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Editorial

The role of one bearing the title “teacher” is fluid. In K-12, a “teacher” is an instructor of multiple subjects, a caretaker, a club leader; in higher and adult education, a “teacher” is a mentor, a leader in the lab, a subject master. Throughout the pandemic the duties of the one called “teacher” have changed greatly: instruction has moved from face-to-face to online, and from online to hybrid formats; new issues have arisen in the classroom, from how to deal with students lacking the resources necessary for the online classroom to altering assignments and expectations to match the new online format.

In the ESL and EFL classroom, “teacher” gains the additional layer of being students introduction to communicating and interacting in their newest language, English. For ESL and EFL teachers, they have to both show their students how to navigate the new classroom in a new language, as well as a new rendition of the world. They serve as guides to life, in English. As such, how a “teacher” fulfills their role is as essential as the content that they cover.

In its 22nd volume, *Issues in Applied Linguistics* focuses on the role of the “teacher” in the ESL/ELF context. This volume begins with an empirical study by Vögelin and Keller, who conduct an analysis on feedback and teacher bias in the K-12 EFL classroom; Collings Ralph the importance of innovation in the changing, mid-COVID classroom; and Arens on the ideology that “teachers” bring into the classroom. With these three pieces it is our hope that you, the “teacher”, examine both your practice and role in the classroom; continue to interrogate what you are and what you bring to the classroom; and to provide valuable considerations to anyone that is granted, or aiming for, the title of “teacher.”

Rebecca Ash-Cervantes
Editor