



EDITORIAL

TESOL in Context: Bridging theory and practice for inclusive education

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As the global landscape of education continues to evolve, so too does our understanding of what it means to teach English to speakers of other languages (TESOL). The diverse array of five research articles and two book reviews presented in this edition of *TESOL in Context*, sheds light on the multifaceted nature of language education, offering fresh perspectives and innovative approaches that are essential for fostering inclusive and effective learning environments.

“Inspired to be a teacher seriously”: An autoethnography of student engagement in a Vietnamese TESOL training programme

This paper offers a compelling autoethnographic exploration of student teachers’ in-class engagement following a 120-hour TESOL training programme at an institution in Vietnam. By delving into personal narratives and experiences of a TESOL teacher trainer, the study highlights crucial insights into student teachers’ engagement with teaching methods that synthesise both theoretical and practical components. Moreover, the research enriches the academic discourse, underscoring the potential of using the cognitive, emotional, and behavioural engagement triad as a diagnostic tool to understand students’ learning experiences in TESOL training programmes. The insights provided emphasise the importance of fostering a supportive and inspiring educational environment that nurtures the aspirations of future educators.

Expanding teacher understanding of scaffolding for multilingual learners using a language-based approach to content instruction

In this study, the authors delve into the critical role of scaffolding, in supporting multilingual learners, learning English and subject area content. By employing a language-based approach to content instruction, the research underscores the necessity for teachers to deepen their understanding of scaffolding techniques. This paper explores how teachers approach, expand, and apply their understanding of scaffolding practices, offering insights and implications for teacher educators to enhance the scaffolding presented in coursework for multilingual learners.

AMEP and the burden of compliance

The Adult Migrant English Program (AMEP) serves as a lifeline for many migrants seeking to improve their English proficiency. This paper brings to light the challenges posed by compliance demands within the program focusing on the relationship between provider and teachers of the AMEP, arguing that changes in levels and types of trust account for many of the tensions within the AMEP. The author describes how compliance was raised as an issue and introduce key concepts. He then tracks changes in approaches to compliance as manifested in three AMEP curriculum documents over 75 years. The discussion progresses to three policy trends that contributed to compliance becoming the burden currently experienced by providers and teachers. The article concludes that there are signs that trust between stakeholders may be changing, with a potential reduction in the burden of compliance.

Inclusion in the learning game: Applying considerations from cognitive neuroscience, educational psychology, and SLA to language learning activity and materials design

This innovative paper bridges the gap between cognitive neuroscience, educational psychology, and second language acquisition (SLA) to propose a comprehensive framework for language learning activity and materials design. By integrating these fields, the authors advocate for the creation of inclusive, engaging, and effective learning experiences. The paper draws from relevant research pertaining to these domains to establish a framework for designing and implementing activities and learning materials capable of facilitating enhanced language learning outcomes within an inclusive classroom. The authors advocate ten key considerations that provide teachers with necessary knowledge for designing language learning activities and materials in an engaging and efficient manner.

The critical challenge for ELT in Indonesia: Overcoming barriers in fostering critical thinking in testing-oriented countries

The authors of this paper refer to the Indonesian Government's recent introduction of critical thinking in education through its alignment in national exams and the curriculum. The authors highlight the challenges this new policy creates for English Language Teaching (ELT) due to the traditional testing culture. They argue that teachers need a deep understanding of critical thinking and recommend the incorporation of this skill into daily teaching activities and collaborative action research, to enhance teachers' abilities in this domain.

Conclusion

The articles featured in this edition of *TESOL in Context* – 2024 Volume 33 Number 01 General Issue – underscore the dynamic and interconnected nature of language education. From the personal journeys of aspiring teachers to the systemic challenges within established programs, these papers collectively highlight the importance of adopting holistic, inclusive, and research-informed approaches. As we continue to navigate the complexities of TESOL, it is imperative that we remain committed to bridging theory and practice, ensuring that every learner has the opportunity to thrive.

Dr Shashi Nallaya is the Associate Director for the Teaching Innovation Unit of University of South Australia. She has many years of experience teaching academic literacies, English language, and second language acquisition. She has been extensively involved in the design, implementation and evaluation of English language and teacher training programs at primary, secondary and tertiary levels, in various linguistic and cultural settings. She is currently working as an Academic Developer at UniSA. In this role, she is responsible for helping academics implement an innovative curriculum through mentoring, staff development sessions and resources. Shashi Nallaya studied for her PhD at the School of Education, The University of Adelaide. Her doctoral study investigated how technology, student characteristics and learning needs impact the acquisition of English language proficiency. Prior to taking up her current role, she was working as a Learning Adviser at the Faculty of Professions, University of Adelaide. She was an academic at the Faculty of Languages, Sultan Idris Education University, Malaysia where she originates from. She was involved in the training of pre-service teachers.

Dr Sue Ollerhead is a Senior Lecturer in Languages and Literacy Education and the Director of Secondary Teacher Education at Macquarie University. She grew up in multilingual South Africa, a country with twelve official languages, where she learned English, Afrikaans, isiZulu, isiXhosa, and French at school and university. She began her teaching career at a Xhosa-medium primary school and then went on to teach Zulu-speaking factory workers in South Africa's adult migrant literacy program. She has also spent a large part of her working life teaching English and working in educational publishing in South Africa, Namibia, Egypt, and the United Kingdom. Throughout her academic career, Sue has used her international experiences to train numerous undergraduate and postgraduate students to become knowledgeable, reflective, and responsive teachers of culturally and linguistically diverse learners.

Dr Julie Choi is Associate Professor in Education (Additional Languages) in the Faculty of Education at the University of Melbourne. She is co-editor of the books *Language and Culture: Reflective Narratives and the Emergence of Identity* (2010), *Plurilingualism in Teaching and Learning: Complexities across Contexts* (2018), and author of *Creating a Multivocal Self: Autoethnography as Method* (2017).