MIDTESOL Journal

ISSN: 2688-9439

Volume 9
2026

CONTENTS:

From the Editors

Full Articles

Pg 1–16
The ART of the sentence for multilingual learners
Brenda Daisy—West Des Moines Community Schools (Iowa); Amanda Levos—Grand Island Public Schools (Nebraska); Shaeley Santiago—Ames Community School District (Iowa)

Pg 17–25
Citizen Science as a tool for connecting beyond the ESL classroom
Carolyn Gascoigne—University of Houston-Downtown (Texas)

Pg 26–37
The Intelligibility Development Cycle: A learner-informed framework for pronunciation instruction
Ivan Crespo—University of Illinois Urbana-Champaign (Illinois)

Language Teaching Professionals' Interests

Pg 38–46
From overload to comprehensible input: Making ChatGPT work for language learners
Sarah Osborn—University of Nebraska at Omaha (Nebraska)

Pg 47–54
Beyond language: Culture, identity, and learning
Joanie Sinagra Brillant—Pittsburg State University (Kansas)

English Learner (EL) Policy

Pg 55–70
From theory to implementation: Examining ML certification requirements through the lens of local contexts
Elizabeth Thorne-Wallington & Adrienne Johnson—Missouri Western State University (Missouri)

Pg 71–80
Digital portfolios for English Learner reclassification in Missouri
Jeanne Beck—ETS (Missouri); Amy Walton—Iowa State University (Iowa)

Book Reviews

Pg 81–84
Book review of *Discover, Connect, Respond: A Practical Approach to Trauma-Informed Instruction*
Viktoriia Kisil—Cape Girardeau Public Schools (Missouri); Southern Illinois University (Illinois)