

Editorial

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This issue marks the beginning of blind reviewed articles.

Researchers Hamed Ghaemi & Hamide Ghaemi explore the relationship between cognitive and metacognitive strategies of stuttering students and their reading comprehension ability, using Structural Equation Modeling (SEM). They found that there is a meaningful relationship between Cognitive and Metacognitive strategies of stuttering students while there is no statistically significant relationship between the Cognitive strategies and Reading Comprehension of Stuttering Students. This paper is intriguing, not only for the actual findings, but also since the researchers present the advantages of SEM and application of SEM in the field of language assessment.

The second paper by Suchada Sanonguthai discusses how the IELTS test impacts on Assumption College Thonburi English Program (ACTEP)'s exit testing, English courses offered and foreign teachers' teaching. The study included an interview with the ACTEP Academic Head and questionnaires for Grades 10-11 students and foreign teachers. Results reveal that students need to practice more during their Grades 10-11 English years and the CUTEF writing cannot reflect all strategies needed for the IELTS test. The study also gives information about how foreign teachers in the ACTEP can get more insight into the IELTS test format.

In *Using Google Sites to Communicate with Parents*, Yeu-Han (Henry) Liou reports the usefulness of a class website created by Google Sites in one of the mathematics classes in a Thai private alternative school. He claims that teachers should take advantage of modern technologies, such as class websites, to reach out to parents more efficiently and precisely. In the research, questionnaires are distributed to students, parents, and teachers to discuss their attitudes, opinions, and experiences towards using class web pages as a medium of communication. Although not directly about language testing, the results are easily transferable to any type of assessment and hence useful for readers of this journal.

Kristin Halligan considers the trends of social promotion policy in the United States and Thailand. The study was conducted at Assumption College Primary Section through interviews and questionnaires to investigate the opinions of educators, parents and teachers with regard to these policies. The author suggests that more in-depth case studies should be performed on students to assess the negative and positive aspects of social promotion policy.

The last research article by Joseph T. Cameron looks at online grading programs and their role in school/community relations. Through the surveys taken by 10 Grade 12 students and 20 teachers from a private international school in Bangkok, the research spotlights that, properly managed, the online grading program can effectively and efficiently deliver timely information from the school to students and parents. He further presents the consequences of a lack of consistent communication at the school upon the students and their parents.