

Language and Content Instruction

As the incoming editor-in-chief, I am excited to publish Volume 13, Issue 1 of *NYS TESOL Journal*! Over the past few months, we have been transitioning journal leadership. I am grateful for the leadership and guidance of Erik Voss, who pushed forward many innovations during his time as editor-in-chief. These innovations include moving to a new journal management system, overseeing the start of Online First publishing, and forming a new editorial board.

As editor-in-chief, my goals are to build on the work that Erik started. We are continuing to grow our editorial board, expand the journal's readership, and increase the reputation of diamond open access journals, where neither our authors or readers pay fees. Amid these developments, the core mission of *NYS TESOL Journal* has not changed: we seek to publish high-quality TESOL research that holds relevance for academics and teachers in New York State and beyond. In a world with many options for academic publishing, we strive to provide a collegial, supportive experience for authors and timely, relevant scholarship for our readers.

One note about this issue. From this point forward, the journal will publish a Table of Contents that includes information about the authors and the current editorial team. Doing so ensures that we maintain accurate records of contributors to each issue of the journal. We are also retroactively publishing Table of Contents pages for past issues.

This issue includes one feature article and one book review, both focused on TESOL instruction. The feature article, "Sheltered Instruction and the Use of SIOP for Multilingual Learners: A Scoping Review" by Mark D. Bates, examines the research on sheltered instruction and Sheltered Instructional Observation Protocol (SIOP). The study highlights tension in the literature on sheltered instruction and shortcomings in both conceptualization and implementation. Bates argued that "effective implementation of [sheltered instruction] depends on alignment among classroom practice, teacher preparation, and educational policy" (p. 8). This is an important read for ESL teachers and coordinators, school and district level educational leaders, and TESOL teacher educators concerned with sheltered instruction.

In the book review "Between Clinic and Classroom: A TESOL Reading of *Pragmatics in the Health Sciences*," Yijing Jiang argues that the text *Pragmatic in the Health Sciences*, despite not being about English language teaching, offers insights about language pragmatics that might be helpful for TESOL practitioners.

Please read, download, and share these articles with your professional networks. I hope that these resources speak to your instructional practice and professional development as you do the important work of supporting multilingual learners across the state!

Mark R. Emerick
Editor-in-Chief

