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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 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

It is our privilege to publish Volume 57 of PASAA, which is currently indexed in SCOPUS, ERIC, ACI, and TCI. PASAA has always striven to present its readership with both theoretical and pedagogical ideas on current issues in ELT. This fruitful volume 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 volume, we are honored 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 Associate Professor Dr. Christopher Jenks, who kindly shared with us in the interview his views on his teaching experience, perspectives on language and culture. We believe that our readers will find the interview intellectually and pedagogically stimulating. This volume also features articles which address a blend of topics relevant to current ELT inquiry, including L2 listening proficiency test, dramatizing a folklore in EFL classroom, L2 motivational self system in a Cambodian context, L2 vocabulary depth, L2 vocabulary knowledge as a predictor of performance, and analysis of the English language textbook for Yemen. Those who are interested in sociolinguistics of English should not miss the comprehensive book review of *Durkheim and the Internet*, of which the author was Jan Blommaert, who is one of the great thinkers in the field of sociolinguistics. This book is a strong theoretical account in which Blommaert introduces some of the main concepts of Emille Durkheim and how those can be applied to sociolinguistics of English as well as English teachers who have an interest in researching language on-line.

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

Kandaporn Jaroenkitboworn
Editor