From the editors

Greetings,

It's been a busy time here at TESL-EJ.

First, we would like to announce that we have a new Submissions Editor, Greta Vollmer, of Sonoma State University, California, USA. She replaces Greta Gorsuch. We would like to thank both Gretas for their service to the journal.

Next, we have decided to "retire" the Forum column, while we come up with a way to integrate our new commenting feature in a new, dynamic feature that addresses ongoing issues in the field. We would like to thank Jesús García Laborda for his dedication to the Forum column over the past issues.

Our last issue on grammar continues to garner attention and praise. Marianne Celce-Murcia's article, "Towards More Context and Discourse in Grammar Instruction," has won the prestigious Fred Malkemes Award. Congratulations to Marianne, and all the contributors to the issue.

The upcoming issue in March 2008, in addition to regular articles, will also contain the proceedings from the Webheads in Action Online Convergence.

Finally, we would like to announce the next special issue, which is open to contributors.

TESL-EJ Special Issue
English Teaching in India

Date of publication: December 2008
Proposals due: April 17, 2008
Editors: Premakumari Dheram, EFL University, Hyderabad, India
Maggie Sokolik, University of California, Berkeley, USA

There is a rich and complex history of teaching English in India. In Learning and Teaching English in India, by Ravi Sheorey (Sage Publications, 2006), points out that in spite of India's being the third-largest English-using country after the U.S. and Great Britain, "the mechanisms for the retention and continued use of English in India are still, by and large, based on pre-independence administrative and educational traditions" (p. 15). However, as he goes on to say:

*For the new generation of computer-literate middle- and upper-class young Indians,
English is no longer associated with colonial overtones; they see it as a necessary vehicle
for upward and onward mobility, not just within India but also overseas. (Sheorey, 2006,
p. 24)*

Given the confluence of these conditions \widespread use of and need for English set
against a colonial history of English teaching \the current situation of English teaching in
India provides a wealth of opportunity for learning and understanding in the field of ELT.

We therefore request original research in English language education from researchers in
India. Research topics may include language acquisition in formal and informal settings,
effects of innovative teaching methodologies on language learning, language testing,
technology in language learning, communicative approach, local language influence, impact
of colonial history on English education in India, instructional change, processes and politics
of developing locally appropriate textbooks and educational materials, language teacher
problem solving, program evaluation, or other topics related to the special issue theme. We
welcome proposals from both native and non-native speakers of English. We also invite
research on how new scholars are introduced to research and apprenticed into the Indian
research community in language education.

Proposals in the form of a 200-500 word abstract are due no later than
April 17, 2008. Successful proposals will describe original research,
either quantitative or qualitative, with a rationale for the research
and with specific research questions posed and a clearly described design
for data collection and analysis. Authors must address how they plan to
describe influences of their contexts and circumstances on their proposed
research.

Proposals should be sent no later than **April 17, 2008** to both:

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We wish you a happy and healthy 2008.

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