

Advancing TESOL Scholarship: A New Chapter for our Journal

Welcome to Volume 11, Issue 1 of *NYS TESOL Journal*—a milestone that marks not only the continuity of our scholarly dialogue but also significant enhancements to our platform and editorial team. Foremost, our journal has transitioned to a new platform featuring an updated look and feel, aligning with the professional standards of open-source academic publishing. This change reflects our commitment to accessibility and the dissemination of professional knowledge in TESOL. We believe that this new interface will provide a more user-friendly experience for our authors, reviewers, and readers. Adhering to our tradition, we will continue to publish two issues annually. However, embracing a more flexible approach to scholarship, we now accept submissions on a rolling basis throughout the year. Potential authors can create an account on the platform and submit directly to the journal.

I am also pleased to announce the expansion of our editorial team. Joining us are an Assistant Editor, Keirah Comstock, University of Rochester, NY, and two new assistants: an Editorial Assistant, Anthony Guzman, and a Production and Communications Assistant, Hao Yu, both graduate students at Teachers College, Columbia University, NY.

The five articles in this issue explore a range of topics that showcase the variety of theoretical and methodological perspectives taken up in TESOL research. The first feature article, Gui and de Oliveira (this volume), provides a useful illustration of how language development can be integrated into social studies instruction using the analytic tools of systemic functional linguistics. Drawing from a 5-year collaboration with the New York City Public Schools, Gui and de Oliveira carefully walk readers through a fourth-grade text to illustrate how the language features of the text construct disciplinary meaning in social studies. The authors close by describing how such textual analyses can meaningfully inform teachers' planning for instruction that integrates content learning and language development.

The second feature article, Lin, Wu, and Dumalina (this volume), examines the use of collaborative podcasts in a virtual exchange program between Global North and South partners to promote an asset-based mindset and culturally responsive practices among students. It utilized a qualitative thematic analysis and semi-auto ethnographical methods to analyze data from a 15-week program that included both synchronous and asynchronous communication. The findings highlight the importance of authentic cross-cultural communication and the effectiveness of a multimodal, process-oriented approach in enhancing students' critical language awareness and intercultural competencies.

In a brief report, Emerick et al. (this volume) report on the outcomes of introducing translanguaging theory and pedagogy in an undergraduate teacher preparation program

situated within a predominantly White college. A unique methodological feature of their study is that it foregrounds the voices of prospective teachers themselves, who are authors on the report. Through close analysis of narratives written by each author, the study uncovered both the promises of translanguaging for challenging restrictive language ideologies in teacher education as well as the pitfalls. Based on their findings, the authors offer concrete recommendations for teacher educators.

The volume includes two book reviews. Sandretto (this volume) reviews the book *Creating a sense of belonging for immigrant and refugee students: Strategies for K-12 educators* published in 2022, written by Manning, Ivonne Sahi, Juelke, & Monterrey. Usyal contributes a review of the book published in 2023 titled *Long-Term Success for Experienced Multilinguals*, written by Huynh and Skelton.

Finally, we would like to express our appreciation to the board of NYS TESOL for their continued support and to Dan Clark for his technological expertise and assistance with the transition to the new platform.

Sincerely,

Erik Voss, Editor-in-Chief
Scott E. Grapin
Joan Lachance