

The Evolving Landscape of TESOL: Technology, Community, and Inclusion

Welcome to Volume 12, Issue 1 of the *NYS TESOL Journal*! The journal continues to grow with two new editorial board members from institutions in New York, Shuzhan Li from Ithaca College and Andrew Weaver from Marist College. We welcome them to the board and will continue to invite board members from our TESOL community across the state.

This issue brings together three articles that collectively reflect the field's evolving commitment to equity, innovation, and multilingual empowerment in TESOL education. Each article approaches this commitment through a distinct yet complementary lens, policy and standards, digital pedagogy, and community-engaged practice, highlighting how TESOL professionals continue to reimagine language education for a rapidly changing world.

The first manuscript by Okhee Lee et al., *WIDA 2020 Edition: Conceptual Shifts for English Language Proficiency or Development Standards Aligned with Content Standards*, examines the conceptual developments embedded in WIDA's 2020 English Language Development Standards Framework. The authors discuss how WIDA 2020 marks a move toward an asset-oriented view of multilingual learners and a dynamic, functional understanding of language for content learning. Their discussion of terminology, policy context, and pedagogical implications offers critical insight into how standards can support more equitable, linguistically inclusive classrooms.

The second manuscript by Ching-Ching Lin et al. offers an example of collaborative inquiry in *Exploring Podcast-based Community Asset Mapping as Co-learning in TESOL Education*. This multi-voiced study illustrates how podcasting can serve as a transformative tool for community asset mapping (CAM), positioning educators and students as co-learners who challenge deficit-based ideologies. Through collaborative autoethnography, the authors highlight how CAM and culturally responsive-sustaining pedagogy cultivate equitable, justice-oriented learning environments grounded in students' linguistic and cultural strengths.

In the materials review, Keirah Comstock's *From Planning to Practice: Evaluating AI Tools for Educators through a Pedagogical Lens* explores the potential of generative artificial intelligence (GenAI) in language education. Through the AAER (Accessibility, Acceptance, Exploration, and Reflection) framework, Comstock guides educators in the intentional adoption of AI tools such as custom GPTs for teaching and learning. Her analysis emphasizes ethical awareness, design intentionality, and pedagogical readiness which are key considerations for TESOL educators navigating the intersection of language teaching, technology, and inclusion.

These articles underscore a shared commitment to transforming TESOL through asset-based perspectives, participatory methodologies, and critical engagement with new literacies and technologies. They invite readers to envision language education not as a process of assimilation or remediation, but as a collaborative, creative, and socially responsive practice.

As we look ahead, this issue reminds us that TESOL continues to thrive at the intersections of languages and identities, technologies and pedagogies, research and lived experience. We hope these works inspire educators, researchers, and policymakers to continue co-creating inclusive, innovative spaces for multilingual learning.

Erik Voss
Editor-in-Chief

