


*Editorial*

# The Critical Intersection of Language, Ideology, and Education

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## 1. WELCOME

The editors and the editorial advisory board are thrilled to extend a warm welcome as we proudly introduce the inaugural issue of the *Journal of Education, Language, and Ideology* (JELI). It is with great enthusiasm that we announce the launch of this journal, designed to be the vanguard in the field of applied and educational linguistics with a dedicated focus on the compelling topic of *language ideology* in educational contexts. In this inaugural editorial, we introduce the rationale for the journal, its aims and scope, and briefly present the studies included in this issue.

## 2. RATIONALE FOR THE JOURNAL

Language ideology is the complex system of beliefs, feelings, and values surrounding language structures and use(rs), which manifests social, political, and economic interests of individual speakers, ethnolinguistic groups, other interest groups (e.g., politicians and policymakers), and nation-states (Kroskrity, 2010). It has remained a focal point of analysis in academic discourse for decades as it profoundly influences our educational systems, shaping curricula, language policies, and pedagogic practices, including the socioemotional experiences of teachers and students. The intersection of language—and its other aspects like *language forms and choices*, *language rules*, *language use and evaluation*—and ideology in educational contexts have received attention for decades, yet it is one of the underexplored areas of research; mainly, in relation to some of the critical social and economic realities such as race and racism, coloniality, and neoliberalism.

We are currently living in an ever-unsettling time in history when not only the modes of communication are rapidly changing but also the social relationships creating newer forms of ideologies and, thereby, inequalities. With these changes, scholars have recently problematized various conceptions of languages and language teaching (e.g.,

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translanguaging and raciolinguistics) in the contexts of different forms of oppressions. The positions of *colonial languages* (e.g., English and French) and the *dominant languages of nation-states* are even changing. For example, when mapping the future of English, the British Council claimed that “English will be repositioned in models of education within which indigenous languages are increasingly valued” (Patel et al., 2023, p. 57). This situation indicates a need for renewed attention to exploring language ideology in education contexts, importantly interplaying with other social, political, and economic developments.

With the launch of JELI, we aim to bridge this gap and foster a vibrant intellectual space where researchers, educators, and language enthusiasts can engage in *rigorous and insightful discussions* on the role of language ideology in shaping educational landscapes; and, thereby, social and emotional experiences of teachers and students from different cultural, ethnic/racial, and linguistic backgrounds. We envision this journal as a platform where scholars from diverse backgrounds and disciplines can converge to explore the *multifaceted dimensions of language ideology*, share their research findings, and spark critical dialogues.

### **3. AIMS AND SCOPES OF THE JOURNAL**

JELI is an *international peer-reviewed academic journal* (online-only) that publishes rigorous scholarship that advances inquiries in issues related to ideology, language, and education. Although articles are written in English, the journal welcomes studies dealing with the teaching and learning of languages other than English as well. JELI invites cutting-edge research from around the world with *sound and diverse methodological designs* and *innovative implications for teaching* multiple languages or any one language as a first, second, or third language. The journal is open-access, and the published articles are freely available to anyone.

We are interested in critical scholarship that is grounded in *mixed methods, and qualitative, quantitative, pedagogical, and emergent paradigms*. The primary goal of the journal is to provide *a forum for scholarship that inquires into ideology to enrich language education*. With this understanding, JELI is committed to *bridging theory and practice in multilingual education*, and invites *research articles, brief reports, book/media reviews, critical essays, and interviews* that address a wide range of topics related to language ideology in education, including but not limited to:

- language attitudes and their influence on classroom dynamics,
- language, race/ethnicity, and ideology,
- translanguaging,
- bi/multilingual education,
- content and Language Integrated Learning (CLIL),
- medium of instruction (e.g., English as a medium of instruction),

- teacher language ideology,
- language-in-education planning and policy,
- linguistic injustice in/through education,
- indigenous language and knowledge in education,
- language and intersectionality,
- language and LGBTQ+ inclusivity,
- innovative methodologies for studying language ideology in educational contexts,
- research and pedagogical approaches that challenge or reinforce language ideologies.

#### **4. PAPERS IN THE INAUGURAL ISSUE**

In this inaugural issue, we have published *6 articles, 1 interview and 2 book reviews*. The research article by *Davis and LaDousa* examines how graduate students at an Indian higher education institution perceive their mother tongue in the context of their multilingual practices, shedding light on the complex and ideological notion of mother tongue, complicating ethnic, regional, and national identities and belongingness. Their analysis of participant observation (language performance in the Mother Tongue Day Celebration) and interviews reveals how mother tongue is imagined differently across spaces, highlighting conflicting and multiple language ideologies of mother tongue. The authors also point to the complexity in defining mother tongue in a multilingual context and argue that scholars should put “more attention to how mother tongue—a multifaceted and shifting ideological concept—is differently employed in policy and across different contexts of practice, and how it is implicated in sociolinguistic inequalities and problems of ethnic, religious, regional, and national belonging” (p. 28).

In a trioethnographic narrative, *Jain and colleagues*, as three South Asian pracademics in the US, critically examine their encounters with transracialization, challenging the oppressive structures of essentialized racial categorization that stifle their dynamic racial and linguistic identities. Through their transraciolinguistic entanglements, the authors highlight how trioethnography can be an ideological project to resist “raciolinguistic marginalization of minoritized ‘transnational-translingual pracademics’ from the Global South in the Global North” (p. 33).

Another research article, by *Elshafie and colleagues*, examines the language ideologies of elementary EC-6 generalist pre-service teachers in the US as well as the factors influencing these ideologies. The analysis of interviews with 7 pre-service teachers and their vlog entries (a course assignment) in the article illustrates the teachers’ multiple and contradictory ideologies of home languages.

*Zacharias* delves into the experiences of (re)naming among Asian international students enrolled in a multilingual composition course at a US university, using autoethnographic narratives created by the students as part of the course. The research

illustrates how the naming choices made by students, such as anglicizing their Chinese names, are influenced by the behaviors of their instructors, reflecting the teachers' underlying language ideologies. The article by *Le Ngoc* reports on a study that examines Vietnamese university students' perceptions of native and non-native English-speaking teachers facilitating pre-sessional English for Academic Purposes courses. By analyzing data from questionnaires and interviews with these students, the research reveals that the students hold a language ideology that attributes a higher level of academic language proficiency to native-English-speaking teachers.

In the final research article, *Wang* examines the influence of language ideologies that advocate for standard English writing norms and native-speakerism on the experiences of non-native-English-speaking researchers when submitting their articles to English-medium journals. The study highlights the presence of a dominant language ideology and academic gatekeeping practices within the Anglophone academic sphere, which results in the marginalization of scholars from peripheral regions in their efforts to publish their work in English-medium journals.

In the inaugural issue, the interview by *KC*, a doctoral student at Arizona State University, features conversations with 6 scholars (Ian Cushing, Sender Dovchin, Nelson Flores, Prem Phyak, Ruanni Tupas, and Bedrettin Yazan) whose scholarly work revolves around language ideologies within diverse educational and disciplinary contexts. Through these conversations, the scholars collectively illuminate different avenues for future research in the field of language ideologies, addressing contemporary issues and research priorities: for example, the nature of language ideologies and their impacts; historicity of language ideologies; evolving and intersecting ideologies; raciolinguistic ideologies/practices; language ideology as a tool/framework; English-medium instruction and language ideologies; inclusive educational practices; enactment of ideologies in teaching and research practices; critical issues of/in language ideologies.

Finally, this issue includes 2 book reviews. *Chen and Fang* review Sender Dovchin's book on *Translingual Discrimination*. Then, *Sarda* reviews the volume *The Politics of English Language Education and Social Inequality: Global Pressures, National Priorities and Schooling in India*, edited by Maya Kalyanpur, Padmini Bhuyan Boruah, Sarina Chugani Molina, and Sunaina Shenoy.

As we embark on this exciting journey with JELI, we express our profound gratitude to our authors, reviewers, and readers for their invaluable support. We invite you to explore the pages of our inaugural issue and immerse yourself in the thought-provoking research and dialogues it contains. We look forward to fostering a vibrant community of scholars and practitioners who share our passion for *unraveling the intricate relationship between language, ideology, and education*.

## THE AUTHORS

Pramod K. Sah is a Postdoctoral Associate at the Werklund School of Education at the University of Calgary. His research focuses on language ideologies, language planning and policy, English as a medium of instruction, and translingual/multilingual education. He is currently serving as the Editor-in-Chief of the *Journal of Education, Language, and Ideology*.

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