

# Issues in Language Instruction

A Journal for Practicing and Interpreting Teaching English as an Additional Language

## Editor's Note

Ongoing changes in university IEPs accelerated during the COVID-19 pandemic. The consequences have been serious. The Applied English Center (AEC) at the University of Kansas is no exception. For example, the AEC experienced significant turnover in faculty during the Pandemic period as well as a reduction in the number of faculty members. The disruption also temporarily halted the publication of *Issues in Language Instruction*. Fortunately, we are now able to publish our first volume since the Pandemic.

In our first post-Pandemic volume, Marta Carvajal Regidor investigates effects language ideologies have on language practices in her article *Reflecting on Language Ideologies and Language Practices as an IEP Educator*. Specifically, Carvajal Regidor offers a thoughtful and personal discussion on the power that beliefs such as linguistic prescriptivism and “standard language” can have in the ESL classroom and on how language practices or the strategic use of one’s linguistic resources to make meaning can push back against language ideologies and bring agency to language users.

Also in this volume is Peter Johnson’s article, *Gamifying Vocabulary Study during COVID-19: The Challenges of Implementing a Gamified Program in the Online EAP Context*. In this article, Johnson discovers and examines specific problems with student engagement during the Pandemic. Key findings include online learning fatigue, poor class cohesiveness, and issues with teambuilding.

Marcellino Berardo’s article, *A Moves-Steps Approach to Teaching EAP from Disciplinary Textbooks: A Case from American Studies* describes an approach to teaching English for academic purposes influenced by Swales’ moves-steps genre analysis as applied to first-year university textbooks. To illustrate the approach, a section of a textbook chapter from American Studies is used.

To conclude this Note, I would like to mention a change in the editorial staff since the Pandemic. We are now fortunate to have Dr. Marta Carvajal Regidor as an editor of *Issues in Language Instruction*. Dr. Carvajal Regidor specializes in language ideologies, language practices, and language identities and focuses on finding ways to better support students’ linguistic rights through culturally sustaining pedagogy and curricula that center on linguistic justice.

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