

Framing the issue

We are pleased to bring you Volume 40, Issue 1 of *MinneTESOL Journal*, an excellent collection of pieces focusing on a variety of aspects and contexts of English language teaching and learning.

Choonkyong Kim offers how an informed view of the science of reading can help English language teachers better understand ways in which their own existing practice may fit into the science of reading framework in “How does the science of reading apply to EL teachers?”

In “Expanding teacher understanding of scaffolding for multilingual learners: A video-based observation tool incorporating a language-based approach to content instruction,” Alissa Blair, Luciana C. de Oliveira, and Mary A. Avalos share a video-based teacher observation tool that incorporates the language-based approach to content instruction (LACI) six Cs of Support. They describe how the tool fosters reflection and expands teacher understanding about scaffolding for multilingual learners in general education classrooms.

In “All means all: Using policy to change practice in language development instruction for twice exceptional students,” Katherine McNulty and Laura Byard explain how one district built the foundation for collaborative systems to support multilingual learners with individual education programs. Their work includes examples from a teacher in the field.

Hetal Ascher draws from personal experiences as a multilingual learner and educator in her article, “Multilingual literacy: Insights for inclusive reading instruction.” She advocates for inclusive literacy instruction that values the diverse backgrounds and experiences of students, and she also challenges the ways of teaching reading that she experienced in her own education.

In “Sample elementary texts demonstrating key language functions and features from WIDA 2020,” Luciana C. de Oliveira, Tara Willging, Jia Gui, and Destini Braxton explore the way teachers have given a renewed attention to making language visible through a functional approach to language development following the publication of the WIDA standards in 2020. This article uses sample elementary texts in mathematics and social studies to demonstrate this approach by identifying key language functions and features.

Chang Liu, Mengke Jiang, Zichun Li, and Jiahao Wang offer a review of the virtual classroom software ClassIn in their article, “Multimodality, gamification, and interactivity: Creating a language learning space with ClassIn.” Despite certain challenges, the authors highlight that the software aids teachers in creating an engaging and effective virtual environment, facilitates the integration of multimodal resources into teaching, and employs game-based features to encourage active participation.

Finally, Elif Saribas offers a helpful review of *Vocabulary in the Foreign Language Curriculum: Principles for Effective Instruction* by James Milton and Oliver Hopwood, 2022. The review points out that the book can serve as a practical guide for instructors, curriculum designers, and teachers. It connects theory with practice, dismantles myths, and offers real-life solutions backed by research.

We hope these articles are both inspirational and spark conversations with your colleagues. Check us out on Facebook and on Twitter (@MnTESOLjournal).

Happy reading,

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Senior Editors

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