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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 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**

It is our privilege to publish Volume 60 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.

This volume features articles which address a blend of topics, including the relationship between self-regulation and use of language learning strategies, a corpus-based study of frequent opaque idioms in English news, investigating Thai English major students' grit, effects of global Englishes-informed pedagogy, Google Translate and its translation quality, the development of an online reader self-perception scale for EFL university students, teachers' reflections on grammar in writing, implications for English language classrooms in Asia, review strategies in a first-year university undergraduate Thai EFL writing context, and the differences between English present perfect in authentic use and textbooks. Those who are interested in English spelling and pronunciation should not miss the comprehensive book review of *Understanding and Teaching English Spelling: A Strategic Guide*, of which the author was Adam Brown, who is one of the great scholars in ELT.

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