

Beyond Established ESOL: Breaking New Ground in Policy, Teaching Practice, and Publishing Praxis

Language Policy is arguably what makes ESOL and TESOL tick, and yet, it is a rarely discussed topic in specialized teaching journals. For most practicing classroom teachers, policy dictates what they do and how they do it, but it is not always clear as to how these language policies come about. By featuring language policy as our special themed issue, we hope to demystify some of the policy processes and bring them to the center stage as part of both the teaching and training goals of our journal. It is also hoped that the articles presented in this issue will have an impact on developing teacher and researcher agency. At the same time, in order to help our students with language acquisition we also have an obligation to help them with all learning and life skills, including their perceptions of themselves and others in learning settings and in life. So this process is a two-way street where each person learns from the other, and it needs to be seen in this way by all stakeholders in the very large field of education, but beyond as well: in the hallways of decision making—i.e., the local, state, and country corridors of power and policy making.

In working across two continents and countries, the UK and the USA, to bring this issue to the readers, we have also facilitated an entry into the world of style sheets and citations that are often as different as the continents they belong to. But with the premise that the shared language is one and that any and all versions are equal, there is no reason why we shouldn't include them both in our issue to represent that diversity. Our Editorial Board thus decided to have both versions of English, the British and American ones, appear side by side in print form, albeit united by the APA overall style and citation requirements. In this gesture lies a hope that one day all journals would be doing the same and not changing US English into UK if the article is being published in the UK journal, and vice versa. So with this special ground-breaking issue, we are welcoming the "new" attitudes in TESOL and toasting to the future of all Englishes residing side by side.

The NYS TESOL *Journal* is proud to present this special topic "Reshaping ESOL: Addressing and Advancing Issues of Policy and Practice" as its themed edition this year. We wish to thank the editorial team who put the topic forward and was selected to run this edition: Mike Chick, Lesley Painter-Farrell, and Pauline Blake-Johnston. Special thanks go to all the contributors and to the NYS TESOL Editorial Office for a job well done.

Lubie G. Alatraste, September 2021

lubie@journal.nystesol.org

