



# About **TESOL** *in Context*

Journal of ACTA, Australian Council of TESOL Associations

## **Acknowledgement of Country**

In the spirit of reconciliation the Australian Council of TESOL Associations (ACTA) acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. We acknowledge that the arrival of the English language to this continent impacted the traditional languages and cultures of Aboriginal and Torres Strait Islander people, and celebrate the work to reclaim or maintain these languages. ACTA members teach English in addition to supporting the maintenance and development of First Languages, and encourage the acquisition and use of other languages – including First Nations Languages.

## **ACTA statement**

*TESOL in Context* is a refereed journal with a wide target audience, both national and international. Readership includes TESOL / EAL professionals working in all sectors of education; universities, primary and secondary schooling, early childhood settings, adult migrant programs, vocational training, ELICOS and TESOL teacher education, both in Australia and internationally. Articles published in *TESOL in Context* typically examine the nexus between theory and practice.

## **The aims of *TESOL in Context* are to:**

- provide professionals in the field with insights into TESOL issues in Australia and internationally
- contribute to the development of classroom expertise through dissemination of current research and thinking around TESOL.

For **guidelines** on length and presentation of items submitted to *TESOL in Context*, please consult the Notes for Contributors.

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## **Please note**

Views expressed in contributions to *TESOL in Context* do not necessarily reflect those of ACTA.

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