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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 (or idea sharing), 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.

Authors are not required to make any payment for their contribution. 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 59 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 several countries with various educational contexts. They have graciously shared with us their empirical research findings and perspectives on a recently-published book.

This volume also features articles which address a blend of topics, including the ideology of native speakerism resulting in discriminatory practices towards non-native speaking teachers, using Kagan Cooperative Learning Model to enhance English oral communication in Bhutan, the crucial role of mentors in preparing student-teachers for their future profession, listening comprehension problems in Vietnam, the needs of reticent pre-service English teachers, student teachers' engagement in autonomous outside-the-classroom learning activities, teacher beliefs and practice, ESP in textile engineering profession, intercultural communication challenges and strategies in hospitality, and assessment scales for L2 writing and speaking.

Those who are interested in utilizing that multimodal data and English education should not miss the comprehensive book review of *Systematically Working with Multimodal Data*, of which the author was Sigrid Norris, who is one of the great scholars in multimodality and Multimodal Discourse Analysis. 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