

## Framing the issue

Michelle Benegas & Suzanne McCurdy

We are thrilled to celebrate *MinneTESOL Journal*'s 40th anniversary with the publication of volume 37, issue 2. This excellent collection of articles highlights the latest innovation in the field of English language teaching and learning.

We welcome our first youth author, Sumia Sabrie, senior at Mankato East High School and PSEO student at South Central College. In her article, "[The Academic Struggles of Somali Families](#)," she addresses the public schools' historical lack of cultural and linguistic responsiveness to Somali families and how hiring teachers of color and cultural mediators have helped bridge the divide. Also focused on areas for improvement in the K-12 context, Michelle Benegas, Trish Morita-Mullaney, Jenna Cushing-Leubner, Amy Stolpestad, and Michelle Greene share findings from a tri-state study that examined the experiences of ESL teachers at the beginning of the COVID-19 pandemic. "[Systemic Infrastructure for Multilingual Success: ESL Teacher Responses to Emergency Remote Teaching and Learning at the Onset of the COVID-19 Pandemic](#)" also shares recommendations for systemic infrastructure for multilingual success in K-12 schools. From the college sector, in "[10 Years of a Lab School: Preparing MA-TESOL Students to Teach Adult Learners](#)," Susan Olmstead-Wang, Josephine Prado, and Susan Spezzini reflect on the impact of the Community English Program at the University of Alabama-Birmingham and offer strategies for ongoing improvement.

In "[Perceptions of Multilingualism in the Classroom](#)," Sophie Breen examines the perceptions that teachers, administrators and students have about multilingualism in the K-12 classroom. Also focusing on the linguistic assets that K-12 learners bring to the classroom, Dayna Hillcrest makes a compelling case to change the monoglossic ideology in schools where it is prevalent by encouraging multiple language use in the classroom in "[The Academic Benefits of Translanguaging](#)." Also committed to excellence in English language (EL) education, WIDA's content-driven language learning framework has provided needed structure for EL instruction. Lynn Shafer Willner, Fernanda Marinho Kray, and Margo Gottlieb provide a comprehensive overview of the WIDA standards in "[What's the Same and What's Been Updated in the 2020 Edition of the WIDA English Language Development Standards Framework?](#)"

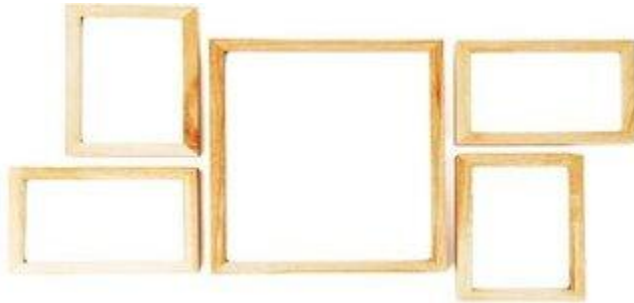
Please read, enjoy, and share the research and practice ideas in this issue of *MinneTESOL Journal*! We look forward to 40 more years of learning together. Stay connected to our *MinneTESOL Journal* community by following the journal on [Facebook](#) and on Twitter ([@MnTESOLjournal](#)).

## Author bios

Michelle Benegas, Ph.D., is an Associate Professor at Hamline University. She has taught ESL in K-12, adult basic education, and college settings. In her work with teachers and schools, she promotes a model in which ESL teachers serve as site-based experts and coaches to their general education colleagues. Her research interests include ESL teacher leadership, teacher leader identity, and systemic approaches to improving EL services.

Suzanne Gilchrist McCurdy is a Ph.D. student in the Curriculum and Instruction Department, at the University of Minnesota and an ESL teacher educator. Her research interests include ESL teacher education for pronunciation instruction, language teacher cognition, and low-level adult immigrant and refugee ESL learners.

## Feature image



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