PASAA **Volume 46 July – December 2013**

A Journal of Language Teaching and Learning

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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 welcomes submissions on a wide range of topics relevant to current ELT enquiry. This includes second/foreign language learning and teaching, materials development, curriculum design and development, language testing and assessment, identities in foreign 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 encourages the exploration of the complex issues of English language learning and teaching, both theoretically and pedagogically. As always, *PASAA* has striven to create a thriving and convivial forum for language researchers, practitioners, and policy makers to disseminate empirical research findings, current theoretical insights, and accounts of practice-based innovations.

In this issue, we are very honoured to have an opportunity to interview Professor Richard Donato from the School of Education at the University of Pittsburgh. He graciously shares with us useful strategies and considerations in preparing a manuscript for scholarly publication by drawing on his extensive publication and editorial experience, and his engagement in directing and teaching courses in doctoral programmes in foreign language education and TESOL. We believe that our readers, whether be they novice or experienced writers, and whether be they native or non-native speakers of English, will find the interview both inspiring and practical for their academic pursuits.

This issue is also enriched with seven articles on a variety of topics, ranging from needs analysis to corpus-based analysis, language assessment, and reflective teaching. Also included in this issue are reviews of two books: one on Content and Language Integrated Learning (CLIL) and the other on English in Southeast Asia. We hope that our readers will find a diverse blend of topics and perspectives presented in this issue intellectually stimulating and applicable to their teaching and research milieu.

By launching its open-access online version as a companion to the

print edition, *PASAA* has gained an increasing number of submissions and subscriptions. We would like to take this opportunity to express our profound gratitude to our contributors, reviewers, readers and IT staff members for their expertise, tireless work and dedication to bring this issue to fruition. Without their unflagging support, *PASAA* cannot remain true to the mission it has set out to accomplish.

Pramarn Subphadoongchone

Editor