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Editor's Note

Tapestry Staff

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Editors' Note

The ever-increasing number of English language learners in U.S. public schools has enriched the lives of teachers and students culturally and linguistically. At the same time, teachers working with these students in mainstream classrooms are faced with complex challenges pertaining to strengthening students' academic language while ensuring that students are learning content subjects such as science, social, studies, mathematics. Teams of contributors to this issue of *The Tapestry Journal* provide new research and teaching initiatives that will help teachers meet some of these challenges.

Since rolling out the inaugural issue a year ago, the editorial team has been expanded from three to five members. Dr. Florin Mihai has agreed to serve as Associate Editor, and Melanie Gonzalez has assumed the duties of Managing Editor. Both jumped into their new roles whole-heartedly in preparation for this second issue, and we are thrilled to have them. Welcome!

A second change to *The Tapestry Journal* lies in the addition of the Book Reviews category to the existing structure of Research and Theory, Effective Practices from the Field, and Commentaries. By adding this new category, we want to offer another avenue for wide dissemination of research and practices that assist educators and support personnel in making the best decisions in educating English learners.

In the lead article "*Deciding When to Step In and When to Back Off: Culturally Mediated Writing Instruction for Adolescent English Learners*," **Leslie Patterson, Carol Wickstrom, Jennifer Roberts, Juan Araujo, and Chieko Hoki** describe the Culturally Mediated Writing Instruction inquiry cycle, an instructional framework which consists of "a rich and dynamic landscape of literacy tasks, routines, practices, materials, and dialogues that invites students to ask questions and to look for answers to those questions." They illustrate how four high school teachers adapted and refined this theoretically coherent, flexible, and practical framework for organizing instruction in their classrooms and made instructional decisions to "step in to provide support for a student" and to "back off and let students work independently" depending on their students' needs.

The second article, "*You Got the Word Now*": *Problematizing Vocabulary-Based Academic Language Instruction for English Learners in Science* by **Katherine Richardson Bruna, Roberta Vann, and Moisés Perales Escudero**, depicts efforts of an experienced mainstream science teacher with limited knowledge of second language acquisition methods to infuse academic language instruction into his content area. The authors describe how this teacher's rudimentary understandings of integrated language and science teaching shape instructional practices, and how those practices influence English language learners' academic language development and science learning. In closing, they advocate significantly enhancing teacher knowledge of the relationships between language and content in science instruction through pre-service teacher education programs and in-service professional development programs.

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Finally, **Alex Poole** provides an insightful review of a recently published book “*Teaching Reading to English Learners: Insights from Linguistics* (Lems, Miller, & Soro, 2010). This text provides a reader-friendly introduction to linguistics, which is helpful for developing essential understandings of language learning and development.

As we turn our attention to the upcoming issues of *The Tapestry Journal*, we would like to request our readers' assistance in helping us spread the word about this journal. We invite you to submit a manuscript and to utilize the articles in your courses and research. Moreover, we hope you will direct your colleagues from various content and certification areas such as educational leadership, counseling, social work, or speech pathology to *The Tapestry Journal* website (<http://tapestry.usf.edu/journal>).