

Editorial: TESOL in and outside of the classroom: From measuring intervention success to grappling with issues of identity and social cohesion

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This issue of *TESOL in Context* contains two articles and two book reviews that illustrate the breadth of the field and scope of *TESOL in Context*.

In their contribution titled *Innovative Progress Tracking: Enhancing Student Achievement with Effective Interventions (EAP)*, Ashley Starford and Ivona Ravlikj report on the results of a longitudinal study that measures the effectiveness of support interventions for international EAL students wishing to enter tertiary education in Australia. The interventions Starford and Ravlikj include in their research are broad and encompass activities to advance international students' abilities to paraphrase, reference and structure their essays, as well as develop students' reading, listening and writing skills for academic study. A key contribution of their paper is proposing innovative ways to systematically track student progress across different programs, leading to customised interventions and improvement in student success and completion rates. They argue that combining tailored support (enabled by systematic tracking of individual student development), with collaboration between academic support services and academic staff, is critical to the success of their ELICOS and Postgraduate Qualifying Programs.

In the second research article titled *EFL preservice teachers' professional identity dilemmas during the last-stage practicum; The case of Chile*, Priscila Riffo-Salgado utilises an in-depth case study approach to explore the complex identity conflicts encountered

by EFL preservice teachers during their practicum in Chile. Riffosalgado situates the discussion in a clear geo-political framework, whereby she highlights how the introduction of the Chilean national English language policy reforms has resulted in many underprivileged students not being able to meet the required B1 standard of English language acquisition by the time they complete high school. Within the resultant social and educational segregation, EFL preservice teachers need to reconcile their theoretical and university-based conceptualisations of good language teaching with the exigencies of local underprivileged school learning and teaching contexts. For example, their conceptualisation of communicative language teaching as being taught fully in English clashes with the translanguaging needs of students in the classroom. The two case studies highlight how allowing local and contextual responsiveness in the ELT curriculum can empower pre-service teacher's identity development and enhance student success in underprivileged educational settings.

The first book review by Ruwani Tharaka Somaratne focuses on the gradual release of responsibility instructional framework outlined by Douglas Fisher and Nancy Frey in the third edition of *Better Learning through Structured Teaching*. Somaratne argues that the book provides a highly comprehensive and accessible explanation of the framework with clear instructions concerning how it can be implemented in the classroom. She highlights how, by inclusion of numerous examples, EAL/D educators can easily understand how the framework can be applied to their various teaching contexts. According to Somaratne, a key strength of the model itself is how it facilitates classroom differentiation and empowers both students and teachers in English language acquisition classes to shape their learning experiences.

The second book review broadens the scope to discuss the contributions of Gabriela Meier and Simone Smala's transdisciplinary scoping review of the literature reported in *Languages and social cohesion: A transdisciplinary literature review*. Haiyan Wang highlights the significance of the book's focus on the relationship between language and social cohesion in an increasingly globalised and post Covid-19 pandemic world. She emphasises the creativity of the author's use of a hexagon pattern to provide a clear visual representation of the complex links between language and social cohesion. Wang also highlights the contribution of the book not only in creating clarity as to the state of research concerning language and social cohesion to date, but

also in terms of how it provides clear guidance for further research.

We hope each member of the diverse TESOL in Context readership will find material in this volume that assists in classroom practices or invites higher level reflection of professional identity and the role TESOL practitioners play in ensuring inclusive practices and social cohesion in an increasingly globalised world.

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