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The PASAA Journal (PASAA) is a scholarly, 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. The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

PASAA welcomes submissions 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.

No payment will be made for any contribution, but authors will receive two copies of the journal in which their article appears.

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Editor's Note

Each issue of *PASAA* brings together local and international contributors and readers, creating a thriving and convivial forum for practitioners and researchers in the field of English language teaching (ELT). This issue of *PASAA* is taking another leap forward by launching its open-access online version as a companion to the print edition. This fruitful initiative aims at harnessing the power of this global medium to promote ELT scholarship to a wider audience, regardless of geographical location. Past issues will also be archived to serve as a resource for our readers to search, browse, download and print out with ease.

In this issue, we are very privileged to have an interview with Professor Richard Kiely from University College Plymouth, St Mark and St John in the UK. Despite his ever-busy schedule, he graciously shared with us his extensive experience in language programme evaluation. We believe that our readers will find the interview intellectually stimulating and pedagogically applicable to their teaching and research milieu. This issue also features nine articles addressing a diverse blend of topics relevant to current ELT inquiry, ranging from reading strategies, peer feedback in academic writing, and blended learning to critical pedagogy in foreign language education. Two book reviews are also published in this issue, providing a critical appraisal of the strengths and weaknesses of recently-published books on language testing and assessment. We hope that our readers will find the rich assortment of theoretical and pedagogical insights presented in this issue useful for their academic and research pursuits.

As *PASAA* continues to prosper with an increasing number of submissions and subscriptions, we would also like to express our most profound gratitude to our contributors, reviewers, and readers

for their unflagging support that brings this issue of *PASAA* to fruition.

Pramarn Subphadoongchone
Editor