Continuing the Vision of Language Education Scholarship

As incoming Editor-in-Chief, I am privileged to introduce this anniversary issue and the exemplary work it encompasses. Together with the incoming co-editors, Scott Grapin and Joan LaChance, we are grateful to Lubie Alatriste for her leadership and commitment to the progression and excellence of the *NYSTESOL Journal*.

In this anniversary issue, we are proud to showcase the contributing authors who provide a range of perspectives on topics that were showcased early in the journal's history. Their contributions contextualize these issues from their foundations in early publications in the journal through today's educational landscape and share thoughts on how these issues might be addressed in future language education. In addition to the regular categories of articles for the journal you will see a new focus on materials reviews. The journal welcomes Jasmin Cowin as associate editor of the new Technology Materials Review section. This is an exciting addition that will supplement our discussions around the use of technology for language learning, teaching, and assessment.

In the first Invited Article, Ofelia García reflects on what she calls the "explosion" of research on translanguaging since the publication of her article, "TESOL Translanguaged," in the first volume of *NYSTESOL Journal* in 2014. Specifically, García reflects on what the field has learned and not learned regarding translanguaging as theory and pedagogy and tackles some of the most persistent misunderstandings and tensions related to the theory that have emerged over the last decade. In a wide-ranging review of research on translanguaging from across the globe, García projects the future of translanguaging in TESOL and where she sees the way forward for sustaining translanguaging's critical, decolonial roots.

In the second Invited Article, Maria Dove and Andrea Honigsfeld present a collaborative review of the major themes that have emerged in over a decade of research conducted by the authors and others on the practice of co-teaching for multilingual learners in K-12 English language development programs. Since the inaugural 2014 *NYSTESOL Journal* publication titled "Analysis of the Implementation of an ESL Coaching Model in a Suburban Elementary School," they have broadened the scope of their research on the crucial topic of collaboration and co-teaching. In this current piece, the authors collectively highlight six major themes from research and documentary accounts to showcase how teachers engage in a collaborative instructional service delivery for the benefits of multilingual learners. The authors review each of the major themes and relate them to best practices for the successful implementation of integrated English as a New Language (ENL) instruction in the context of New York State.

In the third Invited Article, Luciana de Oliveira reflects on developments in second language writing since the publication of her 2015 guest-edited special issue of *NYSTESOL Journal* on the Common Core State Standards. Specifically, de Oliveira describes how the WIDA 2020 Standards Framework, as the latest development in U.S. K-12 education policy for multilingual learners, has spurred renewed interest in a functional approach to language, especially genre-based pedagogy. de Oliveira offers a theoretically grounded and practically useful account of the different phases of a genre-based Teaching and Learning Cycle and projects the kinds of researcher-teacher collaborations that will be crucial to moving this work forward in the years to come.

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In the fourth Invited Article, Beth Clark-Gareca zooms in on the New York context to reflect on developments in the area of assessment since the publication of her 2016 *NYSTESOL Journal* article on the assessment of English proficiency in New York State. As a longtime researcher and teacher educator in New York, Clark-Gareca offers an in-depth, insider look into the evolution of both student assessments (e.g., NYSESLAT) and teacher assessments (e.g., edTPA) in the State. Clark-Gareca shares causes for optimism and concern as she describes the confluence of policies and practices that have resulted in steps forward and backward. While grounded in the New York context, Clark-Gareca's reflections will resonate with those concerned about the assessment of multilingual learners and their teachers across a range of educational and geographic contexts.

In the new Technology Materials Review, Jasmin Cowin brings to life language learning in the metaverse with a review of the Agora virtual reality platform. She explains the origins of virtual reality and its relationship with potential language learning opportunities. This review outlines practical issues and presents affordances of emerging technology for current and future language learning opportunities in the metaverse.

The articles in this anniversary issue revisit topics and issues that were already published in the journal in the past. The authors situate the topics in today's environment and also look at how these topics may inform language education in the future. *NYSTESOL Journal* will continue to strive to be a place at the forefront of developments in the field of language teaching. It will continue to be a venue for research, scholarship, and discussion on issues of relevance to the field internationally and locally in New York State. We hope you enjoy this issue as well as future issues exploring current research in TESOL.

Erik Voss
Scott Grapin
Joan LaChance
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