

In This Issue. . .
A Message from the Editors

Equal Access for Excellence: Including All Learners

The theme for this issue of the INTESOL Journal is “Equal Access for Excellence: Including All Learners.” The content of this issue is diverse and represents various aspects of the field. The contributions explore a variety of language learning contexts including K-12 schools and classrooms, teacher professional development efforts, adult community education programs, and post-secondary classrooms.

The first three articles explore issues surrounding K-12 students and teachers. In “The Power of Personal Narrative: Latina Adolescent Youth in a Third Space,” Michelle Greene describes a year-long inquiry project initiated by immigrant middle school students and analyzes the power of personal narrative for these students. In “Mainstream ESL Instructional Coaching: A Repeated Measures Replication Study,” Annela Teemant and Christine Reveles write about a model for providing ESL professional development to mainstream elementary teachers. Lauren Harvey and Annela Teemant report on a study exploring district level administrators’ perceptions of the roles filled by educators serving English learners in K-12 schools in “Who Does What and Why?: ESL Administrators’ Perspectives on the Roles of ESL Specialists and Mainstream Teachers.”

Community education is the focus of the next two articles. In “Project Éxito: An ESL Family Literacy Model for a Suburban Indiana Elementary School,” Amanda Snell presents a case study of a volunteer-run English as a second language family literacy program designed for Spanish-speaking families. In the second article focused on community education, “Beyond Proficiency: Engaging Adult ‘Beginners’ at the Level of their Intellect and the Depth of their Humanity,” Cynthia Carr and Amanda Snell describe efforts to engage adult students in meaningful and engaging ways, regardless of their level of English language proficiency.

In the final article in this issue, “A Functional Approach to Errors in Texts Written by English Language Learners,” Zaira Arvelo Alicea describes the use of a functional approach to providing feedback to English Language Learners and uses students’ original writing to demonstrate the application of this approach.

This issue of the INTESOL Journal brings together articles that represent approaches for providing access to meaningful language learning for all learners. We hope that you are able to integrate some of the authors’ experiences and ideas into your own teaching, study, research, and professional development.

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