

PASAA

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Policy

PASAA is a scholarly, double-blind 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 (published since 1979). The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

PASAA publishes two volumes 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 by authors for any contribution. Please note that 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

Earlier this year, we were honored to have Professor Andy Curtis, a former president of TESOL International Association, and (co)author and (co)editor of hundreds of journal articles, book chapters, and books, deliver a keynote address entitled “Strangers in a Strange Land: Writing for Publication” at the first PASAA Journal forum. We are delighted in this issue to present the reworked content of this address as a featured article. We trust that our readers, the vast majority of whom are non-native speakers of English, will learn from his sharing and take it as encouragement to persevere through the rigors of writing for publication.

Throughout this edition of PASAA, I trust our readers will continue to find inspiration from an assortment of research and pedagogic articles which cover a wide range of topics and issues related to language teaching and learning, from a discussion on the changing landscape of ELT, to an analysis of the English language training needs of police officers, multifunctional disclaimers in Thai communication, global Englishes-informed assessment of secondary school teachers, students' translanguaging perceptions and practices, effects of feedback types on English oral performances of students, and retrospective evaluation of teaching materials in a preparatory English program, among others.

As always, we have endeavored to publish a selection of articles on the latest trends in both English language teaching and learning as well as best practice in teaching and assessment. Happy reading!

Punchalee Wasanasomsithi

Editor-in-Chief