

Fall 2013

Editorial

Arlene Dallalfar

Lesley University, adallalf@lesley.edu

Follow this and additional works at: <https://digitalcommons.lesley.edu/jppp>

Recommended Citation

Dallalfar, Arlene (2013) "Editorial," *Journal of Pedagogy, Pluralism, and Practice*: Vol. 5 : Iss. 1 , Article 2.

Available at: <https://digitalcommons.lesley.edu/jppp/vol5/iss1/2>

This Article is brought to you for free and open access by DigitalCommons@Lesley. It has been accepted for inclusion in Journal of Pedagogy, Pluralism, and Practice by an authorized editor of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu.

Editorial

Arlene Dallalfar

I am delighted to introduce our first issue of the newly designed *Journal of Pedagogy, Pluralism and Practice (JPPP)*. This issue continues our efforts, dating back to 1997, to publish on-line writings that present a balance across diverse forms of scholarship, practitioner-research, as well as literature and the arts, with a major emphasis on cultural criticism. Our goal is to provide interdisciplinary interpretation and analysis of theory and practice, including learning in classrooms, organizations, and non-traditional settings.

Before discussing individual contributions and new sections, I would like to first thank and acknowledge the outstanding work of Jasmine Martirosian, Director of Online Strategy, Production, and Marketing Analysis, for both her vision and support in organizing, prioritizing and undertaking the numerous changes needed to re-configure and re-design our web presence. I would also like to thank the online team (Peter Kneck, Jason Doring and Courtney Majocho) for their work in finding solutions to resolve all the complicated issues that this redesign and transition required, particularly to ensure that all content, dating back to 1997, would continue to be available for all users.

In addition our goal is to increase and enhance access, both within the Lesley academic community as well as reaching teachers, learners, and practitioners across national and international borders. Dr. Martirosian also aided us in forming a coalition of other important allies, particularly Constance Vratos, the Associate Library Director at Sherrill Library, and Marilyn Gellner, who have been critical in the preservation of historical content during this transition. In addition, they aided in making *JPPP* consistent with other online academic citation standards. I would also like to thank Lisa Fiore, Dean of Faculty, for her strong support in advocating for *JPPP* to be created within Lesley.edu. Her motivation was that *JPPP* could be used to further profile the unique contributions being made by the faculty across disciplines and schools at Lesley University. *JPPP* also includes publications from colleagues representing broader academic communities both nationally and internationally, as is well illustrated in this issue.

This issue profiles a mosaic of interlocking themes. First, at the national level, increasing attention is being paid to encounter of teachers with students whose first language is not English. Frank Daniello reviews the research regarding teachers' preparation for the teaching of language and addresses teaching and learning practices among teachers, particularly after the adoption of the English Language Arts (ELA) Common Core State Standards (CCSS) by 46 states and the District of Columbia

in the USA. He examines how developing teachers' own awareness of linguistics and understanding of language, through systemic functional linguistics (SFL) can provide for enhanced instruction in the classroom. Cheryl Hunter and Renee Gutierrez' ethnographic research adds to the discussion by examining pre-service teacher perceptions of the language acquisition process and assumptions about teaching literacy to young English learners. The authors illustrate how foreign language and cultural immersion provides an experience in linguistic development for challenging assumptions and beliefs about linguistically diverse students.

At the international level, four articles enrich our understanding of social identity and systems of inequality in Egypt, Iran, Palestine, Turkey, Australia and the United States. Laura Fokkena uses two Egyptian films made before 2011 to examine Egypt's public education system and how it can perpetuate inequality, socioeconomic inequities and corruption instead of serving as a vehicle for social mobility. Fereydoun Safizadeh, an anthropologist uses an ethnographic perspective to examine the relationship of Azeri-Turkish speaking and Persian-speaking Iranians in media and everyday spheres of social life and provides an examination of this minority-majority encounter and what underlies the construction of a Turkish, Azeri and Azerbaijani identity in Iran. He provides a thick description on how a minority population formulates a sense of self and based on it behaves socially, politically and nationally. Tracy Wallach provides an overview of the theoretical perspective of group relations theory and then describes her experiences teaching group dynamics in the United States, Palestine, and Turkey. She then offers a critique of the model and addresses how the dynamics were influenced by local culture and the political environment in each context. Tania Canas examines the ideological paradigm of Freire's conscientization paradigm, as prompted through Theatre of the Oppressed workshops run with asylum seekers in Melbourne . More specifically she discusses workshops and group dynamics as conscientizing elements that promote transformation of the self and how the Theatre of the Oppressed assists in social transformation of severely disadvantaged groups that fall through legal and political gaps. Next, we have a play in one monologue, by Jyl L. Felman, a writer and performance artist about Terri Schiavo, who was kept artificially alive for fifteen years while her husband fought for the right to unplug the machines and let his wife die "peacefully." This meditation monologue is highly political and personal, as it also tells the story of the daughter's own mother.

Continuing our new section on student scholarship, Harrison Ford, a junior at Lesley University, majoring in Communications, won first place in the Esther Kingston-Mann Students as Scholars Essay Awards competition, hosted at the University of Massachusetts Boston. The competition reflects entries from undergraduates enrolled in seven colleges in the New England region. In this issue we also inaugurate a new section on book reviews. Nancy Roberts reviews the book *Digital Education: Opportunities for Social Collaboration*, edited by Michael Thomas, a collection by

authors from 10 countries providing a global perspective on the uses of technology in education.

The Editorial Board is enthusiastic about encouraging submissions for our next regular issue as well as possibly reviewing appropriate books and encouraging and mentoring a student for submission of a student paper that might qualify for publication in *JPPP*. The Journal is particularly interested in directly addressing linguistic pluralism by publishing articles in languages other than English, when possible. Authors who can submit two versions of their article, one in English and one in another language, are encouraged to do so. For further information contact us at jppp@lesley.edu. I hope this issue helps provide new insights and understandings of complex social issues facing us at the local, national and international level.

Arlene Dallalfar, Executive Editor