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POLICY: The PASAA Journal is the oldest professional journal in English teaching in Thailand. Two issues are published annually : the January-June issue and the July-December issue. The journal aims to present information and ideas in the following areas :

- Issues in language learning and teaching
(theoretical and practical aspects)
- Curriculum design and development
(methods, materials, and techniques)
- Testing and evaluation
- Teacher training
- Reviews
- Brief reports and summaries
- Research

Original submissions which are directly related to English teaching in Thailand are preferred. It also welcomes manuscripts which contribute to the improvement of English language teaching in general.

No payment will be made for any contribution but the authors will receive 3 copies of the journal in which their article appears.

Editor's Note

This issue of PASAA includes articles on different aspects of language teaching, language testing, Thai phonology, and discourse analysis.

Diana Lee Simon discusses how the approach to language teaching in the Thai context is traditionally teacher-centred. She also presents an overview of the changing language methodologies outside Thailand from a teacher-centred to a learner-centred approach and discusses the principles of the latter. Finally, she suggests a learner-centred approach be implemented in Thai classrooms so as to meet individual needs as well as the needs of the nation.

Malinee Chandavimol's paper deals with how newspapers can be used as a source of materials for language teachers. It discusses the language used in headlines and news stories, the expressions used in newspapers and how to judge the reliability of a source as well as how readers can be persuaded to continue to the conclusion of an article. Sample exercises are provided in the paper's appendix.

Jack Gandour, Suwit Ponglorpisit and Sumalee Dechongket report on their study of voice onset time (VOT) productions associated with Thai word-initial stops. They investigate the variability of VOT and whether it is affected by age. The findings are compared to the Sweeting and Baken (1982) study of English VOT.

Pavinee Navarat's paper discusses two approaches to discourse analysis, that is the cognitive psychological approach and the sociolinguistic approach. She argues that the latter, which stresses the importance of sociocultural conventions of language use, is more relevant to second language learning and teaching.

Somsak Boonsathorn proposes the Modified C-Test (MC-Test) as a new instrument for assessing English language proficiency. He claims that the MC-Test is superior to the conventional C-Test regarding discrimination power, reliability and structural validity.

Kanittha Vanikieti and Kornsiri Sareepukkana report on their study of the use and effectiveness of Thai and English questions in EFL reading comprehension tests. They suggest that the Thai language should be used with low-proficiency students when assessing reading comprehension.

Also in this issue:

Research Abstract : This issue features a research study by **Wattanawan Sanguanruang** et al., entitled "An evaluation of the listening skills program using videos and audio cassette tapes as instructional media in the Summer Intensive Course, Chulalongkorn University Language Institute."