

Editors' Note

In the 1970s, Bernard Spolsky first conceptualized educational linguistics in his attempts to describe a space for considerations of problems of education in the field of applied linguistics. Since then, the field has been a problem-oriented transdisciplinary field that has explored various aspects of language education and language in education (Hornberger, 2001). Educational linguistics looks at problems related to research, policy, and practice, and because of its focus on education, the research and practice reflexivity has become foregrounded (Hornberger & Hult, 2006). As one of the foundational fields of educational linguistics, language policy and planning (LPP) has addressed various concerns for social justice in bilingual and language minority education. In this LPP special issue of *Working Papers in Educational Linguistics*, our authors examine ideological and implementational dimensions of LPP in diverse sociopolitical contexts by looking at how language planning, teaching, and learning happens in different policy settings and education modalities. Drawing from a variety of methodologies and conceptual tools that uncover connections among policies and policymakers in different layers, the papers are developed by students of Professor Nancy Hornberger's research seminar on Language Planning and Policy in Education in Spring 2019.

Across the articles in this issue, the authors seek to address inequities in the development, implementation, and ideologies informing language policies for linguistically minoritized students both nationally and internationally. Within the United States, this includes examining the disproportionate number of dual language programs in New York as opposed to Pennsylvania (Liu), the factors behind implementing a two way immersion (TWI) program in the Midwest (McAuliffe), the raciolinguistic ideologies in LPP of bilingual education at a local school district in California (Lee), and more broadly how different stakeholders across the United States perceive the implementation of the Seal of Biliteracy (Schindelman). Internationally, the authors examine how the language in education policies in Lebanon fail to support Syrian refugee children (Guillotte) and argue for creole inclusive language education policies that support children in Jamaica (Gonsalves). In addition, this includes two Notes From the Field, a new format that invites doctoral candidates to share their experience in the field while conducting ethnographic research locally (Lewis) and internationally (Anzures Tapia). Considering that a fundamental tenet of LPP is a commitment to social justice, we would like to acknowledge the unprecedented time during which this specific issue was produced. First, we witnessed the emergence of a global pandemic due to COVID19 followed by a political uprising ignited by the senseless murder of Black bodies at the hands of police violence. Therefore, we present this issue as an entry point to invite scholars of educational linguistics to continue to engage in conversations and research that addresses issues of racism and anti-blackness in language policy and planning.

Opening this issue, Cheryl Lee presents raciolinguistic ideologies in LPP of bilingual education programs in California. She investigates the sociohistorical factors and raciolinguistic ideologies about Asian Americans demonstrated in the implementation of bilingual education programs at the local school district level.

Taking the language ecology framework that closely looks at language evolution, language environment, and language endangerment (Hornberger, 2002), she examines the heritage language loss of Asian Americans in California as LPP in public schools fails to capture the diversity of Asian American communities and complex intersectionality among communities with the presence of multiple languages. By focusing on the historical processes and the current issues that the Asian American population in California has encountered in bilingual programs in public schools, she draws the connection between institutional forces and local actors.

Schindelman's article takes a close look at the development of and diverse ways that the Seal of Biliteracy (SoBl) has been implemented in the United States. As SoBl policies show large variation from state to state, district to district, and school to school, she explores what a SoBl award means for various stakeholders across the country. She traces the discourses that advocate the efforts and adaptations of the SoBl in different layers of LPP onion (Hornberger & Johnson, 2007) through intertextual analyses of policy documents from various levels. Furthermore, she demonstrates how the discourses of SoBl open and close ideological and implementational spaces in classrooms, particularly in the contexts of world language education policy.

Also conducting an intertextual analysis of primary and secondary documents, McAuliffe examines connections among policymakers at different layers (community, school, and district level dual-language committee) that make a two-way immersion (TWI) program at a school district in the Midwest. Extending Valdés's (2002) study, she explores the potentials of TWI programs that facilitate learning environments for students from minoritized groups with limited access to educational resources (i.e., Latinx and Black students in this case), especially, when they are locally constructed.

Guillote utilizes Hornberger and Johnson's (2007) conceptualization of LPP as a multi-layered onion and Dryden-Peterson's (2017; 2019) theorization of unknowable future to look at how language policy and planning affect education for Syrian refugees in Lebanon. Guillote worked as an education fellow in a Syrian refugee camp in Jordan and observed how refugees navigated the language policy landscape of the host country and the implications this had on refugees's employment, high education aspirations, and socioeconomic prospects. In this article, Guillote extends her work to focus on the current language-in-education and medium of instruction policies in Lebanon that refugees, parents, and students navigate. She concludes that LiE policy implementation often does not support refugee students in acquiring multilingualism as there is usually a disconnect between the levels of the LPP onion.

Gonsalves's article speaks to the recent debates about the inclusion of Jamaican Creole in the education system, which has recently played out in Jamaican media. She examines *de facto* language policies, a draft language policy, and newspaper articles and utilizes an interpretive policy analysis approach to identify the prevalent discourse that informs status planning and language education policy in Jamaica. She highlights two discourses as most influential. The first is the development Jamaican identity post-independence and the second is the ideology that progress is closely linked with education and literacy. She concludes by stating that future attempts at language planning will not have a meaningful impact in

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education unless they account for all language varieties. She contends the implication of this research on research that has begun to explore the question of de facto and official language policies in Eastern Caribbean region as well.

Liu rounds out the contributions to WPEL 35. The author analyzes the disproportionate number of dual language (DL) programs in New York City as compared to Philadelphia. She utilizes a corpus linguistics approach to conduct an expansive analysis on relevant laws, handbooks, and news to analyze what might be informing the difference in the number of programs. She concludes that while demographics, language diversity, and the number of students with the designation of English Learner (EL) might contribute to part of the difference, there are other factors that are at play. She looks at how language policies at different levels might be informing the disparate number. She concludes that while the federal policies might allow for opportunities for DL programs, it is state and local policies that most directly impact the number of programs in each city.

In the Notes from the Field, Anzures Tapia and Lewis share invaluable reflections on their experiences during ethnographic fieldwork in the Yucatan Peninsula in Mexico, and a Teaching English for Speakers of Other Languages (TESOL) program at a US university. Anzures Tapia invites us to consider research in bilingual early childhood education (ECE) settings where children of an indigenous community, that have no toilets their houses, experience toilets when coming to a single-teacher multi-grade school. Going through his ethnographic works that involved children's schooling experiences with toilet use, one of few instances where Mayan has been used, he uncovers places and events where languages are practiced in the most unexpected ways. On the other hand, Lewis examines the multiplicity of images of language teachers and language teaching—sets of ideas about what language teachers are, do, and say—that student teachers encounter through the lens of salience, or how student teachers experience and make sense of the practicum. By paying attention to moments and events that have emerged as critical incidents in the various practicum contexts, she explores the ways student teachers build theories and strategies about teaching from interrelated components of their practicum experience. Both Notes from the Field illustrate the issues and concerns that researchers encounter and learn to manage every day in field sites with rich and detailed descriptions.

In closing, we want to thank Sarah-lee Gonsalves, Peizhu Liu, and Andrew Wu for their leadership in Production and Design during this year. We would also like to thank all members of the WPEL editorial board and our generous reviewers without whom this issue would not have been possible—including external reviewers, contact editors, readthrough editors, faculty, staff, and students. Finally, we would like to take a special moment to join past Editors-in-Chief in thanking Dr. Hornberger for her unparalleled encouragement, guidance, and leadership over the past few decades. We are honored to have received the inaugural Nancy H. Hornberger award for Editorship of Working Papers in Educational Linguistics. This award is a celebration of Dr. Hornberger's legacy and a symbol of all past and future EICs's commitment to sustaining and amplifying the mission and vision of WPEL—we are all WPEL.

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