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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 61 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 volume has brought together a wide range of local and international contributors. It features articles addressing a variety of topics, including the linguistic features and comprehensibility of Thai English, an analysis of the Malaysian University English Test, a critical evaluation of an ELT textbook, and learners' attitudes towards accents used in English classrooms. The reader is also invited to read a sociocultural perspective on the interplay between culture and the teaching and learning of English along with a study on the application of TED Talks on building students' extensive listening. This is followed by studies on student representation in online classes, insights into demotivation faced by teachers and learners, an empirical look into teaching satisfaction and teacher burnout in Iran, and the effect of using cooperative learning interaction on vocabulary acquisition.

On a final note, I would like to express my most profound gratitude to all contributors, reviewers, and editorial team members for their support in bringing this volume of PASAA to fruition.

***Patharaorn Patharakorn***

Editor