

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.

FROM THE EDITOR

During the past 16 years many contributors have shared their ideas, experiences and insights in *PASAA*. Articles of various topics concerning English teaching in Thailand have been circulated among language teachers and researchers in the field. We would like to maintain this professional spirit in the journal.

Many perspectives of English teaching in the Thai context are offered in this issue. Alan Mountford points out some problems of teaching and learning English in Thailand. As a British Council expert in Education Training, he suggests remedies for some observed problems. From a language teacher's point of view, Waoweaw Rongsa-ard reports on the Intensive Summer Course and Twilight Course offered at the Chulalongkorn University Language Institute.

Program evaluation is a key to instructional effectiveness. This view is reflected in "Changes in Curriculum in a Graduate Program for ESP Teachers: The Situation at Mahidol University" by Keith Maurice. An attempt to find a better valid and reliable measure in their English entrance examination was carried out by Ponsawan Chavanachat and her colleagues at NIDA. When used on a small scale and at the post-graduate level, 'observational' approaches which provide learner profiles are adopted at AIT. David Hall, Roger Hawkey, and Brian Kenny report on their experiment.

Teacher training is an important component in bringing success to any program. Alan Waters from KMIT proposes ways to train Thai teachers of English in his article.

In addition to the afore-mentioned articles, Malika Richards reviews John W. Oller, Jr. and Patricia A. Richard-Amato's *Methods That Work* and Saree Kulsiriswad reviews Earl W. Stevick's *Images and Options in the Language*. These two books have been found to be useful, especially for classroom teachers.

To give Thai teachers of English information that has been carried out in the field, Kanittha Vanikieti reports on the Thai/TESOL Seminar on "Analysis of the 1986 English University Entrance Exam" and Premvadee Mullins reports on the 1986 TESOL Summer Institute at the University of Hawaii.

To disseminate useful information about research findings, Dusadee Chulasai reports on research studies conducted at the Chulalongkorn University Language Institute.

We hope that the authors' thoughts and experiences in this issue will prove useful to the readers of *PASAA*. Any feedback and contributions which help strengthen English teaching in Thailand would be greatly appreciated.