

Welcoming the Issue on Classroom Pedagogy and State Advocacy

With this January issue, as Editor-in-Chief, I first want to wish a happy and successful year to all our readers, members, and teachers across the state and across the continents! I hope educational needs and challenges get more attention in all domains of life, and this latest volume certainly addresses some of the current issues by focusing on both teaching and educational policy. The articles in this issue address the educational spectrum from K–12 to higher education, as continuity across this spectrum is something that we want to encourage, but is not necessarily always achieved. This issue covers some “hot” topics such as co-teaching, as well as some perennial ones such as aligning college composition for both resident and second language/multilingual writers and following immigrant students’ path of transitions from a foreign educational background to U.S. schools. The Editorial Team offers short summaries of the articles and hopes the readers find them relevant and enjoyable as we—collectively—have found them to be so!

Both of the feature articles explore current challenges in our field in general and the classroom in particular, though one is focusing on higher education (college composition) and the other is discussing co-teaching in the K–12 contexts. Each, in turn, offers some practical solutions to pressing issues. In the first article, Grapin and Llosa examine the college composition classroom, a staple of the undergraduate experience in the United States. Delving into the design and formal course assignments of both mainstream composition courses and those designed specifically for English learners, they compare and contrast on a nuanced level the two types of writing courses. After a substantive presentation of findings, the authors propose ways to provide L2 writers with an experience equal to that of their L1 peers. They do so on the methodological level (through arguing for a reframing of classification schemes in future research in this vein), as well as the practical level (through specifying classroom practices that consider L2 writers’ needs). In the second feature article, Russell analyzes the formidable challenges of co-teaching. She reports on findings from a case study of third-grade teaching pairs, which affords a detailed exploration of the unfolding complexities as content and ESL teachers’ attempt to navigate their new relationships as co-teachers in the classroom. This ethnographic study sheds light on just how difficult the transition can be, yet at the same time, Russell outlines the unique opportunities for teachers and students alike when co-teaching is implemented successfully. The article concludes with useful recommendations for co-teaching pairs as they establish systematic classroom routines.

This issue features four Brief Reports, something we are happy to point out. First, Boumlik examines the limitations of literature course offerings for advanced proficiency heritage language students at the college level. Her research indicates that, while these students gain from literature courses, they are interested in wider course offerings that could benefit them in their careers. Boumlik proposes alternatives for advanced heritage language students, providing suggestions for content-based curricula.

Next, Broughton, Soto, and White compare and contrast how Florida and New York State address requirements of the federal Every Student Succeeds Act (ESSA) of 2015 in terms of the schooling of English language learners. This policy brief contrasts the ESSA plans from these two states and discusses three specific considerations in those plans: providing appropriate accommodations on state assessments for ELLs; holding schools accountable for ELL progress; and improving the quality of teacher preparation and ongoing professional development for serving ELLs.

Cho reports on a research study of the perceptions that secondary content-area teachers have about accommodations in classroom assessments for English learners. Based on survey data from 52 teachers, Cho found that teachers’ perceptions of the fairness of different types of EL accommodations were

contingent on the type of accommodation. She also found subgroup variations in teachers' responses to different accommodation types.

Vecchio explores, from the point of the participants, the academic journeys of three Generation 1.5 Haitian-American students as they reflect on their writing experiences in both Haiti and the United States. She pinpoints the unique challenges that Haitian-American students face as the school demands of this population, whether in Haiti or in the United States, require them to write in a second language. Her conclusion lists suggestions for supporting Generation 1.5 Haitian-American students in learning to write.

In the Readers' Comments and Views section, Park responds to the type and the range of topics covered by the *NYS TESOL Journal* thus far by pointing out that innovative, less mainstream approaches need to be engaged as well. She introduces us to the role of an entrepreneurial mindset in TESOL higher education, asserting that there has been little attention given to this topic in both the scholarship and application of TESOL pedagogies. Aligned with the vision of NYS TESOL to advocate, advance, and enrich TESOL education and professionalism, she notes, the field should bolster the awareness of an entrepreneurial mindset for multilingual learners to be global citizens in higher education. The paper outlines both research evidence and examples of classroom activities that support the implementation of a framework for creating an entrepreneurial mindset for linguistically diverse classrooms in higher education.

In our Materials Review section, Masters spotlights a growing student population in U.S. secondary schools, namely students with limited or interrupted formal education (SLIFE). In her review of DeCapua and Marshall's 2011 book for teachers working with SLIFE, Masters asks readers to put themselves in the shoes of a SLIFE student transitioning into U.S. secondary schools. She discusses the authors' paradigm, MALP, for helping SLIFE adapt to formal schooling *and* helping teachers adapt to these students, who may bring unexpected strengths to their classrooms. The review ends with a call for further research and for discussions of how the school system as a whole, including teachers, administrators, staff, and even other students, can support SLIFE.

Finally, Nenchin reviews a recent book by Romero, Robertson, and Warner (2018), in which she considers how the book, aimed at a general educator audience, may be used to support TESOL instructors and administrators working with refugee or immigrant children who have experienced trauma but have limited ability to express that trauma in language. The book's strengths include clear definitions and concrete suggestions for culturally sensitive teaching, as well as a workbook style that facilitates staff training.

In many ways, this issue of the *NYS TESOL Journal* is supporting teachers and scholars across the board in finding classroom practices that could work best for them and for their students. We all hope the readers find the current issue invigorating. Thank you to all on the *NYS TESOL Journal* staff for their commitment and hard work on this issue.

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