The Effects of Asynchronous Online Discussions on Reading Teachers' Multicultural Understanding and an Academic Vocabulary Intervention on Students' English Learning

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Welcome to the Fall 2021 Issue of Volume 24 of *Educational Research and Development Journal*. In this issue, we present two articles that address the roles of academic vocabulary interventions in shaping post-secondary students' English learning and the effects of the structured asynchronous online discussions on teachers' multicultural education understanding and stance.

Structured asynchronous online discussions as well-designed and planned discussion activities focused on a special theme, topic, or issue are presumably useful in supporting the development of teachers' knowledge and beliefs for effective teaching (Mitchem et al., 2008). Following this line of thinking, Chen and Browne examined the impact of structured asynchronous online discussions on reading teachers' understanding and teaching stance of multicultural literature. The researchers analyzed the records of whole class and small group asynchronous online discussions from a graduate course using naturalistic research methods. They revealed that the reading teacher participants in the course developed a deeper and expanded understanding of multicultural literature and the teaching stance that values diversity in practice.

Understanding academic vocabulary is central to communicating and thinking about disciplinary content (Nagy & Townsend, 2012). Thus, it is important to understand the effects of various interventions on students' academic vocabulary, including those whose first language is English and those English language learners in different age groups (Lesaux, Kieffer, Faller, & Kelley, 2010). In the literature review study, Winkler, Kuo, Eslami, and Kim describe, critique, and synthesize intervention studies related to the academic vocabulary acquisition of post-secondary English learners. They showed several findings using the article matrix and the constant-comparative methods (Boeije, 2002). The embedded academic vocabulary intervention becomes more effective when integrated with explicit word learning, well-established vocabulary instruction can be more useful when incorporated with technology, and receptive academic vocabulary learning gains the most when paired with consistent assessments.

We hope that these two articles will help enrich your thinking about the issue related to the factors shaping post-secondary students' English learning and the role of structured asynchronous online discussions on shaping teachers' multicultural education understanding and stance. Hopefully, these articles are informative for you to examine similar issues deeply, extensively, and continuously. We would like to thank all the reviewers for this issue for their thorough and constructive suggestions and comments that made this issue possible. Finally, we sincerely encourage all the Chinese American Educational Research and Development Association members, other professional researchers, and practitioners to contribute to the *Educational Research & Development Journal.* Such contributions are essential to the development of the journal as a high quality outlet that advances our understanding of various professional education issues.

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