

PASAA

Volume 64 July - December 2022

A Journal of Language Teaching and Learning

PASAA

Vol. 64 July – December 2022

E-ISSN: 2287-0024

Editor-in-Chief

Punchalee Wasanasomsithi

Editors

Boonyakorn Siengsanoh

Mintra Puripunyanich

Raveewan Viengsang

Chanisara Tangkijmongkol

Nattharath Leenakitti

Sumanee Pinweha

Editorial Board

Andrew Ross

University of Sydney, Australia

Apiwan Nuangpolmak

*Chulalongkorn University,
Thailand*

Benedict B. Dwijatmoko

*Satana Dharma University,
Indonesia*

Christine Goh

*Nanyang Technological University,
Singapore*

Christopher Jenks

Aalborg University, Denmark

Jirada Suntornsawet

Teesside University, UK

Keito Nakamura

Eiken Foundation, Japan

Kenneth Murray

Ho Ngai College, Hong Kong

Kristof Savski

*Prince of Songkhla University,
Thailand*

Nick Saville

University of Cambridge. UK

Paul Kei Matsuda

Arizona State University, USA

Phalangchok Wanphet

*Nord University, Levanger,
Norway*

Pornapit Darasawang

*King Mongkut's University of
Technology Thonburi, Thailand*

Richard Donato

University of Pittsburgh, USA

Robert A. Troyer

Western Oregon University, USA

Sahid Abrar-ul-Hassan

Yorkville University, Canada

Sarut Supasiraprapa

*National Institute of Development
Administration, Thailand*

Walaipun Puengpipattrakul

*Chulalongkorn University,
Thailand*

Willy Ardian Renandya

*Nanyang Technological University,
Singapore*

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 by authors for any contribution. Please note that 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

Welcome to our second issue of 2022 which features contributions from a wide variety of English language teaching contexts and showcases research and academic papers that enhance our understanding of how the English language is learned, assessed, and used by non-native learners in Thailand and overseas. This volume of PASAA also offers insights into how the theoretical knowledge and practical experiences of ELT professionals in different settings can be published and shared, thus reflecting how, through research in their respective areas, these ELT professionals can help advance the field of English language teaching and learning.

As always, we trust that you, our readers, will find the articles published in PASAA not only an inspiration but also a support you need to make a difference in your language classes, either with fresh perspectives toward teaching or with new motivation to begin your research endeavor, as we emerge from the global pandemic and its disruption into a 'new normal.'

Happy Reading!

Punchalee Wasanasomsithi

Editor-in-Chief