

In This Issue. . .
A Message from the Editors

Learners and Leaders
in Times of Change

The theme for this issue of the INTESOL Journal is “Learners and Leaders in Times of Change.” This issue is varied and has contributions that show different facets of the field. The journal articles broadly focus on K-12 classroom applications and teacher preparation, vocabulary development, and teaching students at the university setting, showing how the theme of the journal has been conceptualized by the authors represented in this issue.

K-12 classroom applications and teacher preparation is the focus of the first two articles. In “Creating Conditions for Transforming Practicing K-12 Mainstream Teachers of English Language Learners,” Susan Adams and Katie Brooks discuss a professional development program focused on enhancing the preparation of mainstream teachers of English language learners. In “Applying the Genre Analysis of a Narrative to the Teaching of English Language Learners,” Joshua Iddings and Luciana de Oliveira write about the analysis of a narrative and how it can be applied by teachers in a classroom setting.

Vocabulary is the focus of the next two articles. In “Factors in Vocabulary Acquisition through Reading,” Yunjung You reviews literature focused on vocabulary development and the factors that most influence students’ vocabulary acquisition. Hideki Goya, Jiutian Cai, Qi Ding, and Alison Fecher report on a study that investigated how five graduate-level advanced ESL learners’ vocabulary usage changed via written compositions in their article “Development of Vocabulary Use in ESL Composition.”

The third set of articles focuses on issues related to teaching students at the university setting. In “Teaching Email Writing to Non-native Speakers of English,” Naomi Lancaster presents a summary of research on email writing, discusses the results of a teacher survey in an Intensive English Program, and provides some lesson suggestions that can be implemented at several levels.

The last article in this issue is entitled “Spanish Native Speakers’ Participation in College: The Case of Indiana.” In this article, Carolina Pelaez-Morales describes Spanish Native Speakers’ presence in four and two-year academic institutions in Indiana, discusses these learners’ characteristics, and provides implications for writing instruction.

This issue of the *INTESOL Journal* brings together articles that represent different learners and leaders in times of change. We hope that you are able to apply some of their ideas into your own teaching, study, research, and professional development.

Editors:

Luciana C. de Oliveira
Purdue University

Suzan Stamper
Indiana University Purdue University Indianapolis

Brooke Kandel-Cisco
Butler University