

## Framing the issue

Michelle Benegas & Suzanne McCurdy

We are pleased to share with you volume 38, issue 2 of the *MinneTESOL Journal*. This collection of articles offers practical content-based language instruction teaching strategies, a framework for administrator support, an opinion editorial, and a guide toward integrating translanguaging into poetry lessons.

Bonnie Swierzbina provides a guide to help learners with demonstratives in “[What's this all about? Helping students comprehend demonstratives in expository text.](#)” While demonstratives (*this, that, these, those*) typically refer to people and things in conversation, in expository text, they often point to ideas, events, and situations. Swierzbina brings this complex topic to life through actual classroom examples and imagery.

Aliza Fones presents a framework for administrator support of English language learner teachers and programs called CRAFT: Collaboration, Responsiveness, Awareness, Framing, and Trust. CRAFT provides guidance for administrators to address the changing policies regarding English language education in her article, “[Facing change: A framework for administrator support of English language learner programs.](#)”

Lesly Gámez, Darren LaScotte, Peng Nelson, and Noelle Roubinek offer a perspective article on immersion education as a solution to Minnesota’s school integration efforts. In “[Perspectives on immersion education and Minnesota’s school integration efforts,](#)” the authors explain the goals and realities of two-way immersion and help the reader to understand the critical role that immersion programs play in reimagining school diversity. Closing with keys to implementation and next steps, they offer a roadmap toward a more inclusive and multilingual educational landscape.

In “[Frozen in the birdbath, a leaf: Translingual poetry for ESL learners](#)” Croix Clayton considers pedagogic translingualism as a tool to put literary texts within the reach of language students. He then leads the reader through designing a content-integrated translingual ESL unit using haiku poetry.

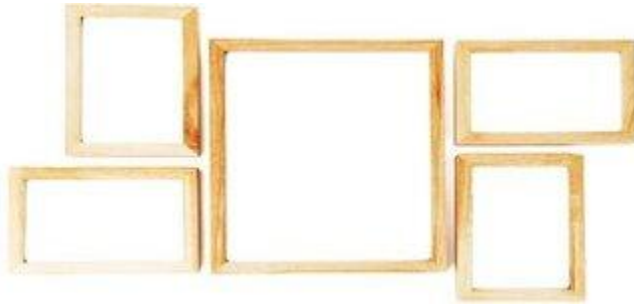
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## Author bios

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. candidate 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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