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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 journal in the country. The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

PASAA welcomes submissions on a wide range of topics relevant to current ELT enquiry. This includes second and foreign language learning and teaching, testing and assessment, materials design and development, language program evaluation, ideologies and identities in language learning, critical pedagogy, and teacher training and professional development.

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

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Editor's Note

PASAA has always striven to present its readership with both theoretical insights and pedagogical ideas on current issues in ELT, keeping its readership abreast of the dynamic developments in the field. Accordingly, this issue of *PASAA* is enriched with a variety of topics, ranging from classroom teaching practices, blended learning, testing and assessment, and learner autonomy to corpus linguistics. We, therefore, hope that our readership will find the articles in this issue not only intellectually stimulating but also far-reaching in their scope and implications.

With its inception in 1967, *PASAA* has established itself as a thriving ELT forum for rigorous scholarship, with both local and international readership. Over these four decades, it has undergone certain changes. We are privileged to inform our readers and contributors that *PASAA* has taken another leap forward by launching its parallel online version, starting with Volume 44, in order to reach wider and varied audience. It is available at http://www.culi.chula.ac.th/publicationsonline/back_issue_p1.php. Please note that a new ISSN number will be used for the online version. The print version will continue to be available under ISSN 0125-2488.

In each subsequent issue, there will be an additional section devoted to interviewing a scholar from the field, starting with Richard Kiely, Head of the Centre for International Language Teacher Education at University College Plymouth, St. Mark and St. John in the UK, to appear in Volume 45 (January 2013). He will share with us his wealth of experience in designing and conducting research on language program evaluation. With these slight but fruitful changes, we believe that *PASAA* would be fully committed to

disseminating rigorous knowledge that is a testament to continued inquiry and interest in ELT.

On a final note, we hope that our readership will find the rich assortment of theoretical and pedagogical perspectives presented in this issue and subsequent issues worthwhile and practical in their teaching and research milieu.

Pramarn Subphadoongchone

Editor