

# PASAA

Volume 70

January – June 2025

**Editor-in-Chief**

Punchalee Wasanasomsithi

**Editors**

Raveewan Viengsang

Chanisara Tangkijmongkol

Nutchayaporn Jaritngarm

Patsawut Sukserm

Sirawit Apairach

**Editorial Board**

Andrew Ross

*University of Sydney, Australia*

Paul Kei Matsuda

*Arizona State University, USA*

Christopher Jenks

*Utrecht University, The Netherlands*

Pornapit Darasawang

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

Faridah Pawan

*Indiana University, USA*

Quynh Nguyen

*Vietnam National University, Vietnam*

Hao Xu

*Beijing Foreign Studies University, China*

Richard Donato

*University of Pittsburgh, USA*

Jirada Suntornsawet

*University of Birmingham, UK*

Robert A. Troyer

*Western Oregon University, USA*

Jonathan Newton

*University of Victoria, New Zealand*

Sarut Supasiraprapa

*National Institute of Development  
Administration, Thailand*

Keita Nakamura

*Eiken Foundation of Japan, Japan*

Senyung Lee

*Chonnam National University,  
South Korea*

Kenneth Murray

*Ho Ngai College, Hong Kong*

Sun-Young Shin

*Indiana University, USA*

Khanh-Duc Kuttig

*Universität Siegen, Germany*

Walaipun Puengpipattrakul

*Chulalongkorn University, Thailand*

Kristof Savski

*Prince of Songkhla University, Thailand*

Willy Ardian Renandya

*Nanyang Technological University, Singapore*

Matthew P. Wallace

*University of Macau, China*

Yi-Chin Hsieh

*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**

On April 4 of 2025, PASAA Journal, with generous support from the Office of Research Affairs of Chulalongkorn University, organized a talk entitled “Authoring Manuscripts: Do’s, Don’ts, and More.” This event drew inspiration from the journal’s original title “PASAA Sangsan” or “language forum,” which was bestowed upon it in 1974 by M.L. Boonlua Debyasuvann, a doyenne of Thai literary criticism. We trust this talk has offered insights into our readership on what the editors-in-chief of PASAA Journal, LEARN Journal, and rEFlections Journal, all leading Scopus-indexed ELT journals based in Thailand, are seeking when selecting submissions for peer review. We are also confident that this will encourage the submissions of even more stimulating and impactful articles to our “language forum.”

In this edition of PASAA, we present a diverse array of topics pertinent to language learning, teaching, assessment, and use. Our feature article delves into family language policy and planning (FLPP) in China, while additional contributions investigate a myriad of topics including differentiated pronunciation instruction through visual learning environments for primary school teachers, learners’ experiences with intelligent writing evaluation systems, the integration of skills in English for Specific Purposes (ESP) textbooks, the washback effect of English exit exams on learners’ strategies of undergraduate students in an EMI setting, self-regulated learning framed by activity theory, and the transformation of press releases into news stories, among others.

As always, we remain dedicated to curating a selection of manuscripts that inspire and empower our readers to enhance their practice within their respective fields. Happy reading!

Punchalee Wasanasomsithi

Editor-in-Chief