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NIDA Language and Communication Journal is the official journal of the Graduate School of Language and Communication, National Institute of Development Administration. The journal is currently published as a periodical, with three issues annually. The English language issues are published in April and August; whilst Thai language issue is published in December. The purpose of this journal is to disseminate information of interest to language and communication scholars, and others interested in related social sciences. The journal presents information on theories, researches, methods, and ideas related to language and communication as well as related interdisciplinary social sciences. The editors welcome a wide range of academic papers, including research articles, review articles, and book reviews.

Editor's Note

For over two decades, *NIDA Journal of Language and Communication* has strived to provide a platform for promoting an interdisciplinary recognition of the interplay between language and communication. The journal's publication of original scholarship by students and established scholars has gained reputation and visibility in the academic community: the journal's administrative committee constantly reassesses and revises the submission policy and reviewing processes to ensure that the published articles reflect the up-to-date issues of all practice-oriented linguistic standpoints and communication as a theory, practice, technology, and discipline of power especially in applied contexts.

This issue presents a diverse selection of stimulating articles from scholars and students. Particularly, we owe a debt of gratitude to Michael L. Kent, Adam J. Saffer and Erich J. Sommerfeldt, our invited authors, whose manuscript, *From Communication to Dialogue: Building Better Community Relationships*, offers a thought-provoking exploration of an intricate relationship between public relations and community building. The paper highlights the important role of dialogue in facilitating "the communitarian goals of community building" and negotiating "the rights and interest of individuals".

The second paper, *Corporate Social Responsibility (CSR): An Anecdotal Observation*, co-authored by Ketkanda Jaturongkachoke and Supamit Chanseawrassamee, investigates how CSR might be instilled in young adult learners of English. Observing students' oral presentations and activities about CSR, this research confirms its hypothetical expectation that pedagogy can raise students' awareness about the issue. However, the research also discovers that students may still choose not to include CSR as part of their presentations despite the fact that the overwhelming majority of students recognise the importance of CSR in business operations.

Sasithorn Limgomolvilas' paper, *Idea Sharing: Facilitating Presentation Skills through Integrated Face-to-Face Distance Learning, as well as Forum Instruction*, discusses her teaching involvement in the Lower Me Kong Initiative, Phase Two, aimed to help develop the English language presentation skills of government officials from countries in the Mae Khong region. The paper also highlights the advantages of using a co-teaching method in developing learners' competence in English speaking.

The fourth article, *Plagiarism Policies: Cross-Cultural Similarities and Differences*, co-written by Sasima Charubusp and John N. Sivell, raises an interesting question about the purpose of Thai and Canadian university policies on plagiarism published on their websites. Adopting Price (2002)'s four criteria for analysing university plagiarism policies: pedagogical viewpoint, rhetorical perspective, ethical standards and management outlook, the paper finds that plagiarism policies of Thai and Canadian universities contain similar features emphasising only institutional concerns over plagiaristic practices and disciplinary actions, but failing to provide insightful guidelines on how to avoid plagiarism and how to write a high-quality academic paper.

In the fifth paper, *Technicality of Noun-Noun Combinations in Sports Science Research Articles*, Ratchanee Singkhachan and Jeremy Ward examine 41 Exercise Physiology journal articles in an attempt to identify the significance of noun-noun

combinations (NNCs) in academic discourse. The paper identifies 2,010 NNCs and finds that more than 75 per cent of NNCs are technical and important for sports science students.

In the sixth article, Natthicha Siangwan and Jirapa Abhakorn investigate the effect of contextualized and de-contextualized vocabulary teaching on learner's memorization and recognition of word meaning. Drawing on data collected from 39 sixth grade students in a gifted program in Petchaburi, they find that the de-contextualized technique is more effective than the contextualized technique in helping students memorize vocabulary, but the contextualized technique outperforms the de-contextualized technique in developing student's recognition of vocabulary.

Smith Boonchutima's article, *Do gay, bi and straight people use Facebook differently?*, examines the communication patterns in *Facebook* use among heterosexual, homosexual and bisexual male students at Chulalongkorn University, Bangkok. Employing self-administered questionnaires, the investigation reveals that the male students are less active on Facebook compared to their female counterparts. Collecting data from 400 participants, this research intriguingly finds that 25 per cent of the research informants have the same-sex preference or sexual experiences with men. Drawing on informants' sexual preferences, the research discovers that homosexual and bisexual students are more active on Facebook than their heterosexual counterparts.

Jaray Singhakowinta's paper, *New Lad: Re-Packaged Masculinity in Men's Lifestyle Magazines*, studies the representation of *new lad* identity found in UK men's lifestyle magazines. Using Nvivo, the qualitative data analytical software, to analyse focus group interview scripts of magazine readers, this paper contends that *new lad's* successful displacement of the softer *new man* identity highlights the magazine readers' critical opinions against feminism emphasising gender essentialism.

Manatchai Amponpeerapan's article, *Perception of University Students and Lecturers toward the Use of British and American Literature for EFL Development*, examines EFL students and lecturers' beliefs toward literary reading, and studies the benefits of using such literary materials for EFL development. Drawing on data collected from questionnaire surveys and interviews, this research reveals that both EFL lecturers and students regard reading literary texts as "an important tool in improving English language, foreign cultural knowledge and 'department-exclusive' skills" and also a source of "entertainment".

This issue presents a review of a book offering guidelines and practical advice for researchers embarking upon their research projects. Saksit Saengboon contributes a resourceful review of the book "*Qualitative Research: A Guide to Design and Implementation (Fourth Edition)*". This book is authored by Sharan B. Merriam and Elizabeth J. Tisdell (2016).

Last but not least, I would like to extend my sincere gratitude to all our contributors for enriching *NIDA Journal of Language and Communication*.

Jaray Singhakowinta, PhD
Editor in Chief

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