

Engaging pedagogies and teaching practices: Moving ESOL Forward

This issue opens with my heartfelt thanks to the Editorial Team and the authors who have worked so hard to bring the manuscripts to publication. Although it is customary to save such expression of thanks for the end paragraph, I felt strongly that it should be fronted - however much that is atypical. It is because I wish to acknowledge the editorial staff and the authors working under unprecedented circumstances of a two-year long pandemic during which time we continued to put out calls, collaborate across geographical regions, invite amazing scholars to contribute, mentor promising pieces and stay together, as a team throughout with almost 40 unique contributions in four issues (the second issue in this volume to be published shortly). We are proud of our work, of our journal's standing within the scholarly and teaching community and our ability to draw such large number of submissions and large readership crowds.

Volume 9 is about teaching, plain and simple. It presents pedagogical advancements across the educational ELL spectrum and it also offers some alternative takes on theory, pedagogy and publishing. We hope that our readers will find inspiration for their own practices, but also some food for thought: what makes a teaching method useful or workable, what makes a text representative and fair, and what new avenues has remote learning and teaching opened up to all.

In the Invited Article, Lee et al. describe a series of four professional development workshops designed to engage middle school science teachers and English as a New Language teachers in "doing" science and using language. After participating in the workshops, teachers expressed having a better understanding of how science learning and language learning are mutually supportive of each other with all students, especially multilingual learners.

The Feature Article analyzes the diagnostic practices for identifying and placing ELLs in New York state from the perspective of the school-based professionals. Through qualitative content analysis, Hernandez & Fulcher-Rood illuminate how those serving ELLs assessment use the established assessment process to identify and classify ELLs. Their rich data underscore the importance of federal and state regulations in determining which protocol to use, while highlighting the drawbacks of not using more holistic assessments. The authors also note the importance of content teachers, in partnership with ESOL professionals, in meeting the needs of ELLs.

In the Brief Report aptly titled "No One knows who I am": What school leaders can learn from ESL teachers' voices", Wong and Turkan describe the results of a qualitative case study of five K-12 ESL teachers. The study highlights the teachers' concerns and the actions school leaders can take to address them. In particular, the participants describe how administrators are unaware of issues around the heavy demands of ESL teachers' work, problematic assessment policies, a lack of communication and collaboration between ESL and classroom teachers, and little understanding of ESL teachers' roles and responsibilities, all leading to ineffective push-in ESL instruction. The authors call for administrators to provide more support for professional learning communities that focus on ESL teachers' perspectives, more collaborative leadership which includes ESL teachers, broader ESL certification

requirements, and ultimately for school leaders to adopt a "difference as resource" mindset to shift school cultures.

Our Alternative Perspective contribution by Smith problematizes the traditional approaches of linguistic classes, most notably the teaching of syntax, to prepare ESOL PK-12 teachers. The author proposes a pragmatic approach to teaching syntax informed by systemic-functional linguistics, which contextualizes syntax and, through its focus on language choice, can hone on the academic language that ENL professionals are likely to teach.

The Materials Review by Nenchin takes a unique perspective by exploring two recent books: *Teaching and Researching ELLs' Disciplinary Literacies: SFL in Action in the Context of US School Reform* by Meg Gebhard (2019) and *Second Language Writing in Transitional Spaces: Teaching and Learning across Educational Contexts* by Eds. Lubie Grujicic-Alatrisme & Cathryn Crosby Grundleger (2020). The first book delves into the use of pedagogy informed by Systemic Functional Linguistics (SFL) in the context of school reform, and the second examines second language writing in the places of transition—from one educational setting to the next (encompassing K-16 context). Both publications offer vital perceptions and concrete ideas for effective pedagogy that can improve the academic development and equitable progress of our English language learners (ELLs). The review highlights strengths and weaknesses of both books and their implications for using them in the field.

The Readers' Comments and Views section includes Walkley's critical response to the Brown and Nanguy article published in the guest edited volume (V8, no. 2, September 2021). Walkley, as one of the authors of the language teaching book series *Outcomes*, shares his concern about the methodology employed in the 2021 article and systematically questions the many foregone conclusions in the original article, particularly as they relate to the small number of photographs examined in what appears to be pre-determined nature of the study. The field of EFL/ESL absolutely needs to examine the representation of diversity in its teaching materials, but that process should be done within strong research framework so to ensure objectivity, validity, and reliability of the claims.

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