

From the editors

Greetings,

We are happy to announce the inaugural issue of TESL-EJ, Volume 14. We appreciate our growing readership. We have a few announcements to make:

- We are pleased to announce the publication of the Second Edition of *Polyglot: How I Learn Languages*, by Kató Lomb (Translated by Ádám Szegi and Kornelia DeKorne). We are actively seeking potential titles for future publication. Do you have a book idea? Get in touch.
- In case you missed it in March, please see information about our next special issue below.
- You will notice that there is no “On the Internet” column this issue; don’t worry, it will return in September.
- Finally, be sure to follow us on Twitter (@teslej) and Facebook <http://www.facebook.com/?ref=home#!/group.php?gid=60252361538&ref=ts> for the latest updates, and to connect with our growing community of readers.

As always, we thank the many contributors, editors, reviewers, and readers who continue to make us successful.

Best wishes,
Maggie Sokolik, Editor
Thomas Robb, Co-Editor
Greta Vollmer, Submissions Editor

Call for Manuscripts

TESL-EJ Special Issue: Incorporating Instructional Pragmatics into ESL/EFL Teacher Education

Date of Publication: September 2011

Deadline for Submissions: Feb. 15, 2011

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The September 2011 issue of *TESL-EJ* will focus on scholarly research perspectives and classroom-based practices related to Pragmatics and Teacher Education.

Pragmatic competence is one of the vital components of communicative competence that needs to be considered in L2 teacher education programs. Unfortunately, available teacher education sources on ESL methodology and assessment lack a focus on teaching the pragmatic aspects of language. Pragmatics has been identified as an important component of language teacher's knowledge base and appears to have been incorporated into some teacher education programs in both ESL and EFL contexts. However, a recent nationwide survey (Vasquez & Sharpless, 2009) has found that the treatment of pragmatics in teacher training courses tends to center on theory rather than practical applications. Specific preparation focused on practical instructional pragmatics is needed for language teachers to be able to effectively teach L2 pragmatics. To address such needs, this issue welcomes submissions of high-quality articles on topics relevant to the incorporation of instructional pragmatics into L2 teacher education in ESL and EFL contexts. The following are some suggested topics:

- Incorporating instructional pragmatics into L2 teacher education in ESL contexts
- Incorporating instructional pragmatics into L2 teacher education in EFL contexts
- In-service and pre-service teachers perceptions of pragmatics and teacher education
- Native and nonnative English speaking teachers (NNESTs) perceptions of pragmatics and teacher education
- Developments and challenges facing the integration of pragmatics into L2 teacher education programs
- Teacher education models used in the integration of instructional pragmatics into L2 teacher education courses
- Approaches and strategies used to incorporate instructional pragmatics into L2 teacher education

Send original and unpublished manuscripts on the related topics along with the author's name, affiliation, email address, and a 50-word biographical statement to zeslami@tamu.edu.

All submissions must conform to regular TESL-EJ submission guidelines, which you will find linked on the TESL-EJ site.

The deadline for submitting a manuscript is Feb.15, 2011.