

## **From the editors**

Dear Readers,

We are excited to offer you this 92nd issue of TESL-EJ which features multiple papers on “Study Abroad”, edited by Laura Baecher and Kristen Lindhal. The term “study abroad” probably conjures up an image of students leaving their homeland to learn English in an English-speaking country, but as you will see, the term also encompasses teacher learners who go abroad for language study as well as for other purposes. See their editorial for further information.

As usual with our “Special Issues” we also feature a section with a variety of recent submissions, all double-blinded and shepherded by our cohort of co-editors. I am happy to announce yet another addition to our band of shepherds, Reza Takhizadeh of the University of Salford, U.K. This brings the number of co-editors to seven, and we still find keeping up with all of the submissions, review reports and re-submissions quite challenging.

In keeping with our usual policy, this “Special Issue” also features a number of paper submissions that have gone through our double-blind editorial process and have finally been accepted for publication. The topics include the “demotivation” of students, student beliefs related to learner autonomy, “willingness to communicate” among Korean learners, pronunciation teachers’ reflections on learning how to teach, and student meta-talk or “sidetracking” in a Japanese communicative ELT classroom.

We are still searching for an editor and topic for our next Special Issue. If you feel that you have a viable topic, please feel free to run it by me.

One last note: TESL-EJ is now following the style recommended in the new APA 7th Edition, with certain exceptions. See the TESL-EJ Style Sheet for the details. Thanks go to Bernard Susser for bringing us up to date.

Thomas N. Robb, Ph.D.  
For the editorial team