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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

In this issue of *PASAA*, we are privileged to have contributors from different educational institutions and countries, who earnestly share with us their research findings, hands-on teaching experiences, and views on a book series. The issue features eight articles addressing a diverse blend of topics. We hope that the rich assortment of theoretical and pedagogical insights presented in this issue will keep our readership abreast of the current trends in the fields of TESOL/TEFL and Applied Linguistics.

Drawing on a positivist, quantitative paradigm, the first two research articles delve into students' vocabulary knowledge. The first article by Ruja Pholsward and Donruthai Boonprasitt examines English vocabulary acquisition of bilingual students at one school in Thailand. The study focuses on the extent to which the students have acquired vocabulary to communicate their ideas about themselves and their school life. The other article is by Feng Teng, investigating the relationship between vocabulary learning strategy use and vocabulary knowledge of Chinese undergraduate students in a university in China.

While the previous two studies aim to better understand L2 students' vocabulary knowledge, the study by Salila Vongkrachang and Apasara Chinwonno investigates the effect of explicit reading instruction on text comprehension and reading engagement for undergraduate students in a university in Thailand. Another interesting study is presented by Kamlaitip Pattapong where she explores factors contributing to the willingness to communicate (WTC) in English as a foreign language in a Thai university setting. Situated in an airline business-oriented setting, the study by Tya Vidhayasai, Sonthida Keyuravong and Thanis Bumsom examines the common errors of *Google Translate* in translating the Terms and Conditions section in one airline's official website from English into Thai. The last empirical research article presented in this issue is by Rebecca K. Webb. She examines two writing

pedagogies from the fields of Composition and Rhetoric, and Second Language Acquisition for teaching reading and writing skills. The ultimate goal of her critical examination is to identify where the two pedagogies intersect and then propose the best teaching and learning strategies for the EFL learning environment.

In addition to empirical studies, this issue also offers an idea sharing article in which Gordon D. Carlson recounts his hands-on experience in teaching undergraduate students in a university in Japan. He introduces to us various teaching activities that can be used to maximize students' participation in a mixed-level English class.

Those interested in language testing and assessment should not miss our book review. Benjamas Dhammarungruang, Krittaya Ngampradit, Prathana Siwathaworn, and Nattharmma Thong-Iam provide a comprehensive review of *The Companion to Language Assessment*, which consists of four volumes. These four volumes, bringing together an international team of scholars under the editorship of Antony John Kunnan, cover a wide range of language assessment topics in different contexts,

We would like to take this opportunity once again to thank all of our contributors, readers, and editorial committee members for their expertise, commitment, and support of PASAA. We also express our gratitude to the Research Department of the Chulalongkorn University Language Institute as we are well aware that planning and overseeing the execution of this successful publication of PASAA was an enormous undertaking. All of these outstanding efforts from the individuals mentioned have contributed to bringing this issue of PASAA to fruition.

Pramarn Subphadoongchone
Editor