



Introduction

Serafin 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 fourth volume contains four articles and three book reviews chosen from an array of submissions for our 2023 publication. The first article, titled “The Relationship and Attributive Impact of Self-Regulation, Language Learning Strategies, and Second Language Anxiety to Second Language Learning of Grade 11 Students: Inputs to Recommended Strategies for Second Language Teaching” written by Angelie Lyn B. Cordero and Bayani N. Santos Jr., investigates that learning a second language (L2) poses a multifaceted challenge for language learners, as exemplified by the inadequate performance of Filipino learners in English writing and reading. Drawing on various studies that underscore the influence of self-regulation, Language Learning Strategies (LLS), and L2/ESL anxiety on L2 acquisition, this current descriptive-correlational study explores the relationship and attributive impact of self-regulation, LLS, and L2/ESL anxiety on L2 learning within a specific Philippine university context. A total of 447 Grade 11 participants contributed to the study through the completion of questionnaires. The collected data underwent analysis using mean, Pearson’s correlation coefficient, and multiple regression analysis. The results indicated a weak positive correlation between self-regulation and L2 learning, while LLS and L2/ESL anxiety showed no significant relationship with L2 learning. In terms of attributive impact, the findings suggested a direct proportionality between self-regulation and L2 learning, an indirect proportionality between LLS and L2 learning, and no significant impact of L2/ESL anxiety on L2 learning. These findings serve as the foundation for recommended strategies for second language teachers.

Contact: Serafin M. Coronel-Molina, Indiana University

E-mail: scoronel@indiana.edu

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The second article, “Indigenous Language Endangerment as the Hearse of Democratic Culture among the Yoruba People of Nigeria,” by Samson Olusola Olatunji, examines the well-established and complex interconnection between language and culture. Many Yoruba political office holders exhibit varying levels of proficiency in the English language, indicative of their exposure to English-medium Western education. One might logically assume that this educational background would lead to the adoption of democratic behavior. However, numerous instances of undemocratic conduct have been observed among Nigerian politicians of Yoruba descent, raising questions about how they managed to avoid assimilating the democratic values associated with Western cultures. It is plausible to deduce that the traditional Yoruba political figure may struggle to internalize democratic principles due to the longstanding influence of the monarchical system of governance. This study aimed to investigate the presence of democratic values in Yoruba precolonial government. Data from 200 respondents were gathered using a combination of accidental and stratified sampling methods, with a four-item interview guide administered by the researcher. The findings highlighted that the Yoruba language is rich in proverbs, aphorisms, and idioms that can promote democratic values. To preserve these democratic values and enhance a deeper understanding of Western democratic literacy, the paper recommends the comprehensive implementation of mother-tongue-based multilingual education, extending up to the completion of secondary school.

The third article, “In the Trading Zone: Rethinking Science Education through Collaborative Curriculum Practices and Research *with* Bilingual Latino Students and Educators,” by Max Vazquez Dominguez and Lourdes Cardozo-Gaibisso, attempts to analyze the negotiations and procedures involved in implementing a science curriculum-based research project that engaged multiple stakeholders. This included an 8th-grade science teacher who also served as a soccer coach, along with 24 student-participants from a middle school in the Southeastern United States. Utilizing the theoretical concept of trading zones, the authors concentrate on the negotiations, commitments, and collaborations essential to: (a) instruct science to Latino students within the framework of an after-school soccer program, (b) formulate curriculum, and (c) execute a research program acknowledging the significance of both material elements and physical spaces in this undertaking. This study elucidates these experiences and processes in connection with the attributes of the human and non-human components involved. The authors wrap up with a set of recommendations for both pre-service and in-service science teachers who are designing science activities as part of a broader curriculum, particularly when teaching science to middle school students in multilingual, multi-ethnic, and multicultural environments.

The fourth and final article, “Response to Intervention in Reading: A Literature Review and Critical Synthesis” by Amanda R. Hurlbut, Jemimah Young, Catherine Boggs and Jamaal Young examines the existing literature on the application of Response to Intervention (RTI) in reading, critically assessing the methodologies, instruments, and findings in the context of the broader literature. According to the authors, RTI remains a central focus in both special education research and practice, covering aspects such as intervention effectiveness, fidelity of implementation, and methods for gauging responsiveness to intervention. They demonstrate that various research studies on RTI suggest that tiered or scripted intervention programs may contribute to academic progress for students identified as at-risk, as evidenced by pre- and posttest measures. However, these studies also reveal a consistent issue: students identified as at-risk often lack the necessary instructional support to address reading-related opportunity gaps. In response to this concern, the authors conducted a systematic review of the RTI reading literature. The results underscore a diverse array of screening and progress monitoring tools used in reading research, potentially explaining the considerable variation in efficacy observed across studies. Furthermore, researchers express concerns about validity, reliability, and replicability when determining true responsiveness to an intervention amid the

abundance of available resources. The authors emphasize the need for consensus in the literature to identify the best screening and progress monitoring instruments, enabling the distinction of true responsiveness and the determination of optimal methods for designing, studying, and replicating intervention programs that sustain academic performance among at-risk learners through an RTI-based tiered intervention model.

This fourth volume of *IJLCLE* ends with two book reviews. The first review is by Jaeho Jeon of the book titled *Language is Politics: Exploring an Ecological Approach to Language* by Frank van Splunder; and the second is by Vesna Dimitrieska of the book titled *Language Teacher Identity in TESOL, Teacher Education and Practice as Identity Work* Edited by Bedrettin Yazan and Kristen Lindalh.

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Disclosure Statement

No potential conflict of interest was reported by the author.