Editorial

This volume of the *University of Sydney Papers in TESOL* contains papers that deal with issues of current interest and relevance to language teaching and learning and that reflect our Journal’s commitment to providing a platform to focus on topical TESOL-related issues through both research-related and non-research related scholarly work.

Rod Ellis provides a discussion paper on Task-based Language Teaching (TBLT) in which he responds to criticisms that have been made of this approach. This paper deepens our understanding of what TBLT involves and the issues associated with applying the approach in the language classroom.

In a qualitative study, Naoko Inoue and Elke Stracke examine the attitudes of non-native English speaking teachers (NNESTs) towards obtaining a TESOL qualification from a western English-speaking country. The paper grapples with pertinent issues surrounding the dominance of western native-speaker English and the inequalities between native and non-native speaking English teachers, and considers whether non-native teachers are instrumental in maintaining or challenging English linguistic imperialism.

Through a case study approach, Thushara Gamage and Philip Chappell examine the potential for an Australian and a Sri Lankan primary school to engage in telecollaboration, in which on-line tools such as email, web-based message boards and video conferencing are used for collaborative project work. The paper underscores the growing role of technology in language learning, and, in particular, the possibilities for intercultural learning through on-line communication between learners in different cultures and contexts.

Our thanks go to the contributors for preparing their papers, and to our Editorial Board for reviewing the manuscripts.

Editors

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