

NYS TESOL Journal's General Issue Brings Multiple Perspectives on TESOL and AL (and the TESOL International Affiliate Report!)

Journals run general issues to draw broader audiences and attract broader submissions. Although the intent is to be more “universal” in approach to theory and practice, surprisingly our NYS TESOL Journal tends to have general topics that are also highly “specialized” in approach and scope. This issue is no exception. I have personally grown to look forward to general issues knowing that the submissions will hide real gems. Readership, on the other hand, appreciates the opportunity to read articles related to a variety of topics in the field of TESOL and AL. This issue will not disappoint since it tackles a number of challenging areas including fairness and ability to engage the discourse of racism within our own professional ranks. The newly created Alternative Perspectives provides a forum within our journal to engage difficult, avoided, or little spoken about topics that concern our profession. We should take the contribution in this issue as a step forward in opening those difficult dialogues.

In the Feature Article, Linda Gerena presents the results of research carried out in dual language and ENL classroom in partner NYC schools, utilizing a newly developed protocol, the M-ALTBE. After explicating the wellsprings of the protocol's design, Gerena demonstrates both areas of strength and areas for development in the language-focused, content-based instruction delivered to multilingual learners in NYC public schools. She concludes with a compendium of effective practices to inform pedagogically sound practices, which are useful to those teaching in the NYC DOE, as well as those working with multilingual learners in content class throughout the country, and indeed, throughout the world.

Our new Alternative Perspective contribution by JPB Gerald, titled “Combatting the Altruistic Shield in English Language Teaching,” is truly alternative. It introduces the idea of the altruistic shield, which refers to a psychological mechanism seen among English language teaching (ELT) professionals that allows them to exempt themselves from perpetuating inequity and racism because of what they imagine is the altruistic or self-sacrificial nature of their work. Such reasoning functions as a form of reflexive emotional defensiveness that works to impede racial equity. This article describes the forces that have created so problematic a mechanism and provides suggestions ELT professionals can use to increase their awareness of racial inequity and its remedies and thus serve their students more effectively.

The readership will appreciate our Materials Reviews selection of a recent publication by noted scholars. Eva Scillik reviews a special volume in Second Language Acquisition series by Anna Uhl Chamot and Vee Harris, titled *Learning Strategy Instruction in the Language Classroom: Issues and Implementations*.

This issue includes a valuable Readers' Comments and Views contribution coming from Mahmoud Altaloui. He successfully engages the issue of vocabulary acquisition in academic English settings and concurs with Shoba Bandi-Rao's findings in her Vol. 5, No. 1 published article that academic vocabulary development is not assigned sufficient time in academic college classrooms. Speech is particularly vulnerable as it is continuous on-the-spot production versus writing, where students are afforded more time to check their language and appropriate vocabulary. Our second Readers' Comment comes from Ji-Yung Jung, appropriately titled “The Influence of Typological Differences on L2 Underuse, Misuse, and Overuse of Errors.” Jung successfully discusses the main premise of Jennifer Chen's article and furthers the discussion by adding that interlingual errors may arise not just from the domain of morpho-syntax but its interface with semantics and pragmatics.

Finally, this issue includes a report from the TESOL International Conference in Atlanta (March 2019) where affiliate journal editors met and presented on a TESOL panel. The report of that presentation (as well as the general introduction to each of affiliate journal) is included as the final contribution for this Volume 7, issue 1.

A huge debt of gratitude goes to the entire editorial team and their tireless work to bring this issue to our many readers. We are also thankful for work our copy editor and web master have done on this issue.

We wish our readers a happy and successful 2020!

*Lubie G. Alariste
With the Editorial Team
New York City, January 2020*

