryngeal source, then, is sufficient to account for the three-way voicing distinction of Standard Thai.

Aiken, P. (1973). Organizing a textbook revision project. *Bulletin of the English Language Center*, *3* (1), 90-110.

Aiken, P., & Chomaitong, K. (1975). Teacher training for an individualized classroom. *PASAA, 5* (1), 108-114.

Aiken, P.L. (1973). Individualized learning : A case for reform. *Bulletin of the English Language Center, 3* (2), 123-138.

Aiken, P.L., Bachman, L.F., & Sealey, G.K. (1975). The CIEL individualized language learning project (ILLP). *PASAA, 5* (1), 71-84.

Angwatanakul, S. (1982). English teacher competencies. *PASAA, 12* (2), 5-8.

Anthony, E.M. (1989). The ABC's of lexical additions to American English. *PASAA*, *19* (2), 104-111.

Abstract

The article describes and illustrates three types of lexical additions to American English--the adaptation of existing words, the borrowing of words from other language, and the creation of new forms within the linguistic constraints of English phonology and grammar.

Examples illustrating lexical change are cited from various contemporary and historical sources, but the primary data for the paper consist of ten of each type taken from *6,000 Words,* a 1976 dictionary which provides attested addenda to Merriam Webster's 1961 *Third New International Dictionary.* Conclusions are drawn relating to the three categories.

Anthony, E.M. (1976). Getting to know GET. *PASAA, 6* (1, 2), 60-66. ·

Arrowsmith, G. (1970). The Khonkaen University reading units. *Bulletin of the English Language Center, 1* (2), 113-150.

Arrowsmith, G. (1974). A mathematical framework for describing speech and language. *PASAA, 4* (1), 26-70.

Attaprechakul, D. (1975). การใช้ Peer Tutoring ในการสอนตามระดับความสามารถของแต่ละบุคคล. *PASAA, 5* (1), 150-155.

Aue-Apaikul, P. (1989). Interactive video : Education use. *PASAA, 19* (2), 56-60.

Abstract

This paper discusses the potential of interactive video as an aid for instruction and learning. It is also an attempt to answer the question raised by some scholars as to the effectiveness of this new instructional medium. Suggestions are made for the improvement of the instructional design of interactive video lessons.

Bachman, L.F. (1975). Evaluating students in an individualized language program. *PASAA, 5* (1), 115-121.

Bachman, L.F. (1977). Testing aural-oral and writing skills. *PASAA, 7* (1, 2), 174-183.

Bachman, L.F. (1985). How "communicative" are language proficiency tests?. *PASAA*, *15* (2), 1-14.

Bachman, L.F. (1987). Some uses of evaluation in language programs. *PASAA*, *17* (2), 39-45.

Bachman, L.F. (1988). The evaluator's role. *PASAA*, *18* (1), 40-45.

Bachman, L.F. (1973). Testing oral production. *Bulletin of the English Language Center, 3* (1), 41-58.

Ballapavanich, S. (1984). Report on the evaluation of the English for science students programme at Chiang Mai University. *PASAA*, *14* (1), 39-47.

Barrett, R.P. (1970). Some factors in designing a reading program. *Bulletin of the English Language Center. 1* (2), 45-48.

Barrett, R.P. (1970). The Thammasat University transparency reading program. *Bulletin of the English Language Center. 1* (2), 151-169.

Bhandhufalck, F. (1983). Contrastive analysis of modals in English and Thai. *PASAA*, 13(12), 50-62.

Boonprasert, M. (1984). CLT : A promising approach? *PASAA*, *14* (2), 32-35

Boonsathorn. S. (1990). C-Test / MC-Test : A new instrument for measuring English proficiency. *PASAA*, *20* (2), 46-50.

Abstract

The C-Test is a new format of cloze procedure developed to resolve the problems of the conventional cloze. In the C-Test, the second half of every second word is deleted, beginning from the second sentence. The test taker's task is to provide the missing part of the word. Since most content words in English are in the form of BASE + SUFFIX (ES), a modified C-Test, the MC-Test,

has been proposed by the author. In the MC-Test, the first half of the word, instead of the second half is deleted. It is assumed that in MC-Test items more of the syntactic/structural information based on orthographic cues is present, whereas in "normal" C-Test items, more of the semantic information is available. Initial investigations indicate that the newly-proposed format, the MC-Test, is superior to the C-Test with reference to discrimination power, reliability, and "structural" validity.

Bott, D.E. (1978). Words? Music? Pronunciation! *PASAA, 8* (1), 35-46.

Boyle, J.P. (1984). Listening comprehension-the crossroads of language and psychology. *PASAA, 14* (1), 11-17.

Broughton, M. (1982). Some directions in the teaching of English in Thai universities and their implications for staff development. *PASAA, 12*(2), 1-4.

Brown, J.M. (1976). Thai dominance over English and the learning of English by Thais. *PASAA, 6* (1, 2), 67-85.

Brudhiprabha, P. (1976). Educational language policy : The case of Thailand. *PASAA, 6* (1, 2), 15-20.

Brudhiprabha, P. (1978). TEFL in Thailand : Where do we go from here?. *PASAA, 8* (1), 103-109.

Abstract

This paper reviews some relevant literature concerned with the polimical question of optimum age for secondary language learning. It is suggested that 'time,' *not 'age,'* is a more important factor. The discussion includes the current Canadian research on what combination and permutation of age, *time,* and *approach* to secondary language learning will prove to be most effective.

Bunyawat, T., & Thebus, W.G. (1970). The RTARF / DLT ELTP. *Bulletin of the English Language Center. 1* (1), 32-42.

Castro, V.L. (1989). Discourse analysis and the classroom teacher. *PASAA, 19* (2), 123-129.

Abstract

Discourse analysis is one of those fields of human knowledge related to language teaching that has seen great expansion over the last couple decades. I will attempt in a short overview of discourse analysis to convince classroom teachers that it relates to the classroom in some very vital ways, involving textbooks, methodology, and teacher-student behavior. First of all I present some basic concepts in discourse analysis and, secondly, I justify my view that language teachers could benefit from being more knowledgeable about this area of applied linguistics.

Chandavimol, M. (1990). News about news : The language teacher's friend. *PASAA,* *20* (2), 9-32.

Abstract

We currently live in a world of information technology that enables us to learn about today's and yesterday's events in different parts of the world very quickly. Consequently, we, as teachers, must provide our pupils with the ability to understand news, and to assess its accuracy and significance.

In particular, newspapers provide a readily available and interesting source of material for students in English and more teachers are using news items, special features, cartoons, photographs and even advertisements as supplementary materials to teach English.

This paper first describes functions of newspapers. Then it goes on to discuss the language used in the headlines and stories: about the expressions used in the newspapers; misleading headlines; judging the reliability of the source and how to persuade readers to continue to conclusion of the article. The last part covers a variety of exercises that help and encourage students to read newspapers with ease and with fun. All four teaching and learning skills--listening, speaking, reading and writing--are involved and integrated.

Chandravirochana, W. (1970). Translation at the university level. *Bulletin of the English Language Center.* *1* (2), 240-245.

Chaopricha, S. (1985). A microcomputer in individualized language teaching, English reading comprehension (ESP). *PASAA, 15* (2), 31-40.

Chavanachat, P. (1986). The use of a cloze test as a measure of English proficiency for Thai University graduates. *PASAA, 16* (1), 26-35.

Chavanachat, P., Tantisevi, K., Bundhurat, P., Pribwai, C., & Chongpeepien, P. (1986). A modified-integrative examination : A comparative study of the current and the proposed NIDA English entrance examination. *PASAA, 16* (2), 42-58.

Chayanuvat, A. (1982). Staff development programs in English teaching. *PASAA*, *12*(2), 12-22.

Chomaitong, K. (1976). A comparison of pronominalization in Thai and in English. *PASAA, 6*(1, 2), 200-210.

Chulasai, D. (1986). Reading of the English of science and technology : An overview of the literature. *PASAA, 16*(1), 16-25.

Chulasai, D. (1989). C-test, not a cloze test : Test construction. *PASAA, 19*(1), 53-60.

Abstract

This article gives an insight into two types of test construction : the Cloze Test and the C-Test. The underlying theory of these two tests is mentioned. The nature of the Cloze Test and the C-Test is discussed together with the deletion procedure. Moreover, samples of test passages are shown with words deleted. Discussion about the deletion is presented, as well as comments on problems encountered.

Chutima, R. (1979). The second-semester course at King Mongkut's Institute of Technology (Thonburi). *PASAA, 9*(1), 131-138.

Clarke, D.F. (1979). Brief description of the reading and writing course in production and use at DTEC language institute. *PASAA, 9*(1), 95-106.

Cleary, C. (1980). The CULI English for academic purposes reading course. *PASAA, 10*(1), 12-15.

Cohen, A.D. (1987). Studying learner strategies : Feedback on compositions. *PASAA, 17*(2), 29-38. .

Debayasuvarn, B.M.L. (1981). A brief survey of the techniques of translation. *PASAA, 12*(1), 1-8.

Debyasuvarn, B.M.L. (1970). A comparison of Thai and English literary tradition and convention. *Bulletin of the English Language Center, 1* (2), 257-260.

Debyasuvarn, B.M.L. (1975). Report of the national English language coordinating committee, 13 May 1975. *PASAA, 5* (2), 109-121.

Debyasuvarn, B.M.L. (1977). Various levels of reading. *PASAA, 7* (1, 2), 184-195.

Debyasuwarn, B.M.L. (1970). Frustrations in English instruction. *Bulletin of the English Language Center, 1* (1), 52-65.

Dent-young, J.N. (1970). Towards a methodology of teaching literature in a foreign language. *Bulletin of the English Language Center, 1* (2), 230-299.

Dhabbasuta, P. (1970). The origin and methods of teaching English in Thailand. *Bulletin of the English Language Center, 1* (1), 11-15.

Diller, A. (1979). High tone-low tone. *PASAA, 9* (2), 19-40.

Dunlop, A. (1979). The reading programme at King Mongkut's Institute of Technology (Thonburi). *PASAA, 9* (1), 115-125.

Durongbhan, M. (1981). The use of "can" vs. "be able to" *PASAA, 12* (1), 31-40.

Durongphan, M. (1980). An overview of the passive voice in English. *PASAA, 10* (2), 54-56.

Durongphan, M. (1981). Testing students' ability to read scientific English. *PASAA, 11* (2), 45-60.

8

Durongphan, M. (1981). The use of-ing, -ed adjectives derived from "Emotive" Verbs : How are they treated in grammar books? *PASAA, 11* (1), 38-46.

Edmonds, S. (1980). The CULI English for academic purposes writing course. *PASAA, 10* (1), 16-38.

Ekwisalm, K., & Nation, I.S.P. (1979), Conversation activities in English for academic purposes. *PASAA, 9* (1), 107-114.

Ellis, M. (1979). The reading and writing programme at the Asian institute of technology : Criteria considered in the design of a reading and writing programme at the postgraduate Level. *PASAA, 9* (1), 56-61.

Erickson, D. (1974). Fundamental frequency contours of the tones of standard Thai. *PASAA, 4* (1). 1-25.

Eskey, D. (1989). ESL in the 21st century. *PASAA, 19* (2), 8-12.

Abstract

The author makes two predictions for the teaching of English in the next century which have implications for ESL in Thailand. (1) The spread of English as a world language will continue unabated, and by the year 2000 the number of speakers with some functional command of the language will run into the billions. At the same time, the current belief in teaching a native-speaker variety of English (usually British or American) will gradually be replaced by a belief in teaching the local variety of the language for communicative (not imitative) purposes. (2) The current movement toward more communicative methods of teaching English will continue to develop at the expense of more traditional approaches. Thus ESL professionals in Thailand, as else where, must become increasingly proficient in these methods to insure that their students will be as well prepared to communicate with other speakers of the language as those of the many other countries in which ESL is taught.

Eskey, D.E. (1970). Teaching advanced reading : The structural problem. *Bulletin of the English Language Center, 1* (2), 209-228.

Eskey, D.E. (1976). A road revolution in the study of language. *PASAA, 6* (1, 2), 21-33.

Farmer, D. (1975). Individualized learning : An overview. *PASAA* , *5* (1), 26-36.

Fieg, J.P. (1983). Thai students written English. A syntactic analysis. *PASAA,* *13* (1, 2), 1-40.

Flegel, T.W. (1974). English for science : Where do we start?. *PASAA,* *4* (1), 113-120.

Ford, D. (1981). Foreign language instruction in China. *PASAA, 11* (1), 47-54.

Frankel, M.A. (1978). The functional approach to foreign language teaching : Some myths dispelled. *PASAA, 8* (1), 91-102.

Frankel, M.A. (1979). A multi-dimensional approach to reading materials. *PASAA,* *9* (1), 44-55.

Frankel, M.A. (1980). The case for unscripted listening comprehension materials. *PASAA, 10* (2), 8-20.

Fry, J. (1979). Educational accountability : A comparative perspective. *PASAA, 9* (2), 41-48.

Gainey, J.W. (1984). Toponyms in Eastern and Southeastern Thailand : A preliminary study of village names in Chonburi, Rayong, Chantaburi, and Trat. *PASAA, 14* (2), 36-57.

Gandour, J. (1974). The glottal stop in Siamese : Predictability in phonological description. *PASAA, 4* (2), 66-78.

Gandour, J., & Ponglorpisit, S. & Dechongkit, S. (1990). Age-related effects on the production of voice onset time in Thai word-initial stops. *PASAA, 20* (2), 33-39.

Abstract

Voice onset time (VOT) productions associated with three bilabial stop (/b p ph/), three abveolar stops (/d t th/), and two velar stops (/k kh/) were measured in 10 young and 10 old normal adults. Mean VOTs differed significantly as a function of age for /ph/ and /th/ only. Relative frequency distributions of VOT values showed no or minimal overlap for homorganic stop consonants in either age group. VOT variability did not differ significantly as a function of age. For both young and old speakers, voiceless unaspirated stops were less variable than either voiced or voiceless aspirated. Findings are compared to Sweeting and Baken's (1982) study of VOT in an English-speaking normal-aged population.

Gandour, J.T. (1975). Evidence from Lue for contour tone features. *PASAA, 5* (2), 39-52.

Gebhard, J. (1981). Apparent problems and suggestions for solving them : A study of the EFL conversation class in Thailand. *PASAA, 11* (1), 14-20.

Gebhard, J.G. (1987). What does it mean to be a Thai student at an American University? *PASAA, 17* (2), 13-21.

Gebhard, J.G. (1989), Relevancy, authenticity, comprehensibility and selection of EFL materials. *PASAA, 19* (1), 32-40.

Abstract

In order to select or create materials for classroom use, it helps to consider factors through which to make decisions. In this paper three factors-relevancy, authenticity and comprohensibility-are discussed and illustrated in relation to the decision making process about what materials to use in the EFL classroom. In question form, teachers can benefit from asking. "Does the material meet the needs and interests of the students?", "Is the language in the material used in real-life settings outside the classroom?", and "will the material be comprehensible to the students, and if not, can the language be made comprehensible through negotiation with the students?".

Gokwong, N. (1981). Information dissemination and staff development programme. *PASAA, 11* (1), 30-31.

Goldenberg, T. (1979). Individualization in advanced English program. *PASAA, 9* (3), 49-56.

Goldenberg, T. (1973). Preparing oral examinations. *Bulletin of the English Language Center, 3* (2), 114-122.

Goldenberg, T. (1973). Report on a tutorial program for English majors. *Bulletin of the English Language Center, 3* (1)., 123-128.

Goldenberg, T. (1979). English for the liberal arts in Thailand. *PASAA, 9* (1), 86-94.

Goodrich, H.C. (1975). The teaching of paragraph rhetoric. *PASAA, 5* (2), 72-88.

Graybill, E. (1988). Philosophy, pedagogy, and communicative language teaching. *PASAA, 18* (2), 24-35.

Abstract

Communicative language teaching theorists have made significant advances in the field of language teaching particularly on the levels of syllabus design and classroom organization. However, little work has been done on developing a form of pedagogy which embraces the new syllabus, adopts the recommended classroom organization, and applies both of these consistently to the underlying principles and goals of communicative language teaching. This paper attempts to fill that void. To accomplish this, first, the criteria which an appropriate pedagogy should meet will be distilled from the extant literature on communicative language teaching. Then, a model of teaching from the history of philosophy-Socratic dialectic-will be explicated, followed by a discussion of the relevant theoretical principles it embodies. Finally this form of pedagogy will be applied to communicative language teaching, and some important implications of its use will be explored.

Hall, D., & Hawkey, R., & Kenny, B. (1986). Testing student language performance at the Asia Institute of Technology. *PASAA, 16* (2), 59-68.

Harris, J.G. (1973), การศึกษาสัทศาสตร์ในสถาบันการศึกษาชั้นสูงของไทย. (The study of practical phonetics in Thai institutions of higher learning) *Bulletin of the English Language Center, 3* (1), 111-122.

Harris, G.J. (1986) The Persian connection : Four loanwords in Siamese. *PASAA, 16* (1). 9-12.

Harris, J.G. (1977). Use of perception testing in research. *PASAA, 7*(1, 2), 78-79.

Harris, J.M. & Bachman, L.F. (1976). The perception of some Tai consonant sounds by native speakers of Siamese. *PASAA, 6* (1, 2), 176-185.

Hawkey, R. (1988). English for international communication : What goes wrong and why. *PASAA, 18* (1), 10-13.

Higgins, J. (1977). The thneed test. *PASAA, 7* (1, 2), 363-367.

Huebner, T.G. (1976). Another look at sandhi in Tai Lue. *PASAA, 6* (1, 2), 225-234.

Hutchinson, T. (1989). Managing teacher development. *PASAA, 19* (2), 71-75.

Abstract

Developments in ideas about Language Teaching have led us to regard the role of the teacher as pivotal. This has brought teacher development to the forefront of Language Teaching. But whilst we now have a wide range of knowledge about the CONTENT of Language Teaching we are only now beginning to appreciate the importance of CONTENT within which teachers work and develop. This paper argues that study of the processes of the teaching and training contexts reveals a need to look beyond the traditional disciplines that have fed Language Teaching to other fields such as the field of Management. Ideas from Management can provide some of the tools we need for tackling the major questions of teacher development and the consequent need for trainer training.

Indrabhakti, S., & Long, M.N. (1970), Writing courses at the college and university level in Thailand. *Bulletin of the English Language Center, 1* (3), 18-53.

Kajornboon, B. (1988). Computer in language teaching. *PASAA, 18* (2), 63-71.

Abstract

This paper explains what a computer is and how it is used. Furthermore, the roles of the computer in assisted language learning (CALL) as knower-of-the-right-answer, as workhorse, and as stimulus are discussed. This paper also outlines how the computer can serve the learner. It highlights the activities a computer can do, for example, drill practice, gap filling multiple choice, CLOZE, text reconstruction, animation, graphics and jumble letters, words, sentences, text mazes, games and simulations. In addition, this paper mentions some software which is available for the activities des-

cribed. Lastly, the article discusses the use of computers in teaching the four language skills: writing, reading, speaking and listening.

Kajornboon, B. (1989). Video in the language class. *PASAA, 19* (1), 41-52.

Abstract

This paper mentions several reasons for using video in English language teaching. It gives the steps in preparation of a lesson using video. Furthermore, it explains a few methods of video use in the language class, as well as gives examples of supplementary materials for each method. Nonetheless, the article not only gives the arguments for the use of video in language teaching but also points out some of its shortcomings. Lastly, the article makes comments about a few video programs for language teaching currently available.

Kanittanan, W. (1983). Some evidence of cross cultural transfer and some proposals on second / foreign language teaching. *PASAA, 13* (1, 2), 63-73.

Katib, A. (1990). The role of second language teachers. *PASAA, 20* (1), 26-30.

Abstract

The goal of learning a second or foreign language nowadays is different from that of the past. The study of a second language has now focused more on the communicative function which will enable learners to use the target language effectively in real situations. The role of second or foreign language teachers, therefore, has changed. They are no longer a mere source of linguistic knowledge. Rather, they should view themselves as applied linguists and try to use the knowledge from associated fields to try to tackle language related problems and hence make teaching / learning more effective. Second language teachers, therefore, are expected to have more diverse knowledge and responsibilities.

Ketchart, S. (1984). Implications of a cloze response analysis for instruction in EFL classroom. *PASAA, 14* (1), 18-26.

Ketudat, S. (1975). การศึกษาเพื่อชีวิตและสังคม : สรุปแนวปฏิรูปการศึกษา (Education for life and society : Education reform). *PASAA, 5* (1), 1-25.

Abstract

"Education for life and society : A summary of the educational reform proposal" by Dr. Sippanondha Ketudat, Chairman of the Educational Reform Committee.

The Committee, established to draw up recommendations for basic educational reform, submitted its 360 page report to the Sanya government on 4 December 1974. The report was accepted

in principle but was referred back to the National Education Council for further study on 14 January 1975. The present summary of the principles and recommendations may help the general public to become aware of the content of the report and hopefully to contribute to discussion and constructive criticism of it.

The main principle of education for life and society is discussed under four headings: 1) What kind of education do we want? 2) Education for what purpose? 3) Education for whom? and 4) How should education be organized? The process by which the main committee and the various sub-committees arrived at their conclusions is described in some detail and the ten main recommendations of the report are summarized. These deal with equality of opportunity, widening and lengthening the scope of compulsory education, making changes in curriculum and grade structure in the role and status of the teacher, in the nature of higher education, and in the role of the private schools; centralizing overall administrative and financial policy while at the same time decentralizing the school system at the operating level by giving more decision-making power to local communities, promoting more equitable distribution of resources, integrating the laws regarding education into a single code, and making other changes in the non-educational sectors which will tend to support the reforms proposed.

In the main body of the article the current situation in Thai education is contrasted with future education as envisioned by the reforms through the device of presenting, under the same general headings as those of the ten recommendations, the two situations side-by-side in parallel columns. The article concludes with three caveats: 1) that the proposed reforms should be undertaken as a whole, and not piecemeal, 2) if the reforms are to succeed, other changes in the structure of Thai society and government must be made simultaneously, and 3) the recommendations are not merely the opinions of the 22 main committee members or of the 150 sub-committee members, but are based on consultation with Thai people of every level all over the country. Lack of consensus is apt to be over details of implementation, rather than over the basic principles and recommendations.

Ketudat, S. (1979).   National educational policy and national language policy (lecture given at the Chulalongkorn University Language Institute, July 3, 1978). *PASAA, 9* (2), 1-18.

Khampang, P. (1974).   Thai difficulties in using English prepositions. *PASAA, 4* (2), 21-36.

Khemnguad, W. (1981). Individualized instruction : Role of testing. *PASAA, 11* (1), 32-37.

Kiratibhongse, S. (1975).   Organizing and managing individualized (science/social studies) classes. *PASAA, 5* (1), 133-149.

Kirk, T. (1979).   The listening comprehension programme at the Asian Institute of Technology. *PASAA, 9* (1), 62-73.

Kral, T.J. (1987). Life saving techniques for the foreign language learner. *PASAA*, *17* (1), 15-20.

Krishanamara, T. (1980). Teaching English as a foreign language : The experiences of a Thai University. *PASAA, 10* (2), 65-75.

Kulsiriswad, S. (1985). Teaching vocabulary with special reference to EAP reading for commerce and accountancy. *PASAA, 15* (1), 44-52.

Kutny, R. (1976). Developing reading comprehension materials in EST based on discourse analysis. *PASAA, 6* (1, 2). 86-119.

Kutny, R. (1979). Categories of information conveyed by conditional sentences in scientific writing. *PASAA, 9* (1), 29-36.

Kutny, R., & Palmer, J.D. (1970). Grammar review and reading for Mahidol University students. *Bulletin of the English Language Center,* *1* (2), 170-186.

Laycock, J. (1989). Concerning oral language use and difficult situations. *PASAA*, *19* (2), 112-122.

Abstract

Assumptions are made and discussed about the requirements that need to be satisfied for effective structurally motivated oral practice, principally in large lower secondary classes. A framework to aid in the generation of different types of such practice according to goal and data is proposed and examplified. Finally recorded data is provided from the use of an example of one type, and the role of fluency-focused practice considered.

Long, M. (1973). "...and waste its sweetness on the desert air" : Some suggestions for organizing pronunciation courses. *Bulletin of the English Language Center.* *3* (1), 73-98.

Long, M. (1974). Look to your syllabus, ladies and gentlemen. *PASAA, 4* (2), 37-50.

Long, M. (1988). Teacher ideology and the climate for change. *PASAA, 18* (2), 48-51.

Abstract

Whether teachers are aware of it or not, they employ an ideology about teaching which provides the foundation for all aspects of their work. While a teacher should view his or her ideology as something which develops over time, it is often the case that teachers are resistant to change, instead, maintaining a static ideology which is out of touch with the living world of learning. This article focusses on the conditions which encourage ideological change in teachers, and concludes that the most important consideration in fostering ideological changes in the ESL context is better control of the English language itself on the part of non-native English language teachers. With increased confidence will follow a greater open-mindedness to make changes in one's teaching ideology.

Long, M. (1990). Collocation, and lexical development for language learners. *PASAA, 20* (1), 35-40.

Abstract

English language teaching, which has given so much attention to syllabus design and methodology, remains naive about learning vocabulary. All except the most advanced textbooks severely limit vocabulary, which simplified readers also do that *and* excise idioms, set phrases and non-literal use of language. The profession seems to avoid the question of how learners can progress from controlled classroom discourse and conventional materials to authentic text, at least for its lexical content. There are probably no ready solutions, but this paper suggests that *collocation* has some potential, and that the word, as well as the practice, should be standard in the ELT classroom. Thereafter the teacher exploits lexis as it is met in context.

Long, M.N. (1984). 3rd party English : The communication breakdown. *PASAA, 14* (1), 6-10.

Long, M.N. (1987). English from Christmas crackers. *PASAA, 17* (1), 21-28.

Long, M. (1973). Go to jail. Do not pass "GO". Do not collect 200. *Bulletin of the English Language Center, 3* (2), 89-98.

Luksaneeyanawin, S. (1976). Some phonetic observations on the speech of Thai children. *PASAA, 6* (1, 2), 120-125.

MacGillivray, J.P. (1981). An integrated-skills reading programme for productive language development at the intermediate level. *PASAA, 11* (1), 21-29.

Masavisut, N. (1989). The translation of literary works and cross-cultural under-
standing. *PASAA, 19* (2), 156-159.

Abstract

This paper attempts to point out that although the task of translating literary works is difficult and in some cases almost impossible, it is worth trying since the reading of literature of different cultures can bring about cross- cultural understanding.

Mathur, P.S. (1988). A process-oriented approach to in-service education of teachers:
An overview.*PASAA, 18* (2), 52-62.

Abstract

The paper attempts to outline an approach which is aimed at exploiting practising teachers' knowledge and know-how in the process of their development as English teachers. The aim is also to develop strategies that would enable them to understand their specific teaching contexts better and to find their own adaptations of any current approaches. The overall objective of the process approach is to produce autonomous teachers.

The paper gives brief examples of the procedures adopted in the course and outlines the main task-types.

Mattsson, H. (1977). What abilities predict success in higher education?. *PASAA,
7* (1, 2), 349-362.

Maurice, A., & Maurice, K. (1987). Qualitative research : What is it and how can It
be used in TESOL in Thailand?. *PASAA, 17* (2), 22-28.

Maurice, K. (1985). Communicative language teaching in Thailand : Communicative
or confused?. *PASAA, 15* (2), 15-30.

Maurice, K. (1986). Changes in curriculum in a graduate program for ESP
teachers : The situation at Mahidol University. *PASAA, 16* (2), 31-41.

Maurice, K., & Maurice, A. (1986). Questions about questionnaires : Potential problems,
and principles for language teachers. *PASAA, 16* (1), 1-8.

McKay, S.L. (1990). Classroom interaction research from teacher focused to teacher based. *PASAA, 20* (1), 1-9.

Abstract

This paper begins by summarizing early research in foreign language classrooms, where researchers tended to focus on the teacher, ignoring the role of the learner in the language classroom. The paper moves on to a discussion of the various roles that teachers and learners can play in a classroom as a way of providing teachers with a framework for investigating their own classrooms. The paper concludes with an argument that what is needed today is teacher based research in which classroom teachers themselves investigate, on an ongoing basis, their own classrooms.

Mead, R. (1985). The ccontent of business communication. *PASAA, 15* (1), 23-26.

Mead, R., Sinhaneti, K., & Pas, K. (1985). Teaching business communication in English : Programs at GIBA. Bangkok, Thailand. *PASAA, 15* (1), 1-12.

Mortimer, C. (1973). If it is true... then, either... or... *Bulletin of the English Language Center, 3* (1), 139-144.

Mortimer, C. (1973). The dramatic implicatory component. *Bulletin of the English Language Center, 3* (2), 106-113.

Moser, P. (1975). An experiment in individualized instruction. *PASAA, 5* (1), 162-166.

Mountford, A. (1986). Teaching and learning English in Thailand : Some problems and remedies. *PASAA, 16* (2), 1-9.

Murphy, D.F. (1981). Taking notes in engineering lectures : Suggestions for ESP materials development. *PASAA, 11* (2), 26-38.

Murphy, D.F. (1984). A new medium and tool for language teaching. *PASAA, 14* (1), 1-5.

Nagavajara, C. (1989). The Thai popular song and its literary lineage. PASAA, *19*(2), 160-179.

Abstract

Though Western-inspired, the Thai popular song represents a very successful effort on the part of Thai artists to appropriate, transcend and "thaisize" a foreign medium. True to the indigeneous tradition of forging an intimate link between music and literature, the creators of Thai popular songs have shown imagination, resourcefulness and originality in anchoring the new genre in the noble lineage of Thai folk and classical literature, as may be witnessed from the work of the Suntharaporn Group whose 50th anniversary was commemorated in November 1989. More recent directions such as the "Phieng Luk Thung" and the "Song for Life" have contributed towards expanding the substance as well as range of expression, thus reaching an ever-increasing public. The advent of rock music may have plunged the genre into a rather facile, self-imposed cultural servitude, but there are signs of a new beginning marked also by literary preoccupations.

Nation, I.S.P., & Nation, K. (1979). Reading problems and exercises for Thai learners of English. *PASAA, 9* (1), 37-43.

Natraj, S. (1990). Large classes and second language instruction. *PASAA, 20* (1), 31-34.

Abstract

Traditional approaches to language teaching are teacher and subject centred. They prescribe what the teacher should do in language classes, little mention is made about what the learners should do. Nevertheless, it is indisputably accepted that only what the learners themselves do in a meaningful manner makes them learn. Communicative approaches, of which group method techniques are an off-shoot, aim at maximum learner involvement and a simultaneous cut in teacher talk-time. Group work in English language instruction is based on the assumption that contribution to the classroom situation does not always come from the figure at the front, students learn as much from their peers as they do from their teachers. This paper attempts to discuss advantages of group work in language instruction.

Navarat, P. (1990). A sociolinguistic approach to discourse analysis. *PASAA, 20* (2), 40-45.

Abstract

This paper discusses two main approaches to discourse analysis namely the cognitive psychological approach and the sociolinguistic approach. For the first orientation in the study of discourse, research based on Kaplan's hypothesis has been drawn upon to show that for second language study, discourse analysis based purely on textual analysis is not adequate. An approach more relevant to second language learning and teaching is to conduct research based on the sociocultural perspective. Issues such as sociocultural conventions of language use and nativization are discussed to substantiate this assertion.

Neill, C. (1989). Final particles na? and Chaj Maj in Thai oral narrative. *PASAA*, *19* (1), 61-76.

Abstract

In this paper I illustrate how two final particles in Thai function in the context of oral narratives. Earlier studies of these final particles have proved inadequate when they did not refer to specific contexts of occurrence. Examined in the context of spoken narratives, I found that na? serves many functions.

Na? serves both a cataphoric and an anaphoric foregrounding function in the discourses. It sometimes highlights details which have significance at a later point in the story. It may also underline the general evaluative focus several times throughout the story. Where chaj maj occurs, it seeks to confirm understanding based on the listener's own knowledge of the world or of the story situation.

I suggest that these particles reflect the overall importance that socio-cultural expectations play in the telling of a story. Speakers evoke shared expectations as a means of creating a wider interpretative context in which the stories make sense (Tannen 1979). While chaj maj signals background information which serves as the frame of expectations for the narrative events, na? often highlights a break in that frame.

By acknowledging the audience, these particles serve to involve listeners at every step. The frequent use of these particles in Thai conversational narrative is supporting evidence for the claim that storytelling like conversation is an interactional achievement (cf. Schegloff 1981).

Nickel, G. (1989). Some controversies in present-day error analysis : "Contrastive" vs. "non contrastive" errors. *PASAA, 19* (2), 13-26.

Abstract

On the relationship between Contrastive linguistics (CL) and Error Analysis (EA) views have been changing. To some extent these changes in views display a recognizable geographical distribution. Thus it is interesting to note that CL studies are still strongly represented in the major part of Europe, Southeast Asia and the Far East, while they have declined in the USA, though in the field of pragmatics a rising interest in the latter country is noticeable. Where CL still has a firm basis, there seems to be agreement that the CL factor is still a very important one, and that phenomena like 'interference' and ' tranfer' can still be explained, at least to a certain extent, in the light of CL.

Some scholars in the USA tend to assign little importance to the contrastive element, as is evident in some of the publications referred to in the present article. It is no longer disputable that CL and EA research in Europe and other parts of the world has never contended that errors are predictable entirely on a contrastive basis. Not even the majority of errors stem from contrastive interference. There are many social and psychological factors to be taken into consideration, but interlingual interference is still regarded as a very strong component in contrast to many other factors more difficult to analyse and define.

The great numerical discrepancy between errors interpreted as being 'interferential' and those categorized as 'developmental' still calls for explication. Some explanations for this discrepancy may be : (1) The complexity of the possible causes of errors ; (2) the distinction between FL and SL situations; a great deal of research in the USA of the type mentioned above deals with SL situations. It cannot be pointed out too often that CL and EA are two important and separate disciplines in the field of

applied linguistics, which are certainly not conterminous but which have an area of overlap the size of which varies depending on many pragmatic, psychological and social factors. It may certainly expand under certain conditions (phonology, FL learning age group, emotional stress, to mention only some of the important ones), to something like thirty per cent of the entire field covered by both disciplines.

Niyomhate, P. (1973). /i/ vs. /ɪ/ : A problem for Thai speakers learning English. *Bulletin of the English Language Center, 3* (2), 99-105.

Noss, R.B. (1973). Contextual and background clues in communication. *Bulletin of the English Language Center, 3* (1), 129-138.

Nunan, D. (1989). An empirically-based methodology for the nineties. *PASAA, 19* (1), 1-16.

Abstract

In this article, the author discusses recent language research that is useful in developing second language teaching methodologies. He surveys research on language processing and production, comparing studies focussing on both Bottom-up and Top-down listening strategies and writing skill development. Research into Classroom interaction and acquisition is also important for the methodo-logist as many process-oriented studies aim at finding tasks which maximize interaction among second language learners. Finally, he examines empirical research of cognitive psychology investigating learning styles and strategies. The author argues that language teaching methodologies should be based on research in the above three areas, rather than on logico-deductive speculation.

O'Shea, M. (1970). Notes towards an outline sequence for teaching the EFL reading skill. *Bulletin of the English Language Center, 1* (2), 49-112.

O'Shea, M. (1974). Vocabulary selection through word-list comparison. *PASAA, 4* (1), 91-102.

Oller, J.W., Jr. (1987). Interview with John W. Oller, Jr. on "pragmatics" pragmatic activities. *PASAA, 17* (1), 1-14.

Owens, J. (1975). Scientific English : Some factors in materials preparation. *PASAA, 5* (2), 18-38.

Owens, J. (1989). Youth culture in the United States : Some implications for TEFL. *PASAA, 19* (2), 50-55.

Abstract

This article draws attention to the social changes that have occurred recently in the United States. In particular it is suggested that today's high school and college students have developed a youth culture in strong opposition to the views, values and beliefs of their parents and grandparents. This youth culture has a linguistic significance. As the world contracts into "a Global Village" this language shift will become familiar to and popular with young overseas students of English. We should prepare ourselves for new forms of English in textbooks

Palakornkul, A. (1976). Some observations on variation and change in the use of classifiers in Thai. *PASAA, 6* (1, 2), 186-199.

Palmer, J. (1989). Literacy and applied linguistics. *PASAA, 19* (2), 33-44.

Abstract

This paper contends that the aim of applied linguistics is to help those who work with language to do that work more efficiently, and in line with this aim applied linguistics has been particularly concerned with literacy. However, it suggests that linguists do not really know what literacy is since the process of reading is not fully understood. The language is at one remove from physical experience, often occurring in a personal abstract context rather than one of social interaction, when oral processes are in use. Therefore, this paper argues that to come to a theory of literacy, an understanding of the functions of language is required. Once this understanding has been achieved then applied linguists can most fully assist educational planners.

Palmer, J.D. (1976). The behaviourist in the woodpile. *PASAA, 6* (1, 2), 34-46.

Palmer, J.D. (1985). Literacy in Thailand. *PASAA, 15* (2), 71-78.

Panakul, T. (1984). Thai students' encounters with English : Two common situations conducive to improper response. *PASAA, 14* (2), 20-31.

Pantupong, W. (1973). ระดับเสียงการลงเสียงหนักเบาและจังหวะในการพูดของภาษาไทย. (Pitch, stress and rhythm in Thai). *Bulletin of the English Language Center, 3* (2), 41-62.

Pantupong, W. (1976). Some phonetic notes on Tai Yuan. *PASAA, 6* (1, 2), 126-143.

Pasurapunya, P. (1984). Reading comprehension techniques through broad contexts of language. *PASAA, 14* (2), 58-74.

Pengpanich, A. (1983). The error in English catenative structures arising from Thai polysemy. *PASAA, 13* (1, 2), 41-49.

Peterson, J. (1970). The Thai student : A modern sisyphus. *Bulletin of the English Language Center, 1* (3), 13-17.

Peterson, J., & Macheledt, J. (1973). On pain and the term paper. *Bulletin of the English Language Center, 3* (1), 59-72.

Pilliner, A. (1977). Testing English as a foreign language : A general survey. *PASAA, 7* (1, 2), 315-348.

Plaister, T. (1970). Contrastive analysis and materials adaptation. *Bulletin of the English Language Center, 1* (3), 54-64.

Plaister, T., & Via, R.A. (1989). All the world's a stage. *PASAA, 19* (2), 27-32.

Abstract

William Shakespeare was clearly aware of the role language plays as we pass through his seven ages from childhood to adulthood.

While there is some overlap of language between and among the roles we manifest as we mature, there is a core of language common to all speech acts. Part of L1 proficiency involves learning the sociolingustic rules as well as the language per se.

Little direct instruction is given to children as they learn their cradle tongues, yet they learn. Not all children learn the same linguistic roles because the ones they do learn are a function of their station in life.

The roles we learn to play on the world's stage are communicative roles-language used for a purpose, and roles differ in their complexity and seriousness of purpose.

The use of drama addresses the question of ways to help L2 learners use their L1 knowledge and skills as they learn an L2. It recognizes that L1 native speakers are already skilled users

of a language and that they do not approach the learning of a second with a linguistic tabula rasa.

Much of language is learned without direct instruction using the context in which the language is used as a model from which to extract the rules of usage. These context-rich situations are not normally available to the L2 learner. Therefore, the classroom serves as the place for most L2 learning and the argument is made that this environment should be as stress-free and as communicative as possible.

Drama helps reduce the fear factor in L2 learning if appropriate context-rich materials are used. From this "data" learners can learn ways of using their L2 in a variety of social situations.

Successful actors use language in ways that are believable to their audiences. It is argued that L2 "actors" be afforded the opportunity to do likewise.

Pollard, M. & Blauer, A. (1975). Helping teachers adjust to individualization. *PASAA*, *5* (1), 122-132.

Pollard, M. (1974). Some games for advanced students. *PASAA*, *4* (1), 103-108.

Pollard, M. & Umrod, P. (1978). Language arts activities for upper pratom classrooms. *PASAA*, *8* (1), 1-34.

Pongsurapipat, S., Rochanachandra, N., Driver, A., & Laycock, J. (1981). Impression marking on a guided writing task. *PASAA*, *12* (1), 14-20.

Pongtongcharoen, S. (1978). English loanwords in Thai. *PASAA*, *8* (1), 65-90.

Abstract

There are numerous loanwords in Thai which come from different origins. The analysis to be presented in this paper covers only the words borrowed from English. The corpus consists of about 400 words generally used in everyday language. The great majority of the words exhibit patterns of change, mostly in sound-from the sound patterns of English to Thai. The change occurs because the speaker using the words has the feeling that he is speaking Thai. The types of change found in the data can be classified as consonant, vowel and stressed syllable changes, addition of tones, word clipping, and meaning change.

Prabhu, N.S. (1979). Developments in EAP in India. *PASAA*, *9* (1), 14-17.

Prapphal, K. (1981). Surface and deep structure of language tests. *PASAA*, *12* (1), 21-30.

Prapphal, K. (1987). Acquisition activities in the English class for Thai students. *PASAA, 17* (1), 39-42.

Prapphal, K., Pas, K., & Tanapongpipat, S. (1984). Modified cloze tests as predictive measures of language acquirers and academic achievers. *PASAA, 14* (2), 75-89.

Prapphal, K. (1985). The use of pragmatic test to identify two different stages of language acquisition for Thai students. *PASAA, 15* (2), 54-70.

Puangmali, S. (1979). Text and discourse analysis and their implications for use in the preparation of EAP materials. *PASAA, 9* (1), 18-28.

Puangmaliwan, P. (1980). Behavioural objectives and foreign language teaching and testing. *PASAA, 10* (2), 57-64.

Ratanaburi, C.O. (1970). Ideas gained from studying English in Sydney. *Bulletin of the English Language Center, 1* (1), 43-51.

Rattanapinyowong, W., Vajanabukka, R., & Rungruangsri, P.V. (1988). A study of the academic English needs of medical students. *PASAA, 18* (1), 32-39.

Richards, J.C. (1989). Beyond methods : Alternative approaches to instructional design in language teaching. *PASAA, 19* (1), 17-31.

Abstract

In this paper the assumptions and consequences implicit in two different approaches to language teaching are compared. The first is the view of teaching which underlies the use of methods to determine the instructional design of a language programme. This happens when a specific method or approach such as Total Physical Response, The Natural Approach, The Silent Way or Communicative Language Teaching is selected as the basis for instruction in a language programme. This approach is compared with one which focuses on the nature of effective classroom teaching and learning and derives instructional principles from the study of how effective teachers and learners achieve their goals. The first approach is referred to as the 'Follow the Method' philosophy and the second 'Develop a Methodology.'

Richards, J.C. (1989). Beyond training : Approaches to teacher education. *PASAA, 19* (2), 76-84.

Abstract

A training model of teacher development is contrasted with a developmental model and the assumptions behind training and development are compared from the perspective of approach, content, process teacher roles and teacher education roles. A training based model is seen to be inappropriate for many dimensions of teacher education, because it treats teachers as technicians and undervalues the nature of teaching. A teacher development approach is seen to be more appropriate in that it looks at teacher education as a process of continual growth and development. The emphasis is on providing teachers with tools with which they can explore their classroom attitude and practices. Implications for this approach for second language teacher education are discussed, and a number of procedures are illustrated which focus on teacher development rather than on teacher training.

Richards, J.C. (1988). A profile of an effective L2 reading teacher. *PASAA, 18* (2), 1-11.

Abstract

In order to discover the strategies employed by an effective reading teacher, a series of lessons taught by the teacher was video-taped and the teacher was interviewed about his approach to teaching his class. The study was motivated by an attempt to understand the kinds of planning and decision-making used by an effective EFL reading teacher. The results are presented in the form of nine principles employed by the teacher. Implications for teacher preparation and teacher selfdevelop ment are discussed.

Rodgers, T. (1975). Classroom activities for individualized learning with particular reference to language Learning. *PASAA, 5* (1), 37-70.

Rodgers, T. (1988). Co-operative language learning. What's news? *PASAA, 18* (2), 12-23.

Abstract

Co-operative learning approaches in the field of language teaching have been receiving increased attention in recent years. The present paper begins by sketching the parameters of the recent developments in co-operative learning, including discussion of the main figures in the movement, different types of co-operative learning techniques, and various ways of structuring the activities and the learning environment. The discussion then moves to a more theoretical level in which the nature of co-operative learning and the rationale for its existence are examined. As is the case with most innovations, objections have been raised against perceived weaknesses of co-operative learning, the latter part of this study anticipates these objections and provides responses to them.

Rongsa-ard, W. (1986). Classroom practices in adult EFL : A communicative approach PASAA, 16 (2), 10-30.

Rongsa-ard, W. (1990). Needs and expectations as sources of motivation. PASAA, 20 (1), 10-25.

Abstract

This paper is the result of the classroom-centred research carried out in the course "English for Doctors" at Siriraj Hospital, Mahidol University (October 1987 - February 1988). It reflects insights into processes of teaching and learning with an emphasis on learners' needs and expectations as sources of motivation in effective and efficient language learning.

Ross, S., & Berwick, R. (1988). Scripted and unscripted information exchange tasks : Two Approaches to learner negotiation in the foreign language classroom. PASAA, 18 (1), 21-31.

Ross-Sheriff, F. (1975). Direct observations of behaviors and interactions in individualized classrooms. PASAA, 5 (1), 85-95.

Rutnin, C.L. (1989). Nature in service of literature. PASAA, 19 (2), 146-155.

Abstract

In Thai literature, the intrinsic value of nature is often overshadowed by its role of serving the literary craft and expressions of thought. This is particularly evident in the 'classical' literature prior to the transition to 'modern' Thai literature in the reign of King Rama VI in the second decade of this century. Names of flowers, plants and animals are put to poetic use for the sake of sound and rhythm, and for puns and plays on words. On another level, nature represents external objects which the poets associate with inner images in their own thoughts. Thai poets make prolific use of nature as symbols : examples range from the ingenious Thai literary convention known as "botatsachan" (poetic episodes of lovemaking), to the universal use of the elements of nature in relation to human emotions and destiny. In the works of many modern Thai writers and poets, nature often takes on spiritual, sensual and philosophical tones. The result is a characteristically Thai synthesis of old and new values. This study is limited to the emotive-imaginative type of literature. "Lilit Phra Lor" and selected stories from the collection "Khunthong, You Will Return at Dawn" are used as examplary works with special interest on the role of water.

Rutnin, M. (1970). Teaching English literature in Thai universities (in Thai). Bulletin of the English Language Center, 1 (2), 261-279.

Sagarik, P. (1973). The preparation and supervision of teachers of English as a foreign language in Thailand. *Bulletin of the English Language Center, 3* (2), 1-26.

Sagarik, P. (1979). English for academic purposes in Thailand : An overview. *PASAA, 9* (1), 6-13.

Sangchanthamanee, A. (1981). First-year English courses for nursing students at Mahidol University. *PASAA, 11* (2), 68-70.

Sarsithparkas, K., & Sangkhasilapin, Y. (1979). Materials design for first-year science students at Chiangmai university. *PASAA, 9* (1), 80-85.

Sawangvarorose, B. (1985). Telex language in Thailand : Its importance, its teaching and the materials required. *PASAA, 15* (1), 13-22.

Sawangvarorose, B., & Sharman, M. (1984). Techniques in teaching English writing. *PASAA, 14* (2), 90-101.

Scovel, T. (1989). Paradigmatic vs. syntagmatic language learning. *PASAA, 19* (2), 45-49.

Abstract

Linguists have traditionally classified grammatical patterns into two types : paradigmatic and syntagmatic. The former are sets of morphological changes that are relatively easy to memorize (e.g. SING, SANG, SUNG); the latter are syntactic relationships that are determined by the entire context of the words within the sentence (e.g. I HAVE SUNG THAT SONG SINCE I WAS A CHILD.). In an experiment with Thai and native-speaking students of English, it was demonstrated that Thai EFL students are even better at remembering English paradigmatic patterns than native speakers; however, native speakers were far better in choosing correct syntagmatic patterns. It was concluded that teaching and learning paradigmatic patterns in English is not an appropriate way for Thai EFL students to acquire communicative ability in English.

Scovel, T., & Truwichien, A. (1974). ทางเชื่อมระหว่างภาษาไทยกับภาษาอังกฤษ (Building bridges between Thai and English.). *PASAA, 4* (2), 1-20.

Abstract

Chance similarities and systematic similarities between Thai and English are illustrated and discussed at several levels of linguistic analysis. The argument is made that a comparative analysis one which high-lights the systematic similarities underlying the two languages is as important in second language pedagogy as the more commonly found contrastive analysis.

Sealey, G. (1975). A description of individualized language arts materials and some criteria for use in their preparation. *PASAA, 5* (1), 96-107.

Seong, H. (1980). Analysis of the frequency of errors made by Thai students in conversational English. *PASAA, 10* (1), 39-46.

Shaw, P.M. (1974). Against contrasts. *PASAA, 4* (1), 109-112.

Shen, Y. (1975). Grammatical meaning of auxiliary strings and their relation to tense. *PASAA, 5* (2), 53-71.

Shen, Y. (1973). Dialect and grammar. *Bulletin of the English Language Center, 3* (1), 33-40.

Sherman, J.L. (1990). South African English : A language apart. *PASAA. 20* (1), 55-58.

Abstract

When teaching English for Special Purposes, educators normally stress profession related vocabulary and perhaps some impacts of culture on language. This paper deals with the teaching of national expressions as ESP, illustrated with examples from South African English. The contention is made that more stress should be placed upon national variations of General English. The term General English is defined as the core of English usage which the major English speaking countries, i.e. Australia, Canada, Great Britain, Ireland, New Zealand and the United States, have in common. Each of these countries has certain expressions which are either peculiar to that country alone, or are not shared by all the others. If we have in our ESL classes students/ professionals who are going to a given country, e.g. journalists to South Africa, they should be taught the special expressions of that country which deviate from General English. Although students/ professionals will eventually learn the expressions when in the host country, they will operate much more efficiently, with less frustration and will reduce the aggravation of misunderstandings by being taught expressions peculiar to the target country. More emphasis should be placed in the classroom and in briefing sessions on national divergences from General English.

Shettlesworth, C. (1978). A reading skills course for science students. *PASAA, 8* (1), 47-64.

Shettlesworth, C. (1979). Course design for first-year students in English for Science and Technology at Chiangmai University, *PASAA, 9* (1), 74-79.

Shettlesworth, C. (1980). "What we have here is a problem of communication" : The sheriff in Cool Hand Luke. *PASAA, 10* (2), 1-7.

Simon, D.L. (1990). A learner-centred approach to language teaching and its place in the Thai context. *PASAA, 20* (2), 1-8.

Abstract

This paper begins by examining the origins of the teaching and learning relationship in Thailand and shows how it is traditionally a teacher-centred one. It goes on to review the changing language methodologies originating in America and Europe over the past fifty years, showing how language teaching in Thailand has been influenced by them and how the move has been from a teacher-centred approach to a learner-centred one. The principles of a learner-centred approach are made explicit, showing the change it implies for the role of the teacher. Finally, this paper raises the question of the suitability of such an approach in the Thai context.

Singkalwanij, P. (1987). The role of student experience in the language activities of the EAP course for architecture students. *PASAA, 17* (1), 43-54.

Sinhaneti, K. (1985). Culture! Culture! Everywhere. *PASAA, 15* (2), 41-53.

Sinhaneti, K. (1985). Suggested sources and activity types for teaching English in a business setting. *PASAA, 15* (1), 35-43.

Sitachitta, K. (1970). The English program at Chiengmai University. *Bulletin of the English Language Center, 1* (1), 69-84.

Smalley, W.A. (1970). Some principles of literary translation. *Bulletin of the English Language Center, 1* (2), 246-256.

Smith, A.G. (1970). Improving reading comprehension with SRA reading laboratories. *Bulletin of the English Language Center*, *1* (2), 187-208.

Smith, A.G. (1973). An outline of a programme library designed to accompany an introductory course in phonetics. *Bulletin of the English Language Center*, *3* (2), 63-88.

Smith, B.D. (1970). Scientific and technical English. *Bulletin of the English Language Center*, *1* (2), 229-239.

Smith, E.L. (1989). What was that you called me? : Forms of address in cross-cultural interactions. *PASAA*, *19* (2), 130-135.

Abstract

Forms of address have always been and continue to be markers of the perceived relationship between speaker and hearer. While English is the most frequently used language for international communication, there is no "one correct English system" for forms of address. This paper reports on a study done at the East-West Center with representatives of fifteen cultures who offered suggestions on what to use and what to expect as forms of address when speaking in English with people from their respective countries.

Smith, L.E. (1988). The role of English in Thailand : Transition and tradition. *PASAA*, *18* (1), 1-5.

Smith, L.E. (1988). Who are the best English teachers in Thailand? *PASAA*, *18* (1), 6-9.

Smithies, M. (1976). Dictation as a screening device. *PASAA*, *6* (1, 2), 47-59.

Smithies, M. (1989). Language shift in the third reign. *PASAA*, *19* (2), 94-103.

Abstract

The situation regarding language use in external communication in the reign of King Rama III is examined by comparing the texts of the only foreign diplomatic mission to Rama II with the situation at the beginning of the reign of King Mongkut, taking into account intervening missions and other foreign records. In this period it is pointed out that there was a decisive shift away from the use of Portuguese or Malay to English and the factors behind this are considered, including Rama III's own attitude to change.

Smyly, W.J. (1973). Exotic plosives in the English class. *Bulletin of the English Language Center, 3* (2), 27-40.

Somboontakerng, T. (1981). Translation and the teaching of English in Thailand. *PASAA, 11* (1), 10-13.

Sosothikul, R. (1980). How to make the studying and teaching of reading less boring. *PASAA, 10* (2), 34-39.

Sotthitada, S., & Long, M.N. (1970). Comprehension practice in the language laboratory. *Bulletin of the English Language Center, 1* (1), 16-31.

Sukamolson, S. (1986). Techniques of text simplification. *PASAA, 16* (1), 36-45.

Sukamolsun, S. (1977). The evaluation of the seminar. *PASAA, 7* (1, 2), 211-218.

Sukamolsun, S. (1980). Some syntactic errors made by two different Thai-speaking groups : A comparative study. *PASAA, 10* (2), 40-53.

Sukwiwat, M. (1973). 5M + 1L : A formula for language program administration. *Bulletin of the English Language Center, 3* (1), 1-32.

Sukwiwat, M., & Fieg, J. (1987). Greeting and leave-taking. *PASAA, 17* (2), 1-12.

Sukwiwat, M., & Noss, R. (1970). The English language center. *Bulletin of the English Language Center, 1* (1), 1-10.

Suwattee, D. (1974). Some problems encountered by Thai students in the learning of English verbs. *PASAA, 4* (2), 51-65.

Syananondh, K., & Wannaruk, A. (1990). An investigation of literacy, attitudes, and motivations concerning research methodology and statistics among EFL instructors in state universities in Thailand. *PASAA, 20* (1), 41-54.

Abstract

This study, using a specifically designed questionnaire, investigated literacy, attitudes, and motivations concerning research methodology and statistics among 150 EFL instructors in state universities in Thailand. Respondents were asked to provide self-rated knowledge of statistics, ability to use research methodology, and demographic information. They were also asked to express their attitudes and motivations towards research in language education. The results strongly indicated that most instructions had positive attitudes and high motivations towards studying and conducting research. Overwhelmingly, they all agreed that knowledge of research methodology and statistics should be taught to all teacher students in foreign language programs. However, the majority of the respondents accepted that they had limited experiences and background knowledge of research procedures. On average, almost all of them indicated having severe difficulty in understanding and using appropriate statistical devices.

Tan, A. (1970). The teaching of English at Assumption Commercial College. *Bulletin of the English Language Center.* *1* (1), 66-68.

Tantiprapha, W. (1970). The order of prenominal modifiers in English. *Bulletin of the English Language Center, 1* (3), 1-12.

Tantisawetrat, N. (1979). The first-semester course at King Mongkut's Institute of Technology (Thonburi). *PASAA, 9* (1), 126-130.

Thammongkol, K., & Frankel, M.A. (1980). The role of tests in a self-study reading course. *PASAA, 10* (2), 21-33.

Thammongkol, K.K. (1977). Techniques of testing reading skill. *PASAA, 7* (1, 2), 196-210.

Thanomsat, N., & Savangvarorose, B. (1981). Vocabulary : A problem of Thai students in learning English as a second language. *PASAA, 11* (1), 1-9.

Thongkum, T.L. (1976). Rhythm in Thai from another view point. *PASAA, 6* (1, 2), 144-158.

Tingsabadh, K.M.R. (1976). A phonetic description of Tai Nong. *PASAA, 6* (1, 2), 159-175.

Tingsapat, K.M.R., & Prasithrathsint, A. (1989). The use of address terms in Thai during the Bangkok period. *PASAA, 19* (2), 136-145.

Abstract

This study investigates the use and change in the use of address terms in Bangkok Thai during 200 years of the Ratanakosin (Bangkok) Period : 1782-1982. The data on which the analysis is based were taken from conversations in 157 novels and short stories, randomly selected from 5 sub-periods of the Bangkok period : the beginning of the Bangkok period, the dawn of modernization, the period after the abolition of slavery, the "democracy" period, and the period after October 14, 1973.

The study finds that an address term in Thai consists of two parts : the obligatory and the optional parts. The letter is a "final" particle, such as kha. The other can be any or a combination of two or several of these words in this order : pronominal, kin-term, rank, occupation / title, name, and expressive phrase.

It was discovered that the three most frequently used address terms are name, pronominal name, and pronominal. The use of these three forms of address are determined by the degree of respect and intimacy the speaker expresses toward the addressee. With regard to change, the data show that there has been little change in the address terms used by the "senior" (phuyai), but those used by the "junior" (phunoi) have changed in such a way that they tend to show more equality since the "Democracy" period. As for the address terms used among equals, they have changed so that the speaker expresses more intimacy toward the addressee.

Umrod, P. (1975). My JILAP Class. *PASAA, 5* (1), 156-161.

Vanikieti, K., & Sareepukkana, K. (1990). The use and effectiveness of Thai and English questions and responses in multiple-choice and open-ended tests of EFL reading comprehension : A comparative study of test results. *PASAA, 20* (2), 51-59.

Vannaprux, D. (1982). Teaching practice in Malta. *PASAA, 12* (2), 23-28.

Vijchulata, B. (1980). A synopsis of the graduate students' master theses in applied linguistics. (Teaching English for Science and Technology). Mahidol University : 1978-1979. *PASAA, 10* (1), 47-52.

Wangsothorn, A. (1981). Testing the translation skills. *PASAA, 12* (1), 9-13.

Wangsothorn, A. (1985). Features of English for Business Communication (EBC) in Thailand. *PASAA, 15* (1), 27-34.

Wangsothorn, A. (1982). The role of testing in the cerification of language teachers. *PASAA, 12* (2), 9-11.

Wangsotorn, A. (1975). The effect of students' learning aptitude on their English achievement. *PASAA, 5* (2), 1-17.

Wangsotorn, A. (1976). Relationships between student background and motivation toward achievement in English. *PASAA, 6* (1, 2), 211-224.

Wangsotorn, A. (1986). Learning strategies in operation. *PASAA, 16* (1), 13-15.

Wangsotorn, A. (1987). Pragmatic dimensions of communicative language teaching. *PASAA, 17* (1), 13-21.

Wangsotorn, A. (1988). A bi-modality approach to language program design. *PASAA, 18* (2), 36-47.

Abstract

One of the functions of the Chulalongkorn University Language Institute (CULI) besides offering Foundation English for Academic and Professional Purposes to university students is to offer a summer intensive course for university instructors and government officials. The writing program constitutes one-fourth of the whole course.

The writing program consists of ten units incorporating main functions and topics of English use found to be highly needed in the Thai government sector in a survey research conducted by CULI.

Viewing writing as a dynamic, interactive and integrative activity of skill-getting and skill-using processes, the designers of the writing program have been integrating listening texts and video input with the reading texts to maximize the output via the graphic modality. The tasks therefore, require the course members to listen-write, observe-write, read-write, listen-read-write, observe-read-write within the specified domains of language functions, topics, channel, setting and other necessary parameters.

The writer describes the program materials design and preparation, and evaluation of program outcome. Sample units are demonstrated.

One of the functions of Chulalongkorn University Language Institute (CULI), besides offering Foundation English, English for Academic and Professional Purposes, Advanced English and Graduate English Courses to university students is to conduct a Summar Intensive English Course for university instructors and government officals. The intensive course lasts from 5-6 weeks with approximately 25 contact hours for each of the four language skills. The skill level imparted could be regared as advanced since all the participants are required to have at least a Bachelor's degree, and many, in fact, are Master's degree graduates or medical doctors. Their purposes taking the

course may be either to improve their English for working / social purposes or to prepare themselves for further advanced training abroad. The participants have to take a placement test consisting of listening, vocabulary and reading, and structure and writing.

This paper will focus on the writing program, and will consider the aspects of program design, implementation, evaluation, and program, review.

Wangsotorn, A., & Sukamolsun, S. (1980). Subject index of the articles in ELC report on a seminar on reading RELC, and PASSA Journal. *PASAA, 10* (1), 1-11.

Wangsotorn, A., Sukamolsun, S., & Kamolvej, W. (1980). Preliminary report on "A survey study of the language centers in five continents" *PASAA, 10* (1), 53-91.

Waters, A. (1981). Report on seminar on teaching English for science and technology, King Mongkut's Institute of Technology, Thonburi Campus, Bangkok, Thailand, 30 March - 17 April, 1981. *PASAA, 11* (2), 1-25.

Waters, A. (1986). Identifying and meeting the needs of Thai university teachers of English. *PASAA, 16* (2), 69-77.

Whiting, R. (1975). Thoughts about supplementary reading materials for Thai university students. *PASAA, 5* (2), 89-94.

Winiyachitra, A. (1981). Scientific English program at Prince of Songkhla University. *PASAA, 11* (2), 61-67.

Wiriyachitra, A. (1981). The Teaching of Listening Comprehension for EFL University students. *PASAA, 12* (1), 41-47.

Wiriyachitra, A. (1988). How to exploit dialogue in English language teaching. *PASAA, 18* (1), 14-20.

Wongbiasaj, S. (1981). Oral activities in an EST classroom situation : Some practical problems and suggested solutions. *PASAA, 11* (2), 39-44.

Wongbiasaj, S. (1984). A report on the University of Manchester approach. *PASAA,* *14* (1), 27-38.

Wongbiasaj, S. (1984). A report on the University of Manchester approach. *PASAA,* *14* (2), 1-19, 27-34.

Wongsotorn, A. (1989). Comparative study of English. Teaching and learning at graduate level by direct teaching, self-instruction and personalizing instruction. *PASAA, 19* (2), 61-70.

Abstract

This two-phased research aimed at discovering the effects of the three teaching-learning approaches of the title on English performance, and at relating students characteristics to their language learning ability. Analyses of variance and co-variance revealed that teaching approaches and some personality and attitudinal-motivational variables were related to student learning achievement.

Wongsotorn, A., & Sukamolsun, S. (1978). Results of a survey of tertiary level language teachers in Thailand on their needs for training in programme evaluation. *PASAA, 8* (1), 110-112.

กมล สุดประเสริฐ. (1977). การทดสอบและการประเมินผลการเรียน *PASAA, 7* (1, 2), 17-38.

Abstract

Today the policy of educational testing and evaluation of the Ministry of Education is inclined to transfer the authority from external to internal assessment. As a result, Bureau for Testing Services tries to accelerate all schools to construct the behavioral objectives of every course being available for teachers to use as criterion for test construction grading, and improving learning and teaching processes. Furthermore, the educational administrators can use these behavioral objectives as a measure to control and promote educational standard

กานดา ศิตจิตต์. (1977). การทดสอบความถนัดทางการเรียนภาษา. *PASAA, 7* (1, 2), 91-100.

Abstract

Educators in Thailand have now realized that aptitude tests for determining learners' abilities and talents are necessary for Thai speakers. Therefore a Thai Language Aptitude Test (TLAT) has been developed to determine a native Thai speaker's proficiency and speed in learning languages. The test battery has been adapted from Professor John B. Carroll's Modern Language Aptitude Test (MLAT). It consists of five parts-Part I : Number Learning. Part II : Phonetic Symbols, Part III : Spelling Clues, Part IV : Grammatical Sensitivity, and Part V : Word forms and word order. The test is meant

38

to be used for Thai speakers whose educational background ranges from Mor Sor 5 to second-year college level. Pre-tests have already been given to those who have such an educational background. The test results will be ready for use soon.

กานดา ศิตะจิตต์. (1976). การสอนภาษาอังกฤษในระดับอุดมศึกษา (Modern trends in teaching English at the tertiary level) PASAA, 6 (1, 2), 235-247.

Abstract

At the present time linguists, language teachers, and supervisors seem to agree that English should be taught for special purposes. By this is meant that students of different disciplines should concentrate on certain vocabulary and structures most often found in their texts while vocabulary and structures with less frequency should be less emphasized and scaled accordingly.

Many experts at various institutions have suggested the kind of vocabulary and structures which ought to be introduced to science students. In Thailand many institutions have already started programs of teaching scientific English by preparing their own texts. To do this, a great deal of time must be spent by the teachers in looking through the standard texts used by their students, in order to decide what vocabulary and structures to teach. Moreover teachers, who are mostly arts-oriented have to familiarize themselves with scientific concepts, charts, graphs, tables, etc. Also they must be aware that familiar words may have more precise, specialized meanings in science texts.

It is difficult for Thai English teachers of scientific English to do their job effectively and efficiently, yet many of them agree that it can be enjoyable as well as challenging.

บุญเหลือ เทพยสุวรรณ ม.ล. (1975). รายงานของคณะกรรมการประสานงานระดับชาติเกี่ยวกับการเรียน การสอนภาษาอังกฤษ PASAA, 5 (2), 95-108.

ประเสริฐ ณ นคร. (1976). สุนทรพจน์เนื่องในการเลี้ยงส่ง ดร.ริชาร์ด บี. นอสส์ วันที่ 27 สิงหาคม 2518. (Speech by Dr. Prasert na Nagara, Under Secretary of State, Office of State University at the farewell dinner for Dr.Richard B. Noss on August 27, 1975). PASAA, 6 (1, 2), 1-14.

พจน์ สะเพียรชัย. (1977). ข้อควรระวังในการใช้แบบทดสอบเพื่อการวิจัย. PASAA, 7 (1, 2), 80-90.

Abstract

Education and psychological tests are used for a variety of purposes. They are often used to gather data or information for research purposes. In this connection, tests have been considered as important devices for collection of data as the basis for drawing conclusion and generalization of a research. The validity of research findings and conclusions depend heavily on the reliability and validity of the tests. Without valid and reliable information, or data, good research finding simply does not occur. A good test must therefore show some evidences on practicability, efficiency, validity and reliability. The concepts of these evidences are useful in helping the researcher select tests for inclusion in a research project as a means of evaluating research findings. Therefore, great precautions

must be made in selection of tests for research purposes.

ยุพา ส่งศิริ. (1976). รูปและเสียงในภาษาไทย. (Spelling and sound). *PASAA, 6* (1, 2), 267-278.

Abstract

This article intends to expose teachers of the Thai language to the basic linguistic difference between spelling and sound. Failure to recognize this difference results in problems for both teachers and students. This difference is illustrated in an analysis of the Thai alphabet, which reveals that 6 final sounds can be represented by more than 6 letters and 24 vowel sounds must be written with the use of only 14 scripts. The article discusses the 5 tones of Thai and how they are represented in script form by different combinations of the four tone marks and the three classes of consonants. The necessity of a basic understanding of spelling and pronunciation is emphasized.

วิจิตร ศรีสะอ้าน. (1977). ข้อเสนอแนะของคณะอนุกรรมการพิจารณาปรับปรุงระบบการคัดเลือกนักเรียนเข้า มหาวิทยาลัย. *PASAA, 7* (1, 2), 39-77.

วิจินตน์ ภาณุพงศ์. (1976). ปัญหาเรื่องคำพ้องรูปพ้องเสียงบางประเภทในภาษาไทย. (Some problems concerning homophonic graphic words) *PASAA, 6* (1, 2), 248-260.

Abstract

Homophones and homographs exist in Thai. Since the meanings of these pairs are always different, we may be justified in saying that as a rule homophones and homographs are two different words. For the same reasons, if we look at some pairs of words which are identical both in writing and pronunciation, we may regard them also as two different words, i.e. homophonic-graphic words. These words are of two different kinds: those which have the same function and those which have different functions. However, there exist words whose functions are different, but it is very different to judge whether their meanings are the same, similar or different. This may be because the difference in meaning in such cases is so slight, and because we now have insufficient knowledge of semantics to differentiate the meanings. It is this group of words which the author of this article has found to be problematic and worthy of close scrutiny. The problem is whether to regard them as single polyfunctional words or homophonic-graphic (i.e. two different) words.

วิลาศ สิงห์วิสัย. (1977). การสร้างข้อสอบของ ก.พ. *PASAA, 7* (1, 2), 139-149.

Abstract

Back in 1964, as reported by a U.S. examination expert, the civil service examinations were not up to standard and at the same time proved to be rather unfair. The Civil Service Commission then started a long term project of centralizing the civil service examinations in 1966. Preparation works were started and a year later a demonstration examination program was successfully launched. Several more programs followed unit 1971 when the Examining Division had its inception.

The tests constructed for the demonstration examination program were those of multiple choice which rendered quite satisfactory results. The item analysis indicated that some items needed revision and the reliability of the English test was found to be 0.83, although unfortunately the Thai test had a reliability of only 0.35. The Civil Service Commission utilized the item analysis results as guidelines for item writing and item improvement.

Test construction requires cooperation and coordination from various parties-the item writers, the examiners who help in analyzing the items and the subject matter experts who serve as advisers reviewing the items.

The Civil Service Commission test construction work starts from developing the test blueprints determining the scope and coverage of the test. The staff meeting is held each week so that the items can be reviewed by those concerned and will then be forwarded to the subject matter experts for further consideration of choices and decoys. Once approved, the items will be entered into the Test Pool for future use.

Test items have been continually analyzed and have been found to improve in quality. Later examinations resulted in increasing the reliabilities of the Thai and the English tests to 0.76 and 0.86 respectively. Improvement, nevertheless, is still needed for some items. However, to provide for convenience and lower costs, the item has been limited to only 4 choices instead of 5 with full awareness of the resulting decrease in the reliability of the tests.

วิไลวรรณ ขนิษฐานันท์. (1976). คำสันนิษฐานว่าด้วยความเป็นมาของ "คำลักษณะนามอัน". (A hypothesis on classifier / ?an /) PASAA, 6 (1, 2), 261-266.

Abstract

To a certain extent, noun classifiers in Thai indicate some characteristics of nouns, i.e. round-ness as in /luuk/, length as in /sen/, flat and wide as in /phn/. However, /?an/, whose grammatical usage is exactly the same as any other noun classifier, does not have this quality. In some dialects, /?an/ can be used with any inanimate nouns. It is hypothesized in this article that because /?an/ has always been related very closely with nouns, i.e. functioning as a relative pronoun and a nominalizer, it came to be used as a noun classifier or a noun counter when there was such a need for this class of word in the language.

สวัสดิ์ ประทุมราช. (1977). การเรียนเพื่อรู้. PASAA, 7 (1, 2), 101-138.

Abstract

The idea of learning for mastery has been introduced into the teaching learning situation. It emphasizes the individual differences such that most of the students can achieve any subject with a high degree of mastery if the teaching learning strategy is flexible enough to meet the individual background and learning capacities. The variables to be considered in mastery learning strategy are aptitude, quality of instruction, ability to understand instruction, perseverance and time allowed for learning. Experimental studies carried out at the University of Chicago have yielded very satisfactory results of both cognitive outcomes and effective consequences. It is hoped that a mastery learning strategy can help in developing lifelong interest in education on the part of the learners which is the important aim of the modern education system.

อัจฉรา วงศ์โสธร. (1977). รายงานเกี่ยวกับแบบสอบถามการทดสอบความรู้ด้านภาษาของนิสิตนักศึกษา.
PASAA, 7 (1, 2), 150-173.

Abstract

The Central Institute of English Language had the project to train teachers of Thai, English, and other languages in testing and evaluation of language learning by offering intensive courses twice a year. To find out about problems and needs of language teachers in this area questionnaires were sent out to all language teacher training colleges, government and private universities.

อัญชลี คณเรศ, & วรลักษณ์ เมฆใหญ่. (1970). การทดสอบความรู้ภาษาอังกฤษของนักศึกษาไทยในระดับ
อุดมศึกษา. Bulletin of the English Language Center, 1 (1), 85-86.