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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 always striven to create a thriving and convivial forum for language practitioners and researchers in the fields of English language teaching and applied linguistics. In this issue of *PASAA*, we are privileged to have contributors from different educational institutions and countries, who graciously share with us their research findings, teaching ideas, and views on a recently-published book.

This issue features ten articles addressing a diverse blend of topics. Situated in an interpretive, qualitative paradigm, a case study by Urrat Parnrod, Pornapit Darasawang and Wareesiri Singhasiri explores the relationships among cognitive styles, learning strategies and language tasks by focusing on two undergraduate engineering students at King Mongkut's University of Technology Thonburi. The study by Sukchai Sachatthep investigates the similarities and differences of compliment responses (CR) between Thai and Punjabi speakers of English at the high school level in Thailand, placing emphasis on the strategies used in CR when the micro-sociolinguistic variables are integrated into the Discourse Completion Task (DCT). While the previous two studies aim to better understand language use in academic settings, the study by Olga A. Marina and Krich Rajprasit is situated in business-oriented professional settings. They delve into the impact of personality factors on the perceived communication mobility of non-native English speaking Thai professionals working in various international companies. Another interesting research is presented by Kandaporn Jaroenkitboworn where she studied English acknowledgements in doctoral dissertations written by Thai students. Her study particularly looks into the generic structure and linguistic patterns of gratitude expressions used in the acknowledgements.

In addition to empirical studies, this issue also offers three idea sharing articles. The first article by Nisakorn Charumanee introduces the

technique of the Read-Share-Act (RSA) as a means of organizing extensive reading activities for high school students in Thailand. The two others portray the teaching and assessment techniques used in EFL classes in universities in Indonesia. Adopting the notion of English as an International Language (EIL), Flora Debora Floris recounts her implementation of different classroom activities in raising the students' awareness of the variety of Englishes used in current academic and professional settings. Meanwhile, Siti Mina Tamah provides us with a model for incorporating cooperative learning in classroom teaching practices and reinforcing cooperative learning oriented assessment in the class.

Parima Kampookaew provides a comprehensive review of a recently-published book by Phillip C. Shon entitled *How to read journal articles in the social sciences: A very practical guide for students*. Those who are responsible for teaching academic reading, particularly journal article reading, should not miss this 120-page book by Sage Publication, as it can well serve as a handy and informative resource for their teaching.

This issue of *PASAA* also reprints two research articles previously published in *The E-Journal of Researching Teachers*, which is also owned by the Chulalongkorn University Language Institute. The journal however ceased its publication in 2012. With the authors' request, and as the editorial committee believes that the two articles can provide our readers with useful research implications, *PASAA* is pleased to reprint them. The first article by Tanisaya Jiriyasin reports on an experimental study investigating the effects of a PBL (Problem-based Learning) approach on the English oral language performance of English major students in a private university in Thailand. The second article by Chatraporn Piamsai examines how proficient and non-proficient learners of English in a public university in Thailand used listening strategies to complete a listening task. *PASAA* would also like to take this opportunity to thank the former editor of *The E-*

*Journal of Researching Teachers*, Assistant Professor Dr. Kulaporn Hiranburana, for her generous help with the manuscript preparation for the reprints.

As always, we hope that our readers will find the rich assortment of theoretical and practical insights presented in this issue intellectually stimulating and pedagogically useful for their academic and research pursuits.

Pramarn Subphadoongchone

Editor