

From the Editors

It has been a pleasure for us to bring you the 2025 edition of the *MIDTESOL Journal* with the assistance of our reviewers from around the MIDTESOL region and beyond. We would like to give a big thank you to everyone who helped us publish this volume by volunteering their time as an author, editor, or reviewer.

Volume 8 opens with our **Full Articles** section, which brings together three articles that address diverse aspects of language teaching and learning. The first, *Connections across campus: Bringing together students from intensive English and teacher education programs* by **Summers Rocha and Garnet**, examines how collaborations between English language learners and teacher education students can foster meaningful connections across campus. The second, *Implementation of an elementary level newcomer program in a mid-sized K-12 school district* by **Littlepage**, provides an account of the development and implementation of a newcomer program in a K-12 district, highlighting both opportunities and challenges. The third, *Home languages outside of the home: Translingual practices for content learning in the classroom* by **Loughary**, considers how students' home languages can be leveraged to support content learning in the classroom.

Loughary's article is a republication from our 2023 journal. We unfortunately sent an older version of his work to be published, so his full work was not available for the MIDTESOL community. We hope republishing his work this year highlights the great work he continues to do for our field.

The **Language Teaching Professionals' Interests** section follows with two contributions: one by **Baack**, *A summary of Science of Reading strategies support English Learners*, offering a helpful overview of Science of Reading strategies for English learners, and the other, *A legacy of learning: 40 years of Johnson County Adult Education English as a Second Language* by **Schrage and Dotti**, reflecting on the 40-year legacy of adult ESL programming at Johnson County Community College.

Given the growing attention to generative artificial intelligence, this volume also includes a special section, **GenAI Perspectives**, which features three articles on the use of GenAI in language education. Together, these contributions by **Saldana, Bani-Khalid, Dai, Franklin, Melin, Kitson, Ni, and O'Connor** on *AI tools for education: A guide*; **Osborn** on *Transforming writing: Using AI to explore genre, audience, and context in multilingual writing classrooms*; and **Rumpf** on *Leveraging AI to design comprehensible instructional videos: Implementation of an elementary level newcomer program in a mid-sized K-12 school district* provide a practical guide to classroom GenAI tools, demonstrate how GenAI can enrich writing instruction through exploration of genre and audience, and illustrate its potential in designing comprehensible instructional videos for multilingual learners.

Together, the articles in this issue highlight both longstanding practices and emerging innovations that continue to shape the field of language teaching in the MIDTESOL region and beyond.

We hope you enjoy this edition!