

Guest Editor's Note

It's been such a privilege and delight to guest edit this special themed issue on English as an Additional Language (EAL) education for *Education Matters*. My heartfelt thanks goes to all contributing authors for their exciting work, especially to the invited contributors who graciously agreed to take the time to present key issues in EAL education in the local, national, and international contexts.

I am thrilled to open the conversation with an invited essay by Jim Cummins and Robin Persad on multilingualism and EAL policy and practice in Canada. I am proud to introduce a selection of short invited essays on timely and critical topics in EAL education which include the role of instruction in second language acquisition (Nina Spada); transnational identity and second language learning (Ron Darvin and Bonny Norton); differentiated instruction for EAL students in the US context (Manka Vargese, Audrey Lucero, and Kerry Soo Von Esch); assessment in EAL (Eunice Jang); EAL policy and practice in Saskatchewan from the perspectives of Ministry of Education (Nadia Prokopchuk), School Division EAL teacher educators (Laurie Anderson and Shauna Tilbury), an EAL classroom teacher (Carmen McCrea), an adult EAL teacher (Debbie Griffith), and a French as an additional language teacher educator (Lori Santoro). Three of these invited contributors represent our graduate students in the College of Education. The selection of research articles includes a study of using technology in the EAL environment (Jay Wilson, Michael Stone, and Daniel Krause) and a discussion of Chinese as an additional language education (Chunlei Lu). I am also grateful for an intriguing play by Tara Goldstein. Another excellent contribution by our own international graduate student (Fangling Hu) completes the table of contents.

I anticipate enthusiastic reader responses to the contents of this issue, and hope this issue contributes to further growth of the EAL education in Saskatchewan.

Last but not least, my heartfelt gratitude goes to the editorial team as well as the blind reviewers for their support, patience, and excellent logistics, which made this issue possible. Thanks Lisa and Bev!

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