

Framing the Issue 39–2

Suzanne Gilchrist McCurdy & Holly Krech Thomas

We are pleased to bring you Volume 39, Issue 2 of *MinneTESOL Journal*. The articles include an exploration of current approaches for creating inclusive spaces for language learners, the latest in literacy instruction, and a book review. Please enjoy and share with your colleagues!

Sara Goldberg and Gordon Blaine West describe their research on students involved in an afterschool program, Global StoryBridges, in their article “Building a Sense of Community Through Equity-driven Afterschool Programming.” They explore the importance of creating a community that supports students’ social and emotional well-being, as well as the need for equity-driven afterschool programming for multilingual learners.

Katherine D. Dudley’s article “‘Science of Reading’: Research for Educators of Emergent Bilinguals in Kindergarten” examines what the science of reading offers to educators working with young students who are learning English as they learn to read. Dudley explains shifts in literacy instruction in Minnesota that are bringing reading instruction in line with science of reading research. She also points out that reading skills transfer across languages, and that translanguaging can allow students to use their whole linguistic repertoire in learning.

In “Building Bridges: Connecting Student Languages in the ESL Classroom,” Siri Mehring describes Bridging, an approach used in dual immersion settings that allows students to compare and contrast two or more languages. Drawing on what is known about Bridging in dual immersion, Mehring makes a case for its applicability to ESL classrooms, offers suggestions for its implementation, and provides resources for further exploration of Bridging.

Marion Pasricha offers a book review of *English Learners at Home and at School: Stories and Strategies* by Joyce W. Nutta. The review describes select English learner success stories that are highlighted in each chapter of the book and how the support and guidance of teachers, counselors, and administrators impact the students’ growth and development. Pasricha also provides additional data about English language learners in the United States, creating a compelling case for the relevance of Nutta’s book to pre-service and in-service practitioners serving English language learners.

This issue also introduces our website’s new look! Although the design is different, much of the site navigation will be familiar to you. New features include “one from the vault,” an article from a past issue chosen randomly for us to enjoy on the homepage. Also, our archive is now searchable, making it easier to locate the articles you need. Please check out the new design and let us know what you think!

Author bios

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.

Holly Krech Thomas, Ph.D., is an EL teacher in the St. Paul Public School district and an adjunct instructor at Hamline University. She has taught ESL in the K-12 setting and has taught ESL, linguistics, and psychology at the college and graduate levels. Her research interests include psycholinguistic and sociolinguistic aspects of second language acquisition, teaching methodology guided by experimental research, and reading.

Feature image



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