About TESOL in Context
Journal of ACTA, Australian Council of TESOL Associations

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.

Copyright for all articles published in TESOL in Context is vested in the journal. Permission to publish articles elsewhere should be sought from the Editors.

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

For this issue
Editor: Shem Macdonald  La Trobe University, Victoria

For next issue (29/1)
Co-Editor: Vincent Backhaus  Indigenous Education and Research Centre, James Cook University, Queensland
Co-Editor: Henry Fraser  ARC Centre of Excellence for the Dynamics of Language, Australian Capital Territory
Co-Editor: Shem Macdonald  La Trobe University, Victoria

Journal Coordinator for this Issue
Carly Minett  tic@tesol.org.au

Editorial board
Russell Cross  The University of Melbourne
Ester de Jong  University of Florida
Beverly Derewianka  The University of Wollongong
Toni Dobinson  Curtin University
Joseph Lo Bianco  The University of Melbourne
John Macalister  Victoria University of Wellington
Paul Nation  Victoria University of Wellington