

## Our Vision: This Issue and into the Future

### From the Editor-in-Chief

As Editor-in-Chief, I am delighted to take this opportunity to address our readership and to share the latest developments in our Editorial Office management and also in our vision for the future. First of all, I wish to introduce Dr. Carolin Fuchs, who is *NYS TESOL Journal's* new Managing Editor. Carolin joined the office early this year together with Dr. Roger Frantz, our new Brief Reports Editor. Together we feel our Editorial Office has become stronger and more efficient. Successful journals make it all seem very easy, but the work of the Editorial Office members is tireless and never ending. I am very thankful to both Carolin and Roger for taking on this big responsibility and for being willing to learn as they go along, since there is no such thing as "formal training" for editors. Two more new members will be welcomed once the work on the January 2018 issue begins: one editor for our Materials Reviews section and one associate editor to collaborate with me on Readers' Comments and Views.

The Editorial Office changes and expansions are very much needed as we look into the future and continue working on our vision for the journal and for our readership. *NYS TESOL Journal* started out almost as a "grass roots" academic journal, with three colleagues who were friends, getting together to realize their dream: of NYS TESOL having an academic, scholarly journal in addition to its long standing and very much respected and loved newsletter, *Idiom*. After forty years of NYS TESOL institution, it made sense to renew the commitment to our members and to expand our presence on the World Wide Web as an open access journal that would bring first class scholarship to many thousands of readers in the state, the country, and around the world. Our Advisory Board members were there from the beginning, shaping the journal's form and vision, and they are still here with us today. I wish to thank them for their contributions to the stability and prosperity of the journal.

Looking into the future, after the first five years, I hope to bring many new voices to the journal through invited guest authors, but also through expanding the themes we cover and running special issues again. In addition, the journal is looking to expand its Advisory Board, thus making it more internationalized and diverse in every sense. Although the core of the journal will remain New York State based, some aspects of our Editorial Office will reflect a more globalized perspective. As Editor-in-Chief, I know I am speaking for all, the Editorial Office, the Advisory Board members as well as for our broad readership, when I express our gratitude to the New York State TESOL organization for including us in their website and making it a wonderful home for our journal. Special thanks are due to the members of the current Executive Board for their continued support. Of course, I am particularly grateful to Mark Aaron Polger, our technical support specialist, and Ceil Goldman, our in-house copy editor, for their hard work, commitment to the journal, and their professionalism.

This issue has been managed by Carolin as she collaborated with all of us to bring you the latest articles this summer. I here yield to her as she takes over to introduce this Volume 4, Issue 2 to you now by offering summaries of each contribution.

## **From the Managing Editor**

I welcome the opportunity to join the Editorial Office of the *NYS TESOL Journal* and am very pleased to introduce our second issue for 2017.

In this issue, we present one Invited Article (performing arts in K–8) and four Feature Articles (ranging from translanguaging in reading assessment to elementary school adaptations, biliteracy for dual language teacher preparation, and the role of questions in standards-based reform). In addition, this issue contains one Brief Report (plagiarism among East-Asian ELLs), and two Readers' Comments and Views pieces.

### ***Invited Article***

The Invited Article, by Tim Marquette and Kathleen M. Bailey, "Incorporating Performing Arts Projects into the K-8 Curriculum," offers concrete suggestions and resources for using drama and music within a project-based learning approach. The authors draw on three theme-based projects in the third-, fourth-, and fifth-grade contexts and stress the positive impact of the approach on student motivation, creativity, oral fluency, and confidence.

### ***Feature Articles***

In "Translanguaging in Reading Comprehension Assessment: Implications on Assessing Literal, Inferential, and Evaluative Comprehension among ESL Elementary Students in Taiwan," Curtis Shu-Sun Chu explores three different levels of reading comprehension and the notion of translanguaging among sixth graders in Taiwan. Two versions of the same assessment (a reading text and questions in the L2, or just the questions translated into L1) demonstrated that student performance on all three comprehension levels was better with L1 questions.

Kristen C. Wilcox, Karen Gregory, Fang Yu, and Aaron Leo, in "Culturally and Linguistically Adapted School Systems: Promising Practices from Odds-Beating Elementary Schools," present a multiple-case study of six elementary schools in New York State in which they found statistically significant better performance outcomes among ELLs in a systemwide approach to adaptations (e.g., a diverse school culture, a safe and welcoming school system, and supportive processes and practices) that were beneficial for ELLs and their families.

In "Case Studies of Dual Language Teachers: Conceptualizations on the Complexities of Biliteracy for Teacher Preparation," Joan R. Lachance argues that dual language teachers must be prepared to work with dual language learners in achieving additive biliteracy. She draws on findings from a multiple-case study of practicing dual language teachers' conceptualizations of biliteracy development with dual language learners. The author provides recommendations for new ways to consider preparing such teachers for the specialized pedagogies necessary to support dual language learners' biliteracy and academic language development.

Ching-Ching Lin discusses how using questioning and discussion techniques to meet the needs of diverse learners has been at the forefront of the current standards-based reform in the United States in her piece, "Inviting Diverse Participation: The Role of Student-Generated Questions in Classroom Collaborative Inquiry." Her study compares and contrasts two approaches to questioning (Common Core Standards classroom practice and Philosophy for Children) and discusses the implications of both on equity and inclusion for ELLs in classroom inquiry communities.

### ***Brief Report***

In their Brief Report, “Asian Students’ Challenges in Writing with Confidence,” Elizabeth Kotseas and Rouya Hashemi focus on the increase of East Asian students entering U.S. universities and their impact on writing classes (e.g., plagiarism)—for both faculty and students. The authors report on a study that looks at whether plagiarism by this particular ELL cohort is intentional or unintentional. They discuss specific cross-cultural and language development factors involved and provide recommendations for educators to better address this particular student group’s needs.

### ***Readers’ Comments and Views***

Min Wang and Yvonne Pratt-Johnson’s “Using Historical Insight and Digital Tools to Teach Idioms to L2 Learners” expands on Carla Zimmerman-Edison’s “Teaching and Learning English Idioms in the L2 Classroom” (Volume 2/1). The authors highlight their point of exploring MWUs with learners to make the meaning of idioms more meaningful in their discussion of two especially challenging examples for Chinese ELLs (“yard sale” and “under the weather”).

In her piece “What Taking Stock of CUNY ESL from Another Perspective Might Show,” Elaine Brooks responds to “Taking Stock of CUNY ESL: What a Survey of ESL Faculty and Administrators Says about the Past, the Present, and the Future” by Effie Papatzikou Cochran and Lubie Grujicic-Alatrisme (Volume 3/1). A respondent in Cochran and Grujicic-Alatrisme’s study, Brooks echoes the authors’ disappointment of CUNY’s lack of commitment to language teaching across the curriculum. She draws on her own study to support her concern about the lack of change for students in CUNY ESL programs.

Finally, I would like to express my warm gratitude to the authors and reviewers of this volume, and to thank my Editorial Office colleagues, whose guidance and hands-on assistance have been invaluable in the successful production and realization of this issue.