

# Thailand TESOL English for Specific Purposes Special Interest Group

## **ESP SIG Executive Committee, 1998-1999**

President	Mark Dawson-Smith	Mahanakorn University of Technology
Coordinator	John Morgan	RDLThai
Treasurer	Sonthida Keyuravong	Mahidol University
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## **Computer SIG Executive Committee, 1998-1999**

President	John Morgan	RDLThai
Treasurer	Sonthida Keyuravong	Mahidol University
Executive Committee Member	David Nelson	Rajabhat Institute, Ayutthaya

### **The ThaiTESOL ESP and Computer SIGs can be contacted via**

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URL: [http://www.rdlthai.com/esp\\_index.html](http://www.rdlthai.com/esp_index.html)

### **Forthcoming Events**

The ThaiTESOL ESP & Computer SIGs will be hosting a one day event on July 3rd, 1999 at Mahidol University. All conference participants will be automatically included on the ESP & Com SIGs mailing list. Please ensure that you add your name to the list at the registration desk, in case of any changes. Please include an e-mail address if you have one.

## Conference Schedule: Saturday 6th March

Please note: this schedule may be subject to change without advance notice. Please refer to the conference notice board at the registration desk in the event of schedule changes.

### 09:15-09:30 Plenary Hall

Opening and welcome address  
Ajarn Suntana Sutadarat, Ramkhamhaeng University  
President of Thailand TESOL, 1995 - 1997

### 09:30-10:30 Plenary Hall

Keynote Presentation  
Professor Vijay K. Bhatia  
City University of Hong Kong  
*Disciplinary Conflicts in Academic Genres: A Challenge for ESP in the New Millennium*

### 10:30-11:00 Coffee Braek

### 11:00-12:00 Parallel sessions 1

ROOM 1 Audrey Aitken: *Using the Internet as an EFL Resource: Problems and Possible Solutions*  
ROOM 2 Gareth Knight: *Business Simulations Made Simple*

### 12:00-13:15 Lunch

### 13:15-14:15 Featured speakers

ROOM Catherine Owens: *Planning, Integrating and Collaborating with CAL*  
ROOM Robert Burgess: *Technological Innovations and ESP*

### 14:15-15:15 Parallel sessions 2

ROOM 1 Perry Roebuck: *On-line Learning Resources - just what is out there?*  
ROOM 2 Graham K. Rogers: *Reading Skills for Undergraduates: Making the Engineers Read*  
ROOM 3 Ubon Sanpatchayapong: *Essential English for Office Use*

### 15:15-15:45 Coffee break

### 15:45-16:45 Parallel sessions 3

ROOM 1 Lee Chi-Ming: *Web-based language Learning*  
ROOM 2 Bradley Fitzsimmons: *Time Management for Teachers*

## Conference Schedule: Sunday 7th March

Please note: this schedule may be subject to change without advance notice. Please refer to the conference notice board at the registration desk in the event of schedule changes.

### 09:30-10:30 Plenary Hall

Keynote Presentation  
Professor Dr. Srisakdi Charmonman  
Assumption University of Thailand

### 10:30-11:00 Coffee break

### 11:00-12:00 Parallel sessions 4

ROOM 1 John Morgan: *Project ELLSA and its Implications for Interactive Distance Learning via the Internet*  
ROOM 2 Graham K. Rogers: *Improving Writing Skills at the Faculty of Engineering*  
ROOM 3 Suwichit Chaidaroon: *Towards Sustainable Teacher Development*

### 12:00-13:15 Lunch

### 13:15-14:15 Parallel sessions 5

ROOM 1 Korn Siri Boonyaparakob: *Computer-Aided Reading Program for Science Students: Development, Practice and Problems*  
ROOM 2 Varunee Boon-Long: *ESP: Which Materials Types - Authentic/Published, Semi-Authentic In-house/Simplified Materials?*  
ROOM 3 Suwichit Chaidaroon: *Interactive Translation*

### 14:15-15:15 Parallel sessions 6

ROOM 1 Paul Mc Guinness: *A Task-based Introduction to Electronic Communication: English through E-mail*  
ROOM 2 Nicholas Ferriman: *The Increasing Significance of Lexis in TESOL*

### 15:15-15:45 Coffee break

### 15:45-16:45 Plenary Hall

Prize draw, announcements and closing speech

## **KEYNOTE ADDRESSES**

Sunday 7th March, 9:30 - 10:00

### **Professor Dr. Srisakdi Charmonman**

Vice Rector for Planning and Development  
Assumption University of Thailand

Professor Dr. Srisakdi Charmonman is currently Vice Rector for Planning and Development at Assumption University of Thailand. His career has covered many aspects of computer engineering. Besides being President of the Thailand Chapter of the Internet Society and Chairman of the KSC Group, he has been Professor Emeritus, National Institute of Development Administration (NIDA), Thailand, from 1975 to the present date and is former Distinguished Professor of Computer Engineering and Director of the Artificial Intelligence and Software Center, King Mongkut's Institute of Technology Ladkrabang. He is currently Editor-in-Chief of a number of internet journals including *@Internet Newspaper* and the *International Journal of Computer and Engineering Management*.

Saturday 6th March, 9:30 - 10:00

### **Professor Vijay K. Bhatia**

Professor, Department of English  
City University of Hong Kong

Dr. Vijay Bhatia is a Professor in the Department of English at the City University of Hong Kong. He is best known for his work in ESP and genre analysis of academic and professional discourse, especially in the areas of law, business and news reporting. He has published in several international journals, some of which are *Applied Linguistics*, *English for Specific Purposes*, *World Englishes* and the *Journal of Pragmatics*. His recent book *Analysing Genre: Language use in professional settings* has been published by Longman. He is currently on the Editorial Advisory Boards of *World Englishes* and *English for Specific Purposes*.

### **Disciplinary Conflicts in Academic Genres: A challenge for ESP in the new millennium**

With the introduction of a range of inter-disciplinary programmes in higher education, particularly in business, and the gradual blurring of boundaries across disciplinary cultures in the world of work, professional and academic discourses are becoming increasingly complex and dynamic, imposing challenging communicative demands on students. The paper will identify some of the crucial issues arising from a need to develop sensitivity to this increasing dynamic complexity of academic and professional genres, and will discuss their implications for university level ESP programmes.

**Parallel 1: Saturday 6th March, 11:00 - 12:00**

**Using the Internet as an EFL Resource:  
Problems and Possible Solutions**

**Audrey Aitken**

The British Council, Bangkok

Audrey Aitken, a former solicitor, has taught EFL for the last five years, in Egypt, London and Thailand. She holds the RSA Diploma in TEFLA and is currently a coordinator of Internet Activities at the British Council, Bangkok.

Why use the internet at all, given the problems? I will give a presentation on the reasons for using the internet and the associated problems (e.g. disappearing web-sites, problems of quality control). I shall also present possible solutions which I have come upon in my recent work introducing the internet into existing courses for adults and young learners at the British Council. My presentation will include demonstrations of practical activities which I have piloted at the British Council, and suggestions for other activities. Teachers who don't have a dedicated computer room may still be interested in learning how to use the internet as a resource, as all my activities can be done with hard copies of materials downloaded from the internet.

**Business Simulations Made Simple**

**Gareth Knight**

Srinakharinwirot University, Bangkok

Gareth Knight has 10 years experience in teaching and teacher education in Asia. He currently teaches MA TEFL and MEd. Linguistics courses at Srinakharinwirot University, Bangkok.

This presentation will explore the teaching of business meeting, negotiation and presentation skills in a way that encourages learners to apply their existing knowledge in another language. Activities will be shown which allow learners to prepare for business simulations by working in groups through a series of easy steps. These activities also allow learners to embark on a cycle of exploration, discovery and self-evaluation towards the goal of more effective communication.

## **Featured Speakers: Saturday 6th March, 13:15 - 14:15**

### **Robert Burgess**

Asian University of Science and Technology, Chonburi

Robert Burgess (M. Ed) has language teaching qualifications from Canada and the United States. He has extensive teaching experience in Canada, Africa and Asia. His particular interests are in curriculum design and CAI materials development. He has been editor of the Studies in Language Learning and Teaching for the Department of Foreign Languages at Mahidol University, as well as the Thai TESOL Bulletin.

### **Technological Innovations and ESP**

Questions concerning the use of computer aided learning (CAL) abound. Yet as a profession, we appear to be wholeheartedly supporting the technology. At nearly every conference you attend there are new and wonderful uses for this technology in our classrooms. New CAL courses appear almost daily. Still, many in our field continue to have deep reservations about the utility of CAL. But the simple debate - CAL good versus CAL evil - misses the point and it is perhaps time to step back and look at the issue from a fresh perspective. We must embrace the technological revolution from our professional roots. We must be led by the fundamental needs of our learners, not by the potential of the technology. The future of CAL remains secure.

### **Catherine Owens**

Asian University of Science and Technology, Chonburi, Thailand

Catherine Owens (M. A. Applied Linguistics) has language teaching qualifications from Canada and tertiary level teaching experience in both Canada and Asia. Her interests include course design for students of science and technology and CAI materials development. She is currently executive secretary of ThaiTESOL, the professional language teachers' association in Thailand.

### **Planning, Integrating and Collaborating with CAL**

Good course preparation has not changed with the advent of the computer as a delivery mechanism. The options have simply become greater. Having decided to accept the use of CAL (or having the decision forced upon you) is, however, often the jumping-off point into a void of unanswerable questions. What do we do? How do we integrate the CAL component with existing materials? Where do we look for appropriate content or programs? Who's going to help us design, develop and deliver? These key issues can be dealt with systematically and satisfactorily by taking two processes into account: collaboration and syllabus design. Using these as a basis for making choices and planning will help clarify how decisions are made and what to decide. CAL programs can lend immeasurable force to ESP when course designers are prepared, teachers are involved and technical support is assured.

## **Parallel 2: Saturday 6th March, 14:15 - 15:15**

### **On-line Learning Resources - just what is out there?**

**Perry Roebuck**

St John's University, Bangkok

Perry Roebuck is the Head of the Department of English for International Communication at St. John's University, Bangkok. He has been teaching in Asia for the past 15 years, having taught in both Japan and Korea before coming to Thailand. His main interest is on-line teaching and learning.

There is a great deal of interest these days in on-line learning. However, many educators find themselves at a loss as to where to begin.

This paper will look at some of the on-line resources that are available on the World Wide Web for both educators and students. It will also look at how easy or difficult these resources are to find and attempt to examine how easy these are to use. It will then look at the usefulness of these sites for both educators and students.

Finally, for those who are interested in becoming more involved in this area, and perhaps creating their own on-line learning materials, it will suggest ways of doing this using resources that are available from the World Wide Web and that are either inexpensive or free.

### **Reading Skills for Undergraduates: Making the Engineers Read**

**Graham K. Rogers**

Mahidol University, Bangkok

Graham K. Rogers had an unsuccessful secondary education. He joined the Bedfordshire police in 1971. He stayed there until 1981 when he entered Loughborough University. After Loughborough, he was admitted to Illinois State University. After this, an invitation from Thai friends brought him to Srinakharinwirot University followed by a brief spell at Rangsit University. In 1990 he joined Mahidol University: first at the Science Faculty. In 1994 he joined the Faculty of Engineering as English Adviser. Since 1990 he has also written articles for the Database section of Bangkok Post.

Most undergraduate courses concerned with teaching basic English skills in Thailand concentrate on grammar and reading as these are perceived as the skills most needed by students in their immediate studies. An important factor is the need to ensure that students do read texts in English. This presentation examines problems concerned with making this simple point and details the efforts that teachers have made to provide an effective self-access series of reading texts. It also examines the lengths students will go to avoid the necessary work involved in reading such texts.

## Essential English for Office Use

### Ubon Sanpatchayapong

Mahidol University

Ubon Sanpatchayapong received her Bachelor's Degree in Teaching English as a Foreign Language from the Faculty of Education, Chulalongkorn University. She earned a Diploma in Applied Linguistics from RELC (Regional English Language Centre), Singapore, and an MA in Language and Literature from Central Missouri State University, USA. From 1973 - 1993, Ubon was an English teacher at Triam Udom Suksa School. She moved to Mahidol , where she has been teaching since 1994. At the moment, Ubon is Second Vice President of ThaiTESOL. She is also an active member of the Pen Club of Thailand.

Essential English for Office Use is a course designed for around twenty personnel of the Institute of Science and Technology for Research and Development, Mahidol University. Participants of this course need to study English as a means to communicate with foreign guests who visit the institute. Therefore, the course is goal-oriented and is usually broken down into discrete units to offer flexibility to students.

This presentation will reflect how methods and materials have to be adapted to the goals, age and educational background of the members.

**Parallel 3: Saturday 6th March, 15:45 - 16:45**

**Web-based Language Learning**

**Lee Chi Ming**

Hong Kong Institute of Vocational Education

Mr. Lee has ample experience in developing computer-assisted learning packages and web-based learning materials. As a language teacher, he is particularly interested in exploring the possibilities of using information technology in enhancing the language learning process.

The Web, as an educational media space and environment, introduces a lot of possibilities in teaching and learning. This paper presents a web-based learning environment for developing business writing skills. A virtual organisation has been developed on the web to situate the learning of writing in simulated industry contexts. It aims to combine resource-based and problem-based learning to provide virtual professional experience. Through this environment and with various types of support throughout the process, students are likely to develop their business writing skills more effectively.

**Time Management For Teachers**

**Bradley M. Fitzsimmons**

APM Language Center, Bangkok

Bradley M. Fitzsimmons is both a certified trainer and the Training Manager—Asia Pacific for the American Management Association International. His function is to train, develop and manage AMAI's group of trainers in the Asia Pacific region. He is also the General Manager and Education Director of APM English Language Center.

How many times have you found yourself still at the computer preparing a worksheet or copying lessons just before the lesson begins? How often do you find yourself sitting at the computer late in the evening?

Many people believe that because they don't have enough hours in the day, they are bad time managers. Many times, however, they are merely unrealistic about time and about how much they can do in an hour, in a day.

The aim of this workshop is to introduce some of the latest concepts of time management used in the world of business that can be easily applied to EFL contexts. The material presented is not only aimed at teachers but also administrators, and other EFL-related staff. Equally, the concepts and tips apply to everyday life.

The workshop analyzes the two main time wasters: self-generated and environmental, and gives practical advice on how to prioritize tasks. The main

message of the workshop is: *good time management = good choices*

It also highlights the following principles:

- You can't manage time; you can only manage yourself in relationship to it: no one has complete control over his/her schedule.
- Often nothing gets done until it's on your list of things to do: how to assign priorities to tasks.
- Do first things first: how to distinguish between short-term and long-term items.

We can all benefit from the efficient and effective use of time, and the workshop shows how to put simple principles into practice in order to become more workplace effective.

**Parallel 4: Sunday 7th March, 11:00 - 12:00**

**Project ELLSA and its Implications for Interactive  
Distance Learning on the Internet**

**John Morgan**

RDLThai, Bangkok

John Morgan has worked in English language teaching in Thailand, Indonesia, Taiwan, France and the UK. His varied roles in ELT have included teaching, management, curriculum development and course book writing. Currently he is an ELT Consultant and is primarily interested in the development of a schematic approach to genre analysis which he is researching with faculty members at Ramathibodi School of Nursing, Mahidol University. He is also interested in internet based distance learning and is co-author and web-editor of Project ELLSA.

Project ELLSA (Electronic Literature and Language in South East Asia) is a USIA initiative to provide schools in Thailand, Malaysia, Indonesia and the Philippines with interactive and downloadable language and literature exercises. ELLSA uses the Ladder Series at the 1000 word level, published by USIA, which includes classics of American literature by authors such as O.Henry, Jack London and Stephen Crane.

The target "on-line" date for the first stage of Project ELLSA is May 1st, 1999. Participants In this workshop will examine the process of adapting text to suit web-based reading strategies, which vary considerably from print-based strategies, via the use of authentic ELLSA print and web-based materials.

This will be followed by a discussion of the wider implications of interactive distance learning via the internet and its integration within existing curricula. Through the setting up of follow-up tasks and class/school projects, schools in different countries can be linked together to exchange projects and other learning resources, the progress of which can be monitored by teachers and teacher trainees within ELLSA registered institutes or other cooperating institutes of higher education. The long term goal of such projects is the facilitation of autonomous distance learning and other cooperative programs, not just in language and literature, but in any school or academic discipline.

## **Improving Writing Skills at the Faculty of Engineering**

**Graham K. Rogers**

Mahidol University, Bangkok

Graham K. Rogers had an unsuccessful secondary education. He joined the Bedfordshire police in 1971. He stayed there until 1981 when he entered Loughborough University. After Loughborough, he was admitted to Illinois State University. After this, an invitation from Thai friends brought him to Srinakharinwirot University followed by a brief spell at Rangsit University. In 1990 he joined Mahidol University: first at the Science Faculty. In 1994 he joined the Faculty of Engineering as English Adviser. Since 1990 he has also written articles for the Database section of Bangkok Post.

English writing skills in Thailand are viewed as fairly poor, although competence in English is regarded as essential for a graduate to be effective in the workplace, or to produce a valid thesis. This presentation exams the background of writing in Thailand and looks at the difficulty in improving what is essentially poor translation into English. The presentation then looks at a simple method to avoid the problems that translation causes. Finally, there is an examination of practical approaches to writing for Engineering students, and varying levels of success that have occurred.

## **Towards Sustainable Teacher Development**

**Suwichit Chaidaroon**

Chiang Mai University

With two BA (Hons.) in Mass Communication and English, Mr. Suwichit Chaidaroon has been working for the English Department, Chiang Mai University for two years. Previously he taught EFL for both young learners and adults at the YMCA, Chiang Mai for four years. As the first Thai RSA/CELTA holder, he has developed his interest in self-development.

Self-development is a new trend in EFL teaching which is believed to be helpful in encouraging teachers to use their full capacity in their teaching areas including ESP. The presenter, as the first Thai RSA/CELTA holder, will talk about what he has learned from the course focusing on the idea of self-development as well as how he has put this idea into use. When he was first assigned to teach business English and English for Science and Technology, he had very limited knowledge in those fields but finally overcame the obstacles with satisfactory results. The way with which the presenter coped with his attitude towards ESP and that of his students, using student centeredness and classroom observation will be discussed. This is, in fact, as adoption of action research to use for self-development in the long run.

**Parallel 5: Sunday 7th March, 13:15 - 14:15**

**Computer-Aided Reading Program for Science Students:  
Development, Practice and Problems.**

**Kornsiri Boonyaprabob**

Mahidol University, Bangkok

Kornsiri Boonyaprabob is a lecturer at the Department of Foreign Languages, Mahidol University. She has been teaching English there for 3 years. Before working at Mahidol University, she taught adult learners at DTEC for 7 years. She has a DipTESL from VUW, NZ and an MA in Applied Linguistics from Mahidol University.

With the introduction of computers to the world of education, a lot of computer programs have been commercially available in the marketplace. However, it is generally accepted that it is difficult to find any programs suitable for particular groups of learners. At Mahidol University, some computer programs have been developed to serve the needs of particular learners.

In this presentation, the speaker will share her experience working an English reading program for the first year undergraduate Science students at Mahidol University. Factors to be considered for planning, developing and use of the program will be described. Also problems and insights gained from the practical use of the Computer-Aided Reading Program will be discussed.

This presentation is recommended for English teachers with little knowledge of computers who want to develop computer programs as a means to assist their English teaching.

## **ESP: Which Materials Types - Authentic/Published, Semi-authentic In-house/Simplified Materials?**

**Varunee Boon-Long**

Chiang Mai University

Varunee Boon-Long holds a B.A. (English) from Chiang Mai University, an M.A. (Sociolinguistics) and a Ph.D. (Curriculum and Instructions in English). She has been teaching English as a foreign language at the Department of English, Faculty of Humanities, Chiang Mai University since 1974. At present, she is a visiting scholar teaching ESP and a research advisor for the M.A. program in TEFL at Payap University, Chiang Mai. In July 1997, she attended the British Council Summer School in Plymouth, England, under the topic of Teaching English for Specific Purposes (TESP).

Although ESP has been widely known since the early 1970s, there are still continual opinions and arguments towards it. One concern lies in what kind of materials: Authentic/Published, or Semi-authentic or In-house/ Simplified Materials should be used effectively and appropriately in the teaching of ESP?

The talk, by no means, will attempt to judge the right from wrong, but it will attempt to pile up some 'food for thought' from journals, reviews and proceedings related to this ESP issue. It will look deeply into the three types of materials in terms of their pros and cons. It also will present some combinations of materials in ESP teaching. Hopefully this attempt will gear participants into some useful discussion and consequently lead to more awareness and more understanding of ESP materials and the teaching of ESP itself.

### **Interactive Translation**

**Suwichit Chaidaroon**

Chiang Mai University

With two BA (Hons.) in Mass Communication and English, Mr. Suwichit Chaidaroon has been working for the English Department, Chiang Mai University for two years. Previously he taught EFL for both young learners and adults at the YMCA, Chiang Mai for four years. As the first Thai RSA/CELTA holder, he has developed his interest in self-development.

Translation has long been considered a bitter medicine for most EFL students. With dry teaching methodologies, this course has turned out to be a real devil. However the presenter has found that with good preparation and focusing on classroom interaction, translation can be a wonderful course for students who want to improve their language ability, which can later be developed into expertise. The presentation will demonstrate how to teach translation interactively and the presenter will share with the audience the workable methodologies he has used in his class in translating three genres of text including news, feature and documentary and literary work.

**Parallel 5: Sunday 7th March, 13:15 - 14:15**

**The Increasing Significance of Lexis in TESOL**

**Nicholas Ferriman**

Mahanakorn University of Technology, Bangkok

Nicholas Ferriman teaches English at Mahanakorn University of Technology. He holds the Trinity College Diploma, a diploma in French Literature and civilisation from the Sorbonne, and a postgraduate certificate in education for UK secondary schools.

Lexis is taking on increasing significance in the world of TESOL. And authors such as Michael Lewis go further by proposing that lexis rather than grammar is the central organising feature of language. In my presentation I will explore how this can be so and then look at how, with a few adjustments to our teaching styles, we can incorporate these new ideas into our lessons. There are longer-term implications for methodology and I will mention the main influences.

**A Task-based Introduction to Electronic Communication:  
English through E-mail**

**Paul Mc Guinness**

Technology Training Ltd., Bangkok

Paul McGuinness is the Manager of the Bangkok Office of the Laem Chabang School of Engineering (LCSE), a joint venture between Swinburne University of Technology (Melbourne, Australia) and Technology Supply Group of Companies, Bangkok. He is currently studying an MEd ELT from the University of Manchester and his research interests include Computer Mediated Communication and distance/flexible learning. He can be contacted at <paulmcg@mozart.inet.co.th>.

This presentation outlines the development of a computer assisted language learning (CALL) task that provides in-session language support for students on an Information Technology (IT) Diploma. Owing to time -tabling restrictions a major goal in the creation of the CALL task is that it should be integrated into the IT course, providing language support in the context of an introduction to internet communication. The presentation will highlight the decisions that were made concerning the creation of the material, and the pedagogical theory on which the material is based.