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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. We have an especially full issue this month—enjoy!

Here is what we have on our holiday wish list this year:

- A co-submissions editor
- More manuscript reviewers
- A Nobel Prize

Okay, maybe not the last one, but if you have editorial skills, that is, 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.

Potential manuscript reviewers should contact our Submissions Editor, Greta Vollmer, gretavo@gmail.com.

We will be temporarily suspending our submissions process, from now until January 3, to install and configure new submissions software. We are hoping that the new process will significantly improve communication between us and our valued writers. If you have a proposal that you are ready to send, hold onto it just a little while longer.

Best wishes for a very healthy and happy 2011. We appreciate your support through the years.

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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

Guest Editor: Zohreh R. Eslami, Associate Professor, Texas A&M University

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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.