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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**

With its inception in 1967, *PASAA* has always striven to present its readership with both theoretical and pedagogical ideas on current issues in ELT. It has taken another tremendous leap forward since Volume 45 (June 2013) by launching its open-access online version as a companion to the print edition. This fruitful initiative has brought together a wide range of local and international contributors and readers to form a thriving and convivial ELT forum for scholarly discussions. In this issue, we are privileged to have contributors from various educational contexts, who have graciously shared with us their empirical research findings, hands-on teaching experience, and perspectives on a recently-published book.

We are grateful to Dr Willy A Renandya from Nanyang Technological University in Singapore, who kindly shared with us in the interview his views on the professional development of ELT teachers. We believe that our readers will find the interview intellectually and pedagogically stimulating. This issue also features ten articles addressing a blend of topics relevant to current ELT inquiry, including second language acquisition, intercultural competence, communication strategy training, language analysis, and language assessment. Those who are interested in the role of psychology in language education should not miss the comprehensive book review of *Exploring Psychology in Language Learning and Teaching*, the author of which was a winner of the Ben Warren International House Trust Prize in 2015. Drawing on social and educational psychology, this book aims at helping language teachers manage their class with awareness of the feelings and sensitivities that students bring to the learning process. With the rich assortment of theoretical and pedagogical insights presented in this issue, we hope that our readers will find it useful for their academic and professional pursuits.

On a final note, we would like to express our most profound gratitude to all contributors and editorial team members for their support that has brought this issue of *PASAA* to fruition.