

In This Issue...

A Message from the Editor

Advocacy and Action in an Age of Uncertainty

The theme of the 2017 INTESOL conference is “Advocacy and Action in an Age of Uncertainty.” We welcome our keynoter, Dr. Christian Faltis, an international scholar, artist and activist in bilingual education from the Ohio State University. Faltis describes language advocacy by dimensions, which are described below. In our schools, what is our stance toward language advocacy?

Tolerate foreign languages (standard dialect); support foreign language development as an economic resource; or

Promote local language and circumstantial bilingualism; espouse transnational literacy and hybrid language practices; challenge deficit language models (Faltis, 2014, p. 71).

If we are tolerant, this may promote linguistic unity, but frames second language learning as a skill to be acquired to better oneself in the marketplace. A promotion oriented stance allows students and educators to express themselves through multiple linguistic modalities. By fostering instructional practices that support the use of students’ multiple linguistic resources, more additive orientations about language learning emerge. Faltis reminds us that aside from parents, teachers are the most instrumental players in facilitating adoption of subtractive or tolerant-oriented practices versus ones that are promotion oriented and foster multilingualism. Our challenge as language teachers is one of examining our advocacy within these differing domains of language advocacy.

In our 2017 Fall INTESOL Journal issue, we travel the globe to understand how local policies around English language learning and language learning are appropriated in schools, universities and within governmental organizations. Our first article takes us to Afghanistan where Alamyar discusses the spread of English throughout the country after the fall of the Taliban in 2001. Using an autobiographical method, Alamyar references primary documents, digital sources and her own personal experiences to analyze how English is being quickly appropriated within the country. Next, we move to the work of Xin, who discusses the role of translanguaging within the domain of writing. Translanguaging promotes the use all of students’ linguistic repertoires to negotiate meaning and express their ideas, resisting the typical orientation to have one way to negotiate and produce knowledge. Most of the research in translanguaging has focused on spoken exchanges, but Xin takes a focused journey into how translanguaging occurs in writing classrooms among international graduate students. Third, we continue our connection to writing as we move to the elementary classroom in a rural Indiana community to analyze the discourse of elementary teachers during their writing blocks. Klassen found that the pressure of high-stakes testing pushed teachers to adopt the ascribed approaches needed to impulse testing performance. Additionally, teachers were not inclined to adjust their instruction for ELLs asserting that best practice instruction for English only students was sufficient. Fourth, we move to Adams and Richie who provide a comprehensive review of the literature on social and

emotional learning or SEL. The authors discuss how knowledge, attitudes, and skills within SEL can create classroom contexts that improve overall learning outcomes and achievement. Fifth, we move to the work of Garcia who discusses reclassified ELL students or fluent English proficient students. Using her own experiences as a secondary ELL educator she examines the problematic achievement and college and career readiness outcomes, articulating that the gap between English only students and fluent English proficient students still remains high. Lastly, we move to a book review done by Park of *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice (2nd ed.)* written by Purdue University Professor, Wayne E. Wright. Park details the updates in this second edition and highlights the coordinating website for activities and discussions with educators throughout the world. Park praises its organization and depth of detail that makes direct application to the teaching of ELLs.

The INTESOL Board would like to thank all our authors for their rich contributions to the Fall 2017 issue of the INTESOL Journal. You will find all contact information at the end of each article, so you can follow up with any of the scholars.

This year's Fall journal issue of INTESOL features the artwork of Lin Latt from East Allen Schools, a high school student at East Allen University. We thank Lin for his black and white charcoal depiction. Thanks to Lin's teacher, Stefanie Lichtsinn for recognizing his work. We also congratulate Melissa Kang of Tri-North Middle School and her teacher, Catherine Marchese for her submission that will grace the cover our 2017 INTESOL conference program. In our elementary category, we congratulate Alex Adewole of Geist Elementary and his teacher, Susan Jacocks. We also congratulate our honorable mention winners, Lucas Borja of North White Junior/Senior High school and his teacher, Andree Lavignette and Vung Lun of Southport High School and his teacher, Amy Gaisser. INTESOL is honored to share your artwork as a representation of your heritage language identities.

As we consider "advocacy in action" for our ELLs, work together to critique the ways in which language learning can be positioned as subtractive or viewed as a rich resource for our linguistically diversifying communities.

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Faltis, C. (2014). Language advocacy in teacher education and schooling. In M. Bigelow & J. Enser-Kananen (Eds). *The handbook of educational linguistics* (pp. 65-78). New York: Routledge/Taylor & Francis.