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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

The contents of this issue of PASAA cover a wide range of topics in language teaching methodologies and research. They include classroom research, the role of language teachers, the use of group work in large classes, techniques in teaching vocabulary, and the peculiarities of South African English.

- **Sandra Lee McKay** proposes teacher-based research, in which teachers investigate the interaction process in their own classrooms. She argues that examining what occurs in a classroom should be of central concern to all teachers and teacher training programs. She also discusses the various roles that teachers and learners can play in a classroom as a means of providing teachers with a framework for investigating their classrooms.
- **Waowaew Rongsa-ard** reports on the classroom - centred research carried out in an ESP class through a diary keeping method. Her research is aimed at improving the classroom atmosphere, and thereby increasing learning efficiency. The author discusses various classroom problems and provides solutions based on three aspects of needs and expectations.
- **Adisra Katib** argues that the objectives of second language teaching/learning have changed. She discusses the corresponding change in the role of ESL / EFL teachers. In particular, in the context of communicative language teaching, she examines them as linguists, sociolinguists, psycholinguists, and classroom managers.
- **Sulabha Natraj** tackles the problem of teaching large classes by suggesting that group work should be used in the language classroom. The author reviews the underlying principles of group work before moving on to discuss its advantages. She also claims that group work enhances communicative language learning.
- **Mike Long** draws attention to the theme of vocabulary expansion which, he states, seems to be the most neglected in the field of language teaching. He suggests that more time and thought be given to it. Long further argues that collocation plays a part in lexical development for language learners and serves as a ready tool in vocabulary acquisition.
- **Kriengsukdi Syananondh and Anchalee Wannaruk** report the results of a study of literacy, attitudes, and motivations concerning research methodology and statistics among EFL instructors in state universities in Thailand. They conclude that despite inadequate preparation in research methodology and statistics, most of the subjects recognize the significant role of research studies.
- **James L. Sherman** 's paper deals with the teaching of country - specific expressions as ESP, exemplified by South African English. The author contends that national variations of General English should be taught so that the learners can operate more efficiently when in the target country.

### Also in the issue :

- **Interview** : This issue of PASAA presents an interview with Sandra Lee McKay, Professor of English at San Francisco State University.
- **Reports and Summaries** : Pakkini Niyomhet presents a report on the Fourth Annual Mediterranean Institute, held in Barcelona, Spain, July 2 - 27, 1990.
- **Research Abstracts** : This issue features Nipaporn Ratanaphrucks 's *Three Case Studies of High Achieving Learners of English*.