



Introduction

Serafín M. Coronel-Molina

The *International Journal of Literacy, Culture, and Language Education (IJLCLE)* is an open-source, peer-reviewed international journal dedicated to publishing research in the field of literacy, culture, and language education from multi-, inter-, and transdisciplinary perspectives. Its mission is to promote the academic exchange of ideas and dissemination of research among scholars and researchers from diverse fields of study worldwide. Authors are invited to submit manuscripts describing scholarly research on a wide range of topics related to language, literacy, and culture in education. Theoretical and conceptual studies, empirical and applied research using qualitative and/or quantitative methodologies, critical papers, special issues, and book reviews are all invited. Contributions from a host of disciplines such as sociolinguistics, sociology of language, psycholinguistics, educational linguistics, applied linguistics, linguistic anthropology, raciolinguistics, literacy studies, cultural studies, language and gender studies, language and political economy, media and technology, language education, teacher education, educational policy, semiotics, pragmatics, language policy and planning, language revitalization, and linguistic landscapes are very welcome. The intended audience of *IJLCLE* is researchers, scholars, educators, and graduate students from around the world.

This third volume contains four articles and three book reviews chosen from an array of submissions for our 2022 publication. The first article, titled “Parental Involvement in Children’s Initial Literacy Learning in Primary Schools in Mungwi District, Zambia” was written by Maureen C. Kasakula, who investigates the kinds of things primary schools are doing to involve parents in their children’s literacy learning. Through her qualitative study, she discovered that it took the involvement of partner organizations such as Read to Succeed to bring schools and parents together to enable the latter to actively participate in their children’s initial literacy learning. Kasakula feels it is important to include the development of parental involvement in teacher education to make up-and-coming teachers aware of the importance of this before they ever teach in a classroom, as well as embedding parental involvement in the primary schools’ curricula.

The second article, “*Construyendo Puentes: Translanguaging in Community Literacy Spaces*,” by Laura Beth Kelly, Stephanie Abraham, Kate Kedley and Cinthya Bolanos, examines two community bilingual Spanish–English literacy projects, comparing how each of them eventually developed a turn towards translanguaging and how this translanguaging operated at each of the sites. They discovered practices such as mirroring community language practices and creating inclusive, participatory environments. They also detail the limitations of translanguaging, such as its limited ability to resist the dominance of English, especially in the face of high staff and participant turnover.

Contact: Serafín M. Coronel-Molina, Indiana University, USA

E-mail: scoronel@indiana.edu

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The third article, “An Empirical Study on Syllabus Design and English Language Teaching at Calicut University,” by Jithin Devassy, attempts to evaluate the communicative approach to English language education in Kerala through the “Four Skills of Communication” course, as seen from students’ and teachers’ point of view. This is an empirical study, observing the development of learners’ language skills of learners and examining the positive and negative aspects of the course’s syllabus and textbook. It is hoped that this study will provide useful feedback for course and textbook developers to establish whether the course and the syllabus are successful at improving students’ proficiency in English.”

The fourth and final article, “Shadow ESL Education from North American Tutors’ Perspective: Are We Real Teachers?” by Emily L. Kerr explores the practices and beliefs of two language tutors who work with for-profit, private tutoring services to determine their own self-identity as educators. Given that many of them, while “experts” in their subject matter, have little or no formal training in education, they often doubt their own professional identity. These explorations led to questions of “who has the privilege of being called a ‘teacher’ and the status of online for-profit tutors as compared to classroom teachers.”

This third volume of *IJLCLE* ends with three book reviews. The first review is by Melody Lynch-Kimery of the book titled *Refugees in Canada: On the Loss of Social and Cultural Capital* by Thomas Ricento; the second is by Suok Kwon of the book titled *Translanguaging in Multilingual English Classrooms: An Asian Perspective and Contexts* by Viniti Vaish; and the third is by C. Martín Vélez Salas of the book titled *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages* by Donaldo Macedo.

Acknowledgments

IJLCLE is a project very near and dear to my heart. I have invested an immense amount of time and effort in marketing the journal consistently through multiple social media and professional networks, updating the blind reviewers’ evaluation guidelines, and identifying and inviting members to expand the Editorial Board. Despite the fact that I have also devoted a great amount of time in finding and editing the three book reviewers and supervising the blind review process by identifying and contacting some reviewers and taking care of the entire production process by formatting and editing the whole content of this volume in close communication with the respective authors, among other things, I could not have done it alone.

My special thanks go to Ebrahim Bamanger for accepting to join the *IJLCLE* Editorial Team. Ebrahim provided invaluable assistance in his role as Managing Editor. In close coordination with me, he has been in communication with the authors who submitted their papers through the *IJLCLE* online platform. Ebrahim also identified blind reviewers for the papers, and he sent the acceptance and rejection letters to the authors. In addition, he updated the content of the *IJLCLE* website from time to time. He also reformulated the system of messaging to be sent to authors, editors, and reviewers. Ebrahim also started indexing the journal, but more volumes need to be published to solidify this process.

Many thanks to Joanne Yi, who edited in detail two of the articles included in this volume. Joanne’s editorial assistance was instrumental in improving the structure, language, and content of those two articles. Thank you also to Amani Gashan who copy-edited another article included in the present volume.

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Disclosure Statement

No potential conflict of interest was reported by the author.