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 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

PASAA has always striven to present its readership with a wide range of theoretical and practical ideas on current ELT enquiry. In this issue, PASAA has brought together local and international contributors to share with us their empirical research findings, hands-on teaching experiences, and perspectives on a recently-published book.

This issue features ten articles addressing a blend of topics, including teaching methodology, text analysis, language testing, and corpus linguistics. Of the ten articles, eight articles drew upon empirical research findings conducted in various educational contexts, aiming at offering both theoretical and pedagogical implications to the ELT community. The two others, even though they were not based upon empirical research, are also intellectually stimulating. The first article discusses the authors’ experience in the development and use of a corpus tailored for legal English learning and teaching. The other is a comprehensive book review. Those who want to learn more about qualitative research methodology in particular should not miss the review of 100 Questions (And Answers) About Qualitative Research, the author of which is skilful in making the contents interesting and easy to follow.

With the rich assortment of theoretical and pedagogical insights presented in this issue, we hope that our readers will find it useful for their academic and professional pursuits.

On a final note, we would like to express our profound gratitude to many individuals, including contributors, readers, and editorial team members, for their support that has brought this issue of PASAA to fruition.

Pramarn Subphadoongchone
Editor