TESOL Quarterly
Report by Sujin Han

<Introduction>

As the name suggests, TESOL Quarterly (TQ) has been published every spring, summer, fall, and winter since its first issue in 1967. According to TQ website, it “encourages submission of previously unpublished articles to individuals concerned with English language teaching and learning and standard English as a second dialect”[1]. For instance, if you look at the Spring 2003 issue, it deals with language learning, bilingualism, ESL and EFL settings, teacher education, speaking and writing in the University, and quantitative and qualitative researches. This journal accepts wide range of topics, but according to its submission guidelines on the back of each issue, it focus especially in “psychology and sociology of language learning/teaching, curriculum design and development, testing/evaluation, professional preparation, language planning, and professional standards”.

As you can see in its guidelines, this journal encourages articles that are practical and meaningful to current teaching. Authors are mostly professors or teachers who are teaching at educational institutions. TQ also welcomes articles that are comprehensible to general readers and not only specialists in that field.

<Major Transitions in main articles>

1) Authorship characteristics in the early days

The main articles changed from its beginning, and if you look at the articles in first 20 years of TQ, the noticeable transitions of characteristics of its authors can be summarized as below.

According to a research done by Swales (1988), the percentage of articles with a female sole first author was 26% in 1968 and was increased into 70% in 1986. In addition, the authors were mostly from North America such as from the US or Canada, and the percentage was nearly 95% in 1968 issue. It is possible to conclude that most authors of TQ were living in North American locations, and Canada was the only country outside the US. The tables and figures in this article show strong continuant trend toward female sole or first authorship, which has been increased rapidly in the first twenty years.

On the contrary, when you look at the most recent September 2010 issue, you may find out a big transition of its forty three years of history. Out of eight main articles, two first authors are from England, one from Sweden, and one from Australia. Roughly, half of the first authors are living in countries outside the US and Canada.

1 http://www.tesol.org/s_tesol/secess.asp?CID=632&DID=2461
2) Pedagogical shifts (table retrieved from Brown’s work in 1991)

<table>
<thead>
<tr>
<th>A focus only on product</th>
<th>A focus on process</th>
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<tbody>
<tr>
<td>Authoritarian structures</td>
<td>Egalitarian structures</td>
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<td>Preplanned, rigid curricula</td>
<td>Flexible, open-ended curricular</td>
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<td>Measuring only performance</td>
<td>Gauging competence and potential</td>
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<tr>
<td>Praising only correct answers</td>
<td>Encouraging calculated guessing</td>
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<tr>
<td>Championing analysis</td>
<td>Valuing synthesis and intuition</td>
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The focus of teaching and learning moved toward encouraging students’ involvement in class, which also promoted more flexible and student-centered research in TESOL Quarterly journal.

3) Conceptual and methodological orientation
   a. Subject matter: diverse domains such as gender and race, international dimension, human issues, and whole language education appeared in research topics.
   b. Focus on method: instead of focusing on the language, topics shifted from the language to the learner, and their self-reflexive learning.
   c. New genres of communication in globalization context: World English (English as International language such as the nativized English in Singapore), internationalism, or multilingualism appeared as research topics. English is not only taught in ESL settings, but also in EFL settings for students who want to use the language as a tool of international communication.

4) The editorial board
   : The numbers and traits of the editorial board have changed. The first issue started with six members: three were working at American Universities, the rest at public schools or an elementary school. If you look at the most recent issue, there are thirty seven editorial board members from all around the world, in addition to American Universities, there are members from Brunei, Turkey, Hong Kong, China, Korea, and Japan.

<Submission Categories>

1) Full-Length Articles

The main articles deal with various topics related with teaching English all around the world. The work can be both quantitative and qualitative. According to TQ guidelines, writers should submit three copies of the article of no more than 8,500 words, and an abstract of around 200 words. There is a blind review process; the authors should name their work only on the cover sheet and not on any other page.

2) Forum

Forum encourages submission such as “commentaries from readers, responses to articles and reviews published in TQ, brief discussion of qualitative and quantitative research issues, and brief discussions of teaching issues”. Commentaries should generally be no longer than 3,400
It also includes discussion of issues related with teaching or research. According to its guidelines, “the editors pose a question concerning a salient issue in research or teaching and invite someone in the field to write an answer”.

3) Brief Reports and Summaries

TQ also encourages submission of short reports that is supported by empirical evidence around 3400 words. According to its guidelines, the brief reports “should present key concepts and results in a manner that will make the research accessible to our diverse readership”.

4) Book Reviews and Review Articles

Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice.

<Special Topic Issue>

TESOL Quarterly typically publishes a guest edited special topic issue every September (number 3). Topics are proposed by guest editors and chosen by the TESOL Quarterly Editorial Advisory Board.

e.g.) Outline of a TESOL Quarterly with a special topic

The special topic in the September 2010 issue, the topic was ‘Migration and Adult Language Learning’ and the titles of the main articles were:

‘Subscribed Content Onwards and Upwards: Space, Placement, and Liminality in Adult ESOL Classes’

‘A Gay Immigrant Student's Perspective: Unspeakable Acts in the Language Class’

‘Agency in the Making: Adult Immigrants' Accounts of Language Learning and Work’

‘Narrating America: Socializing Adult ESL Learners Into Idealized Views of the United States During Citizenship Preparation Classes’

‘From Refugee to Transformer: A Bourdieusian Take on a Hmong Learner's Trajectory’

‘Subscribed Content "I Learn More at School": A Critical Perspective on Workplace-Related Second Language Learning In and Out of School’

As you can see from the titles, the recent issue handles various topics; adult learners as well as students in K-12 settings, students in minority groups such as a gay student, and learner issues in and outside of school. Many are outside the US and Canada, such as Asian and European countries. If you look at the Forum, the writing is about ‘Amendment to the Naturalization Examination and its Social Impact on International Marriage Immigrants in Korea’, which shows TQ deals with adult learners such as immigrants or refugees, considers social impact of exams related with
language learning, and that is related not only with English but also other languages such as Korean.

References

TESOL Quarterly Website: www.tesol.org

TESOL Submission Guidelines on the back of each issue of TESOL Quarterly.
