

PASAA

Vol. 67 July – December 2023

Editor-in-Chief

Punchalee Wasanasomsithi

Editors

Raveewan Viengsang

Chanisara Tangkijmongkol

Nutchayaporn Jaritngarm

Patsawut Sukserm

Apapan Sailabada

Editorial Board

Andrew Ross

University of Sydney, Australia

Quynh Nguyen

Vietnam National University, Vietnam

Christopher Jenks

Utrecht University, The Netherlands

Richard Donato

University of Pittsburgh, USA

Jirada Suntornsawet

University of Nottingham, UK

Robert A. Troyer

Western Oregon University, USA

Keita Nakamura

Eiken Foundation of Japan, Japan

Sarut Supasiraprapa

*National Institute of Development
Administration, Thailand*

Kenneth Murray

Ho Ngai College, Hong Kong

Senyung Lee

*Chonnam National University,
South Korea*

Kristof Savski

*Prince of Songkhla University,
Thailand*

Sun-Young Shin

Indiana University, USA

Matthew P. Wallace

University of Macau

Walaipun Puengpipattrakul

Chulalongkorn University, Thailand

Paul Kei Matsuda

Arizona State University, USA

Willy Ardian Renandya

*Nanyang Technological University,
Singapore*

Pornapit Darasawang

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

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

In this issue of PASAA, the Editorial Team has meticulously selected a myriad of research articles covering a wide range of topics, including such varied topics as developing language learners' oral interactive competence, hedging and paraphrasing in academic writing, use of flipped classroom instruction to instill a growth mindset to promote learners' learning behavior, analyzing morphological awareness and background knowledge to promote writing ability, and exploring metacognitive reading strategy and volition in language learning, among others. We also showcase academic commentary papers that investigate how AI technology can be ethically utilized by both teachers and students as well as why games and gamification can still be useful in language instruction even though they have been around for quite some time. There are in addition two book reviews on CLIL (Content and Language Integrated Learning) and learning-oriented language assessment which are two significant issues that are of prominent importance in English language teaching and learning in the present day. And finally, we include an idea sharing discussion on the lived experience of being a journal editor which can also be a pathway to both professional and personal development.

As always, we trust that our readers will find the selection of articles in this issue inspiring, insightful, and relevant to their work. We strive to encourage submissions which not only inform our readers of major issues and current trends but also further our understanding of how the English language can be taught and assessed in Thailand and elsewhere in the world, including how knowledge and understanding of English linguistics can improve our pedagogical practices, as we are moving into an increasingly technologically supported era of English language teaching and learning.

Punchalee Wasanasomsithi

Editor-in-Chief