

Editors' Note

The field of educational linguistics has always taken as its starting point the study of language education and language in education (e.g., Hornberger, 2001). The five papers in this issue demonstrate the breadth and depth of the field, which has been a key feature of *Working Papers in Educational Linguistics* since its inception, and will continue to be as our journal moves to an advance online publication format. In situating the study of language in educational contexts, these authors draw from a wide variety of data and seek to address inequalities and power in education, demonstrating a commitment to what King (2016) called one of the core tenets of educational linguistics—social justice. This includes examining the ideological underpinnings of an entire field of research (Ortega), exploring the ways medium-of-instruction policies impact educational opportunities in higher education settings (Kang), highlighting networks of power and their relationship to language and citizenship (Smail), foregrounding student perspective in narratives that reveal the personal and social circumstances that shape their trajectories in school choice (Leone-Pizzighella), and considering what is at stake when novice teachers narrate stories of struggle (Lewis). Each article shows the importance of being mindful of policies and practices which may both intentionally and inadvertently further social inequalities and of moving forward by continuously reflecting on and challenging current realities that are taken for granted. Furthermore, they point to the ways in which “higher education institutions and their representatives must turn their ethnographic lens to their own turf” (Heath, 2011, p. 402), and in doing so, underscore the need to critically examine how inequities are (re)produced in research and in higher education.

In this issue's opening article, Dr. Lourdes Ortega provides a critical reflection on the field of second language acquisition (SLA). In her words, “recent developments in the world have brought great uncertainty for all, but particularly for multilinguals, many of whom must negotiate their language learning from positions of marginalization” (p. 22). She challenges SLA scholars to move beyond traditional ideas and epistemological orientations that have long dominated the field and which she argues have impeded the field's ability to satisfactorily address questions about and in support of multilingualism—what is and should be the main goal of SLA research. Dr. Ortega is hopeful, though, and she concludes by suggesting nine strategies that would help scholars move SLA in a new direction and to construct “a new SLA of the 21st century in support of equitable multilingualism” (p. 2).

Kang investigates the rise and spread of English-medium instruction (EMI) in the context of South Korean higher education. Drawing from scholarship and conceptual tools in language planning and policy (LPP), she demonstrates how the ongoing debates and tensions surrounding EMI policies in this context emerged from the complex relationships among different language policy actors and language planning goals. Her paper provides further support for many LPP scholars' arguments that LPP processes are not neatly dichotomized as either top-down or bottom-up, and that examining the dynamic interactions among layers may illuminate how policies are created, shaped, and implemented (Menken & García, 2010).

Smail explores the ways in which different social actors narrate two related events: a video of an Algerian teacher and her class chanting in and about Arabic

and a subsequent press conference by Algeria's Minister of Education, Nouria Benghabrit. Using discourse and narrative analytic methods, he examines the debates in media surrounding these two events, namely a series of interviews conducted with passersby on a busy street by a reporter for YouTube media channel, *El Bilad TV* and a newspaper article written by Algerian and Franco-Algerian intellectuals. These methods are complemented by Smail's examination of differing ideologies around Arabic language education and their relationship with nation-state building through Foucault's (1991) notion of *governmentality*, which highlights how education is related to processes of regulating language and citizenship. He ultimately argues that "the pairing of governmentality and discourse analysis is a complement to ecological studies of language policy (Hult, 2010) in that it shows how power can emerge from diffuse networks, rather than from institutional or social structures" (p. 68).

Leone-Pizzighella examines what she calls *narratives of becoming*, in which different students narrate their educational decisions in a stratified Italian education system that consists of three different types of schools. Drawing from data collected in a linguistic ethnography in an Italian city, she explores the connections that students make between types of school and types of persons. In Leone-Pizzighella's informal conversations and interviews, these students' metacommentary (Rymes, 2014) reveal how these figures of personhood (Agha, 2011) impact their schooling choices. In focusing on how Italian students make meaning of their schooling experiences, this study has implications for broader questions around education policy and practice in Italian schooling that have not traditionally been explored through qualitative methods.

Finally, Lewis uses narrative analysis to examine novice teachers' small stories (e.g., Georgakopoulou, 2006) and their relation to identity work in a language teacher education (LTE) setting. Through a semester-long classroom discourse study of a graduate-level course on teaching second language writing taught by Dr. Palmer, she highlights the social and interactional achievements made by Esther, a novice language teacher, in Esther's multiple tellings of a singular teaching event that is framed initially as successful then as challenging. Lewis examines the narrative itself, as well as the act and context of narration. In doing so, this paper demonstrates the importance of considering how novice teachers' narratives in LTE contribute to teacher identity construction, and how these small stories can be used to work through what Dr. Palmer calls "unremarkable" (p. 114) or normal struggles of novice teachers.

In closing, we want to thank Kristina Lewis for her leadership and guidance in Production and Design for this issue, as well as Jay Jo and Karla Molina for their contributions. We would also like to extend our heartfelt gratitude to all the reviewers and to the editorial team. Finally, we join past Editors-in-Chief in thanking Dr. Nancy Hornberger for her consistent guidance and support for *Working Papers in Educational Linguistics* as we engage in a new format and continue to reflect on the beginnings and legacies of educational linguistics at the University of Pennsylvania.

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April 13th, 2018

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