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From the editors

Greetings,

We're happy to present the current issue of TESL-EJ. As always, we would like to thank all who contribute, from reviewers to contributors, editors to readers. Everyone is contributing to our great success.

We have a few things to report:

- We welcome Paul Fitchett of the University of North Carolina as Co-Editor of our Reviews section. Our journal functions more smoothly with every person we add to the masthead. Consider joining us!
- TESL-EJ is actively seeking a co-submissions editor. Greta Vollmer, our submissions editor, is not only overwhelmed with manuscripts, but also leaving for a Fulbright appointment in Argentina. If you are good at organization, and would like to join us on the masthead, please send your CV and letter of intent to the attention of Maggie Sokolik, Editor, editor@tesl-ej.org.
- We are now indexed by ERIC [<http://www.eric.ed.gov>]. They will be hosting full versions of our manuscripts. We are happy there will be another way to find and read our articles, columns, and reviews.
- A reminder of our upcoming special issue is below.

Again, thanks to all.

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.

Best wishes,

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Greta Vollmer, Submissions Editor
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