

PASAA

Volume 71
July – December 2025

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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

For more than 50 years, *PASAA Journal* has provided a respected platform for research in language teaching and learning, language assessment, and applied linguistics. While the journal's focus has evolved in response to developments in the field, its commitment to publishing rigorous, relevant, and practice-oriented scholarship has remained constant.

We sincerely thank the former editorial team for their long-term dedication and excellent work in building PASAA's strong academic reputation. This issue reflects their legacy and represents a smooth and well-prepared continuation of the journal's mission. Our heartfelt appreciation goes to the former editor-in-chief (Associate Professor Dr. Punchalee Wasanasomsithi) and the editors (Dr. Raveewan Viengsang, Dr. Chanisara Tangkijmongkol, Dr. Nutchayaporn Jaritngarm, Dr. Patsawut Sukserm, and Dr. Sirawit Apairach) for their excellent work and commitment to the journal.

We hope the articles in this issue offer valuable theoretical insights and practical perspectives that enrich readers' understanding and advance language education. Thank you for your continued support, and we wish you an enjoyable reading and researching experience.

Jirada Wudthayagorn
Editor-in-Chief