

## **Integration, Implementation, Innovation**

**We** are proud to begin our second year of the *NYS TESOL Journal* with our third issue—continuing our commitment to the mission of promoting theory, research, pedagogy, and educational policy related to the teaching of English to speakers of other languages in New York State and beyond. This issue highlights integration, implementation, and innovation of various perspectives in English language learning and teaching.

Volume 2, Issue 1 holds a variety of topics, ranging from the theoretical to the practical and representing K–12, college, and community contexts. The scholarship in this issue includes qualitative research, quantitative research, and reports from action research in the classroom.

In the feature articles, we present a pilot study investigating the development of literacy and science learning for English learner students in Grades K–2 through the Science Inquiry Centered Argumentation Model (Yuliya Ardasheva, Lori A. Norton-Meier, Thomas R. Tretter, and Sherri L. Brown); Regina Rochford and Cheryl Comeau-Kirschner’s experiment in thematic collaborative teaching of developmental reading for Native English speakers and English language learners in an integrated community college class; and a discussion of the main perspectives of plagiarism and how Universal Design Instruction can be used to teach paraphrasing to students at all levels (John Sivell).

A diverse set of brief reports includes a policy brief by Drew Patrick on how federal policy affects bilingual education in New York State and throughout the nation; a proposal for an assessment design for adolescent newcomer English language learners (Leigh Garrison-Fletcher, Joni M. Lakin, and John W. Young); Michael Perrone’s pedagogical framework for the development of the academic vocabulary for K–12 English language learners; and the examination of best practices for the teaching and learning of idioms for English as a second language learners (Carla Zimmerman-Edison). We also offer an exploration, by Mary Sepp and Shoba Bandi-Rao, of the use of digital storytelling in an ESL community college writing course; instructor perspectives of the ESL experience in a college composition class (John Beaumont); and Yu Jung Han’s model of the flipped classroom for an adult community English language program.

There are two Materials Reviews: a book review by *Journal* editor Lubie G. Alatraste on strategies for teaching content to second school English language learners, valuable to all ESL and content educators; and a book review by Fiorella C. Dotti on approaches to second language acquisition that go beyond the dominant cognitive views.

Our new section, Readers’ Views and Comments, debuts with an invited perspective from Megan Behrent and a commentary from Natalie Madison, both responding to an article in the previous Special Topics issue on equitable environments for elementary Latina/o students.

I want to acknowledge the work my fellow editors and the Advisory Board members have done to continue to shape the *Journal*, the voluntary service of our many reviewers, the dedication of our copy editor, Ceil Goldman, and the steady assistance of the NYS TESOL technology support specialist, Mark Aaron Polger, in bringing this issue to fruition.

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