

Hot Topics of Today: Translanguaging Classrooms, Nontraditional Students, and Teacher Emotions

In this issue, the Editorial Team brings together a number of contemporary topics in ESOL that reflect challenges in urban freshman classrooms, reveal how teachers see themselves and engage translanguaging practices. The contributions presented here weave through teacher and student perceptions and emotions, covering a spectrum of K–16 issues—and in doing so are likely to meet the varied interests of our equally varied readership.

The invited article, by Sarah Benesch, approaches teacher emotions from a critical perspective and considers them through a sociopolitical prism, rather than the more commonly used psychological one. By showcasing teacher feelings about plagiarism, she takes an innovative, and provocative, way of discussing academia's systemic rules and individual challenges to respond to those rules.

The first feature article is a case study group's exploration of translanguaging practices in writing. Laura Ascenzi-Moreno and Cecilia M. Espinosa navigate classroom dynamics of emergent bilinguals in K–12 and translanguaging practices. The second feature, by Shannon M. Hilliker and Alexandra Laletina, is an investigation of what mainstream teachers think they know, and what they *really* know, about English language learners. Shoba Bandi-Rao's brief report discusses nontraditional college-level students' vocabulary awareness.

In this issue, both Materials Reviews discuss books about translanguaging in the classroom. Megan Lynch, in reviewing *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, values the blending of theory and practice. Kahdeidra Monét Martin, in her review of *Translanguaging with Multilingual Students: Learning from Classroom Moments*, values translanguaging potential for instructional strategies.

Finally, the Readers' Comments and Views section presents author Weier Ye's response to a previous Materials Reviews by Wesley O'Morrow (originally published in Vol. 4, No. 1). Ye expands his comments to include an explanation of textbook use and language teaching in China, grounded in his experiences of living and teaching in both the United States and China.

In closing, I wish to thank all Editorial Team members for their commitment to the NYS TESOL Journal. Special thanks go to NYS TESOL webmaster Mark A. Polger for collaborating on the many online improvements we made in the past year. To Ceil Goldman, our inhouse copy editor, I say: Thank you for your deep commitment to all things language-related.

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New York City, January 2018*

