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**Policy**

The *PASAA* Journal (*PASAA*) is a scholarly, peer-reviewed language journal of the Chulalongkorn University Language Institute (CULI), Thailand. It is the oldest professional English language teaching (ELT) journal in the country. The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

*PASAA* publishes two issues annually and aims at publishing articles on a wide range of topics relevant to current ELT enquiry. This includes second and foreign language learning and teaching, materials development, curriculum design and development, language testing and assessment, language program evaluation, identities in second and foreign language learning and teaching, critical pedagogy, and teacher training and professional development.

*PASAA* welcomes submissions in four categories: research articles, academic articles, short discussion articles, and book reviews. All submitted manuscripts will go through the double-blind review process, and they will be evaluated by at least two reviewers. It is important to note that *PASAA* will not tolerate any form of plagiarism, or unethical writing or publishing practices.

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

The views expressed in *PASAA* are those of the contributors and not necessarily shared by the Editor, Editorial Committee, Editorial Board, or Publisher.

**Editor's Note**

PASAA has taken another leap forward by launching its open-access online version as a companion to the print version edition since Volume 45. This fruitful initiative brings together a wider range of local and international contributors and readers to form a convivial forum for scholarly discussions.

In this issue, we are privileged to have contributors from various educational institutions, who graciously share with us their empirical research findings, hands-on teaching experiences, and views on recently-published books. The issue features nine articles which will keep our readership abreast of the dynamic developments in the fields of ELT, TESOL and Applied Linguistics.

The first three articles are based on recently-completed research studies in language assessment. Using document analysis, the study by Wirun Cherngchawano and Natjiree Jaturapitakkul examines the scattering and lexical profiles of Thailand University Admission Tests as designed by the National Institute of Educational Testing Service (NIETS). Another study by Feng Teng, which was conducted at a university in China, reports on the assessment of the depth and breadth of EFL students' vocabulary knowledge regarding listening comprehension. Whilst the first two studies are situated in the positivist, quantitative paradigm, the study by Bordin Chinda adopts a pragmatist inquiry paradigm by employing a mixed-methods approach. He reports on the EFL teachers' reflections on performance-based language assessment implemented at a university in Thailand.

Two theory-driven articles discuss the theoretical underpinnings of reading fluency, followed by practical suggestions on teaching reading. Panya Lekwilai successfully synthesises the theoretical and pedagogical perspectives of *Reader's Theater* (RT), a reading instructional method that has been claimed to help develop reading fluency of L1 and L2 learners of different proficiency levels. Meanwhile, Pragasit Sitthitikul reviews systematic phonics instruction for struggling or beginning readers of English. Even though phonics instruction has long been used

to teach reading in L1, it seems that this teaching technique has been less explored and implemented by L2 reading researchers and teachers. Phonics instruction therefore can serve as a complementary alternative to the existing techniques currently used in teaching reading to L2 students.

This issue also offers two idea sharing articles in which practical teaching tips are introduced. Drawing on modern reader response theories, Stella Smyth shares with us how Shakespeare's authorial method of appropriating *Basilikon Doron* can be emulated through the design of writing activities for advanced EAP classes, or as part of university English language and literature syllabi. Whilst the article by Stella Smyth is based upon her hands-on teaching experience at a university in the United Kingdom, the article by Olimpiada Ivanova recounts the successful techniques she used in teaching oral summary making to students at a university in the Russian Federation.

Those who are interested in language testing and assessment should not miss our two book reviews. Prathana Siwathaworn provides a comprehensive review of a recently-published book authored by Eunice Eunhee Jang entitled *Focus on Assessment*. Pornchanok Sukpan introduces us to *Assessing English Learners in U.S. Schools*, a book by Timothy Farnsworth and Margaret Malone. These two books can serve as handy and informative resources for teachers interested in designing, developing, and administering appropriate language test and assessment tasks.

With the rich assortment of theoretical and practical insights presented in this issue of *PASAA*, we hope that our readers will find it intellectually inspiring and pedagogically useful for their academic and professional pursuits.

On a final note, we would also like to express our most profound gratitude to our contributors, reviewers, readers, and editorial team members for their unflinching support that brings this issue of *PASAA* to fruition.

Pramarn Subphadoongchone  
Editor