

## **Teaching Practices and Materials Development for Contemporary Classrooms**

**This** year, *NYS TESOL Journal* celebrates its 9th volume. This second issue in the volume is very much a continuation of the first issue which was published in February. We felt that with so many interesting submissions in 2021, and no planned call for submissions for this spring (due to technical difficulties and platform management), it would be only fair to include all of the reviewed pieces. As we have grown in scope and stature, our needs as a Journal have grown too. Parallel with expansion and the associated technical challenges, our long-standing in-house copy editor Ceil Goldman retired unexpectedly due to health issues in the fall. Ceil had been with the organization for a long time and her departure was a significant loss. I personally want to take a moment to acknowledge Ceil's long service and her unwavering commitment to the institution, to the Journal and to excellence in editing and formatting. Her love and passion for language guided everything she did. She is sorely missed in the office, but she is doing well and we wish her a speedy recovery.

This year is also a year of planning new additions to the Journal that would be serving our readership and open more doors for teachers, administrators and very junior scholars who wish to contribute. To accommodate this expansion, the Journal has instituted two new positions: an internship and office assistantship. We hope that extra hands on deck will be helpful, particularly as the newly appointed Editorial Board team begins their work on upcoming issues. We all want to welcome them officially and to wish them a great tenure ahead.

In volume 9/2, we continue our focus on pedagogy and classroom teaching and learning practices. We feel that the classroom is central to how we understand theory and methodology and it is the place where we can pilot new ideas and do action research. But we can also engage teachers and their expertise for the best teaching results. The betterment of our students and their lives is always our first goal. We want to thank the authors for their patience with the review and editorial process. We are also proud of our mentored doctoral research article. In this issue, we introduce our new mentoring category that will specifically serve doctoral students. As a journal that is committed to mentoring a junior scholar for one submission per issue, we are glad that we could share Robert's thought-provoking research.

Volume 9, Issue 2 of the Journal offers four contributions. First, the invited authors, Kibler and Castelón Palacios focus on teacher collaboration - a very pertinent and timely topic. They see the collaboration between English as a Second Language (ESL) and content teachers aimed at supporting multilingual students designated as English Learners as a growing but complex phenomenon in U.S. schools. This phenomenon has continued to evolve during the pandemic and the related disruptions to schooling in general, and language teaching in particular, have brought added pressure and concerns. In the article, they draw on ecological perspectives on language learning to consider critical questions about the relationships among collaborative practices, equity, systemic capacity, and instructional quality. The authors hope that such considerations can inform educational practice and better frame empirical explorations of co-teaching and related forms of collaboration.

Timothy Hall, in the Alternative Perspectives contribution, returns to the role of vocabulary teaching and learning. He revisits the strategy of guessing vocabulary meaning and examines why some common guessing strategies are problematic. Hall's perspective may resonate with many classroom teachers and those preparing students for various types of assessment.

The Materials Review section showcases a critical discussion of the online language learning application called Innovative Language (IL), created by Innovative Language Learning, LLC (<https://www.innovativelanguage.com/>). IL is among the pioneers of commercial products which have delivered internet-based language learning through self-paced independent study programs. The product has been available in website format since its launch in 2005, and more recently through a series of mobile applications for android and iOS devices. Despite commercial success in providing lessons for over 40 languages, it has thus far not received attention from English Language Teaching (ELT) community. The present article aims to address that shortcoming by providing a critical review of the product.

Our newly launched category, "Doctoral Research Article," is a way for the Journal to support doctoral student authors and assist them in getting their work published via the mentoring process. We are happy to introduce Robert Niewiadomski's doctoral research work on native-speakerism and language ideology in this issue. In his article, he challenges the assertions that speakers of privileged varieties of English as their L1 possess the superior right to establish language standards and instructional methods. This exploratory study, guided by Bourdieu's conception of symbolic violence and legitimate language, seeks to explore how monolingual and multilingual TESOL teachers negotiate their relationships with native-speakerism. The analysis of the data from semi-structured interviews reveals subtle patterns of allegiance and opposition to native-speakerism in the TESOL ecosystem. The study can inform teacher education and promote critical social justice-informed approaches to decolonizing TESOL instruction.

Finally, as always, I wish to thank our Editorial Team and the incoming editors for their work on this issue.

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New York City, June 2022*

