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A Message from the Editor

INTESOL Journal

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to Speakers of
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In This Issue...

A Message from the Editor

Equity and Access for Language Learners

The theme of the 2020 Virtual INTESOL conference is “Equity and Access for Language Learners.” This year, we welcome keynoter, Dr. Jose Medina. Medina leads a consulting firm, that specializes in dual language bilingual education. The dual language bilingual education or DLBE is used in an effort to centralize equity for emergent bilinguals (namely, English Learners). His social media presence illuminates his passion for DLBE being centered around the multilingual identities of emergent bilingual students, and their rights in language maintenance and development. Medina’s advocacy holds important implications for Indiana that is scaling up its provision of DLBE in K-12 schools, where emergent bilinguals are not always primary considerations.

In our 2020 Fall INTESOL Journal issue, language education is addressed across different contexts including English as a foreign language (EFL), elementary and secondary settings and the families of language learners. Themes revolve around identity, multilingualism, the teaching of reading and writing, engagement with families and a book review. Our first article studies a Korean-American adolescent boy and how his multiple languages shape his identity. Jung Han and Hyeong Kyun Park demonstrate that his multilingualism affirmed his claimed heritage language of Korean. In our second article, Su Jin Park and Beth Samuelson also focus on language, identity, and place. Park and Samuelson examine the intersectionality of the multiple identities among Korean immigrant women as they incorporate and resist particular identities. The third article by Deliya Kuleshova focuses on the code-switching behaviors of college-aged students whose heritage language is Russian. Kuleshova analyzes the differences

between a social and academic conversations and how more technical expressions represent more incidences of code switching.

In the fourth article, we move onto the domain of writing where Sara Mechraoui studies Algerian students and how she develops and implements strategies for argumentative writing. Mechraoui supplies ample suggestions and lesson plans for educational practitioners. In the fifth article, Salena Anderson details how college-aged ESL students being tutored in a writing center focus on sentence level accuracy, whereas tutors are focused on organization and idea development. To address this incongruence, she discusses the differing communities of practice that inform student's and tutor's differing foci. Moving to the domain of reading, our sixth article by Sara Kane, Jordan Gusich and Thomas Upton draws our attention to extensive reading (ER) and how such practices increase comprehension, vocabulary and motivation. Kane and colleagues also provide an extensive list of suggestions she has employed in her own ESL teaching context.

In our seventh article, we learn from Haiyan Li about the motivational techniques in English as a Foreign Language teaching. Li comprehensively reviews the literature on what galvanizes and/or impedes engagement in language learning. In our final article, we learn from David Pratt about the importance of engaging our emergent bilingual families and not merely focusing on language alone. Pratt provides strategies, centering families as experts in their child's learning. We end Volume 17 with a book review from Haiyan Li on Horner, B. & Tetreault, L. (Eds.). (2017). *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*. Li highlights how students appropriate different writing devices to more fully express their ideas.

The Editors of the INTESOL Journal and the INTESOL Board would like to thank all our authors for their rich contributions to the Fall 2020 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, which all address equity and access for language learning, and affirming the multilingual identities of emergent bilinguals. As a result of the number and quality of submissions, and our double-blind review process, the INTESOL Journal is moving toward a more esteemed designation that will ensure wider distribution of its scholarship.

This year's Fall journal issue of INTESOL features the artwork of Lal Rem Ruati, an 8th grader from Greenwood Middle School, submitted by her ESL teacher, Mrs. Leticia Hubbard. Lal Rem is from Myanmar and her first language is Mizo. Her work is entitled, "One Family, Many Races... Unification." Lal Rem captures the spirit of *equity and access* in her representation of women whose identities intersect across location, language, time, and space. Thanks to Lal Rem for your insightful and empowering contribution.

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