



INTESOL Journal

**A Journal for Indiana
Teachers of English
to Speakers of
Other Languages**

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In This Issue...
A Message from the Editor

Collaboration

The theme of the 2018 INTESOL conference is “Collaboration.” This year, we welcome two keynoters. Dr. Andrea Honigsfeld from Molloy College in New York and Dr. Estela Ene from IUPUI in Indianapolis bring their varying expertise on English language education. Honigsfeld discusses the importance of collaboration among K-12 educators to inform quality instruction for ELs (Dove & Honingsfeld, 2010). Ene and Upton (2014) focus on the need for collaboration through teacher e-feedback to refine students’ use of specific language writing targets. While each of their areas are distinctive, they both offer important messages to the broader field of English language teaching around the theme of collaboration.

In our 2018 Fall INTESOL Journal issue, ELL language education is addressed in different contexts including the homes of EL families in the US, English language testing within US higher education and English textbooks in South Korea. Our first article examines the literacy and language practices in the homes of heritage language families in a Midwestern rural community. Using a qualitative design, Li and Renn examine the language and literacy practices of rural families among their children, who are largely becoming English dominant as a result of their US schooling. In their rural community, parents express the need for bilingual programming within schools, yielding important insights into how we engage and collaborate with our EL families around language maintenance and development. Next, we move to the work of Kim and Ma who examine the content of an English textbook used throughout most of South Korea for English language and cultural instruction. Findings demonstrate that this primary text uses stereotypical images that reinforces deficit orientations toward English speakers. This textbook analysis holds important implications for the fields of World Englishes and textbook

development and how textbooks can approach multiculturalism and representation as collaborative dialogue rather than a majoritarian monologue. Next, Cho and Han examine the high stakes testing context for English language proficiency within higher education. They discuss the impact of test washback, the process by which instruction is shaped primarily through English language exams, foreclosing on interactive and collaborative discussions within classrooms. Their conceptual paper reviews the salient literature and invites us to critique our instruction and how we may accept or resist “teaching to the test.”

Lastly, we move to two book reviews. Troxel-Deeg takes an autobiographical approach to her review of Gallo’s book, *Mi Padre: Mexican Immigrant Fathers and Their Children’s Education (2017)*. Troxel-Deeg chronicles her journey as an EL teacher from a privileged group, being White and English dominant and how her examination of her positionality revealed important considerations for how she fostered an inclusive ecology within her EL classrooms. Albiladi concludes our INTESOL journal with his book review of the second edition Hedgecock and Ferris’ *Teaching Readers of English: Students, Text, and Context (2018)*. Albiladi provides a summary and evaluation of this resource for teaching reading to EL learners, helpful to educators who might wish to turn, or return, to Hedgecock and Ferris’ work.

The Editors of the INTESOL Journal and the INTESOL Board would like to thank all our authors for their rich contributions to the Fall 2018 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.

This year’s Fall journal issue of INTESOL features the artwork of Mariem Bouabid from Valparaiso High School, nominated by his teacher, Ms. Haley Naus. We thank Mariem for his interpretation of *collaboration*. He shared, “I was inspired by the idea of collaboration. I wanted

to make a picture that shows people building the world. I wanted to show how diversity is needed to build welcoming communities and how everyone can participate.”

As we consider “collaboration” with our ELs, we affirm the power of working together to resist the positioning of language learning as subtractive, while bolstering it as a rich resource for our linguistically diversifying communities.

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