



INTESOL Journal

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Teachers of English
to Speakers of
Other Languages
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A Message from the Editor

In This Issue...

A Message from the Editor

Teachers as Leaders for Change

The theme of the 2019 INTESOL conference is “Teachers as Leaders for Change.” This year, we welcome keynoter, Dr. Debra Palmer from the University of Colorado at Boulder. Palmer is a Professor of Equity in Bilingual Education and brings her experiences as a former dual language bilingual education teacher to her scholarly work. In her most recent publication (2018), “Bilingual Teacher Leadership for Social Change” published by Multilingual Matters, explores and defines teacher agency, activism and leadership for bilingual educators. Palmer will share how her agency and activism became manifest during the summer of 2019 when she worked on the U.S. border among migrant children and families.

In our 2019 Fall INTESOL Journal issue, ELL language education is addressed across different contexts including English as a foreign language (EFL), elementary and secondary settings and the homes and community partnerships between EL families. Our first article examines a newcomer program’s renovation of its instruction and curriculum in creating an atmosphere of challenge that increased EL students’ agency. Suh, Hoffman, Albrecht and Wade specifically identify the intersection between English learning and high ability specialties and how both shape a framework of agency for ELs. Using a qualitative design, Nunan and Capobianco examine the content areas of science and social studies and how each content area can be used to galvanize language learning. Employing an action research approach, findings demonstrate that vocabulary usage within the two content areas increased significantly as a result of amplifying science and social studies language. Next, Cheung examines the impact of task structure on writing quality among English-as-a-second-language (ESL) young learners. Based in Singapore, this quantitative study makes a unique contribution looking at different varieties of

English across the globe. Using a case study design, Chen examines the experiences of a Korean graduate student in a U.S. context and how her language learning is inhibited and developed. Chen describes the strategies the student employed to access the language of schooling. Terpstra and Adams' study examines a high school setting and how particular strategies invoke greater understanding and progress among ELs. Use of read-alouds, use of visual aids and group exercises positively informed ELs' comprehension and supported the teacher's transformation with her instructional practices. Lastly, Galicia and Voss share the experience of one school on their quest to engage bicultural families authentically through art. The authors describe their partnership with a university and how art-infused education creates empowerment among ELs.

The Editors of the INTESOL Journal and the INTESOL Board would like to thank all our authors for their rich contributions to the Fall 2019 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 our contributors. Further, the international review board also thanks contributors for their richly diverse submissions in content, design and geography.

This year's Fall journal issue of INTESOL features the artwork of Maria Chacin, a 1st grader from White River Elementary School in Noblesville, Indiana. We thank Maria for her interpretation of teacher leadership. As we consider "teacher leadership" among and for our ELs, we affirm the agency of educators and families in making schools and communities sites of discovery and empowerment.

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