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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 58 of PASAA, which is currently indexed by 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 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 and perspectives on a recently-published book.

We are grateful to Professor Dr. Paul Kei Matsuda, who kindly shared with us in the interview his views on his learning and teaching experiences, perspectives on second language writing and assessment. We believe that our readers will find the interview intellectually and pedagogically stimulating. This volume also features articles which address a blend of topics, including theories and practices of EFL writing, listening comprehension through culturally familiar contexts, training students in peer interaction and peer feedback, translation of relative clauses, the practice of EFL thesis supervision, Mobile App on vocabulary learning, using flipped classroom, sense of English ownership and identity, English accent and language ideologies, politeness strategies in WhatsApp communication, and process-based approach to writing. Those who are interested in literacy and English education should not miss the comprehensive book review of *Global Conversations in Literacy Research: Digital and Critical Literacies*, of which the editor was Peggy Albers, who is one of the great scholars in literacy research. It is a great book in which scholars from around the world share what is new and what has been updated in the field of language and literacy.

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

Kandaporn Jaroenkitboworn
Editor