Nearly one in five Americans speaks a language other than English at home, according to the Census Bureau, an increase of nearly 50 percent during the past decade. At Kingsborough Community College where we are teaching, 25 percent of students were born outside of the United States and more than seventy languages are spoken. As the world is becoming increasingly global and interconnected, multilingualism and communication in English are growing, and non-native speakers of English continue to fill American classrooms, with community colleges at the forefront of this educational enterprise.

This special ESL issue of TETYC opens the conversation about L2 learners with articles from the vast intellectual and rhetorical map of TESOL in its broadest spectrum. In editing this journal, we have tried to make connections, to point out unnecessary divisions, and to pay attention to diverse voices. In this vein, several approaches to the topic seem to have emerged.

The discussion begins with a view on linguistic theory by a veteran applied linguist, Rod Ellis, who, in his autobiographical piece, makes a connection between his professional life, the history of the field, and the approaches, methods, and materials used to educate both learners and teachers about how to teach and learn grammar. He concludes with very much needed pedagogical suggestions. Teaching practice is examined in “Beyond ‘ESL Writing’” by Susan Miller-Cochran, who describes a pilot cross-cultural composition course giving ESL students and native English-speaking students “opportunities to learn about cross-cultural literacy practices from each other in a first-year writing context.” Janet M. Quinn’s hands-on piece focuses on the usefulness of raising student awareness about contrastive rhetoric. She proposes that ESL students’ writing will improve in coherence upon explicit demonstration of cultural rhetorical differences. Helen Lepp Friesen introduces a way to encourage L2 students’ creative expression through the use of visual arts (photography) and creative writing (haiku).

Other authors focus on housing ESL student populations and on pedagogical models serving their needs. Kelly Hernandez, Michelle Thomas, and Cynthia Schuemmann describe the creation of an accelerated, content-based English curriculum for L2 learners by researching the language demands of general education courses using corpus linguistics. Kristen di Gennaro reviews the framework within which non-native speakers of English are categorized and questions the need for subdivisions of L2 learners into separate writing courses. Finally, Andrea Olinger and her colleagues introduce us to a truly innovative program involving training inmates in a correctional facility to be ESL instructors while teaching other inmates ESL. Weaving the incarcerated teachers’ narratives into a story, the authors—participants...
extrapolate several themes demonstrating practical, rehabilitative, and humanistic Tolstoyan effects of education and literacy, which empower learners with dignity and pride in their linguistic self-worth.

We hope that with this issue of TETYC readers will gain insights into the diverse and creative world of ESL in the community college.

—Natasha Lvovich and Martha Clark Cummings, Guest Editors
Kingsborough Community College

CALL FOR PAPERS: SPECIAL TETYC ISSUE ON CREATIVE WRITING IN THE TWO-YEAR COLLEGE

TETYC is pleased to announce a special issue devoted to the teaching and learning of creative writing in the context of the community college. The issue, to come out in December 2014, will be guest-edited by David Starkey (Santa Barbara City College). We welcome traditional research studies (empirical and quantitative, as well as qualitative/ethnographic/phenomenological) and nontraditional forms of inquiry and creative work (narratives/essays, case studies, teacher diaries, interviews, poems) focusing on the teaching and learning of creative writing.

Suggested topics may include but are not limited to:

• studies related to the integration of creative writing/composition theory and classroom practice
• formation and administration of two-year college creative writing programs
• nontraditional creative writing students
• identity and social relationships in the classroom and on the page
• curriculum and teaching methodologies, particularly response to and evaluation of creative writing
• instructor preparation and professional development

All submissions are due by December 1, 2013. Please conform to TETYC’s usual submission guidelines as outlined in all issues of the journal and on the Web at http://www.ncte.org/journals/tetyc/write, and send manuscripts via email attachment (.doc or .docx) to tetyc@wcupa.edu.