

In This Issue. . .

A Message from the Editor

The content of this issue of the *INTESOL Journal* is reflective of the varied contexts in which English language educators work. The contributions in this issue explore teaching and learning in adult community education programs, K-12 schools, post-secondary classrooms, university classrooms, and online environments.

The first two articles explore issues surrounding adult education. “In Extending TESOL Research Findings to Community-Based Language Classrooms: New Directions for Indiana ABE (Adult Basic Education) Programs, Instructors, and Policy,” Amanda Snell argues that TESOL professionals must reexamine approaches to community-based ESL instruction in order to extend the gains of TESOL research to adult immigrant language learners, some of the field’s most disenfranchised learners. In “ESL Online Courses: A New Space for Redefining Social Identities,” Jokha Al Hosni explores how the constructs of anonymity, social presence, and social identity are redefined in ESL online courses. Additionally, Al Hosni offers recommendations to better utilize the online environment with ESL learners.

The next three articles examine various aspects of TESOL practice in the university classroom. In “Enhancing EAP Students’ Autonomy by Accommodating Various Learning Styles in the Second Language Writing Classroom,” Cynthia Carr asks writing instructors to consider the role of student learning styles in the English for Academic Purposes setting. Also focusing on writing, Aylin Atilgan describes the reading-writing relationship in university composition courses in her article entitled “Effects of Extensive Reading on Writing in terms of Vocabulary.” Finally, in “ESL University Students’ Testing Preferences,” Annela Teemant addresses the impact of culture, language, and educational background on student experiences with

assessments and reports results from a study investigating the testing format preferences of university ESL students.

In the final article in this issue, “Essential Understandings for Implementing Effective Literacy Instruction with K-12 English Learners,” Emily Ganger describes similarities between first and second language literacy development and highlights classroom-based literacy practices that consider the cultural and linguistic diversity that K-12 English learners bring to the classroom.

This issue of the *INTESOL Journal* brings together articles that highlight ESL-related research and offers suggestions for practice in varied TESOL contexts. I hope that you are able to integrate some of the authors’ experiences and ideas into your own teaching, learning, and research.

Editor:

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