*From the Editors*

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Welcome to the inaugural issue of the *NYS TESOL Journal*! All journals have storied beginnings and ours is no exception. Over the past several years, we have worked to bring about a peer-reviewed publication for New York State TESOL—in addition to the existing publications—to share our practice, research and perspectives. We hope that in this first issue we have accomplished our mission – that of bringing thought-provoking and relevant studies on the education of English learners to readers in the state and beyond.

This inaugural issue balances a broad array of current topics of interest to TESOL educators with ongoing inquiries of significant interest. It opens with two invited articles, shared by two visionaries in our field: John Fanselow and Ofelia García. Fanselow both entertains and provokes us to consider and re-consider the teaching of grammar from alternative viewpoints. García offers a new vision of language learning and teaching in our increasingly global contexts for school and work. We truly appreciate their support of our "emergent" journal.

*Feature Articles* include a study of non-native ESL teachers in the US and the ways their identities relate to their practice (Liao), an examination of the pragmatic choices made by native and non-native writing teachers in feedback to students (Cheng), and an exploratory study of a video-game development in partnership with an ESL high school teacher to impact students' literacy skills (Peterman, Ngo, LeBlanc & Goldstein).

In the *Brief Reports* are articles on the features of successful co-teaching at the elementary level (Dove & Honigsfeld), ESL teachers' linguistic intelligence (Simons & Song), the relationship between task complexity and language production (Ro), how the arts have been a vehicle for language learning (Morgan & Stengel-Mohr), and a glimpse of how English language teaching in China has been evolving in secondary schools (Koenig).

Finally, *Materials Reviews* showcases current trends in publishing for academic English language teaching (Pathways series) and unique software for classroom application.

We would like to express our sincere thanks to all who made this first issue possible: the Web designer, the copyeditors, the reviewers and, of course, the authors.

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*NYS TESOL Journal* **Editors**
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