From the editors

Dear Readers,

In the midst of the current pandemic crisis, we offer another article which may help many of our readers who are faced with teaching from their home computer. "Fostering Teaching Presence through the Synchronous Online Flipped Learning Approach" by Helaine W. Marshall and Ilka Kostka suggests ways for teachers to leverage the flipped learning approach in online courses to foster teaching presence.

The submission rate for TESL-EJ continues to climb, perhaps due to the new emphasis on online learning. Sadly, however, we are still forced to reject almost 80% of the submissions out of hand, often due to a narrow focus on local pedagogy without reference to how readers in other localities might benefit from their findings. We request all future authors to read and follow our submission guidelines carefully.

We are pleased to announce that our Call for Papers for a special issue on *Teaching, Learning, Assessing, and Researching L2 Pragmatics* in honor of Prof. Zohreh R. Eslami has resulted in over 30 submissions. The special issue editors, Ali Derakhshan and Andrew Cohen are now vetting the proposals for the May 2021 issue.

The TESL-Ej team would like to thank the reviewers of the articles that have merited inclusion in this issue: Aram Hussein, Aurelio Vilbar, Babak Khoshnevisan, Ben McMurry, Budi Waluyo, Gina Paschalidou, Jolanta Hudson, Loc Nguyen, M. Obaidul Hamid, Michael Rabbidge, Okim Kang, Peter Ilic, Rebecca Linares, Reda Elmabruk, Sabri Ahmed, Saeid Hosseinimehr, Shinji Okumura, Ufuk Atas and Zesa Mino. There are many others who reviewed articles that did not meet our standards, which we would also like to collectively thank.

Finally, we would like to welcome back Dr. Lilly Yazdanpanah of Monash University, Melbourne, Australia as a co-editor. Dr. Yazdanpanah served as "Submissions editor" for TESL-EJ for a number of years before turning her attention to other projects.

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