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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 each author will receive 3 copies of the journal in which his article appears.

EDITOR'S NOTE

This issue of PASAA features contributions on a variety of topics in language teaching and learning. Teacher training is dealt with by two contributors, while other discussions focus on materials design and preparation, communicative language teaching pedagogy, co-operative learning styles, teaching reading, and the use of computers in language teaching.

- **Jack Richards** presents a profile of an effective L₂ reading teacher. He describes the teaching strategies and classroom activities employed by the so-called good reading teacher, and also examines the good reading teacher's teaching philosophy.
- **Ted Rodgers** focusses his paper on co-operative learning. He describes and discusses co-operative learning styles, the types of activities and materials employed in co-operative learning, and the reasons why co-operative learning was developed.
- **Edward Graybill** proposes the use of dialectic as a pedagogical tool in communicative language teaching (CLT). He examines the Socratic form of dialectical pedagogy and explores the philosophical importance of the question in learning. He also discusses the application of dialectic to CLT and some implications of its use in the language classroom.
- **Achara Wangsotorn** discusses a bi-modality approach to language program design. She emphasizes that in designing a writing program, one must take into consideration the method and techniques to be used, as well as the characteristics and needs of the learners.
- **Mike Long** emphasizes the importance of pre-service training for teachers, indicating that teachers should be trained to be flexible and to view personal development as a career-long process. He also suggests that teachers' resistance to change may be decreased through their increased language proficiency which, in turn, increases their confidence.
- **Prem Mathur** suggests a process-oriented approach to teacher training. In this approach, teachers exploit their existing knowledge and experience in the process of their development as English teachers. Like Mike Long, he emphasizes that teachers should be trained to become autonomous learners, to continue to adapt and learn.
- **Bhamani Kajornboon** examines in her article the role of the computer in language teaching. She discusses the types of activities in which it can be effectively utilized, and how it can be used to teach the four language skills.

Also in the issue

- **Reviews** : Lalita Morkpring reviews David Nunan's *Syllabus Design* ; Parichat Choochootkaew reviews Penny Ur's *Teaching Listening Comprehension*.
- **Reports and Summaries** : Malinee Chandavimol presents a report on the 20th Language Institute of Japan summer workshop held in Odawara, Japan, August 1988 ; Naraporn Chan-O-Cha and Suchada Nimmannit report on the 22nd International Association of Teachers of English as a Foreign Language Conference held in Edinburgh, April 1988.
- **Research Abstracts** : Two research abstracts include Achara Wangsotorn's *Domain-Referenced Tests for Secondary and Tertiary Levels of Education* and Sukanya Nimanandh's *An Analysis of the Use and Characteristics of Feedback in Computer-Assisted Instruction*.