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INTESOL Journal

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 Teachers of English
 to Speakers of
 Other Languages
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This Issue

Teaching and Advocating: Answering the Call

As long as multilingual learners of English are a marginalized population, any educator working with this group is likely to hear the call to advocate for them. In institutions of formal schooling, this group is impacted by legislation (at the federal and state level) and structure (at the state, district, and school level). While these learners and their families do have a voice, TESOL educators do as well. As professionals, we must reflect on what voice we have, how we can use it, and for what change do we speak. This is how we answer the call to advocacy.

As we do every year, we gathered at the INTESOL 2024 conference to reflect, recharge, learn, and share. Keynote speaker Dr. Annela Teemant looked back at recent conditions in the field and issued a challenge to continue learning, relearning, and unlearning as we strive towards advocacy for better classrooms and a better world for multilingual learners of English.

This issue features two editorial features and three peer-reviewed articles. In the Voices from the Field, Samuelson interviews members of the Exodus Refugee Immigration organization. Next, in this issue we introduce a new feature, Voices from the Academy, in which leading TESOL scholars will be interviewed. In this feature, Uysal interviews Anne Burns.

In the peer reviewed section, Kowalski and colleagues developed and validated an instrument for measuring the instructional competence of teachers for working with English language learners, and discuss its value for teacher

preparation programs. Next, Park explores the use of feedback technologies and technology-enabled feedback in first year composition courses.

The Editors of the INTESOL Journal and the INTESOL Board would like to thank the authors for their substantial contributions to the 2024 issue of the INTESOL Journal, as well as the reviewers who support authors in bringing their work to higher heights of quality and rigor.

This year's issue of INTESOL features the artwork of Takdir Dhanoa, an 8th grader from Franklin Central Junior High, submitted by her teacher, Mrs. Danielle Lain.

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