

EDITORIAL

A New Educational Research Journal that Advocates for Multilingualism

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A WARM WELCOME TO JEM READERS

Welcome to the inaugural issue of the *Journal of Education for Multilingualism* (JEM)! As an international, peer-reviewed, and open-access journal, JEM is dedicated to advancing the field of multilingual education. We cover diverse educational contexts, from early childhood to adult learning and workplace literacy, emphasizing interdisciplinary scholarship that integrates insights from applied linguistics, school psychology, linguistic anthropology, and sociology of education. JEM advocates for multilingualism and welcomes scholarly work that focuses on the language learning and acquisition experiences of multilingual individuals, assessment and instructional practices, and educational policies. While the language of publication is English, JEM celebrates research on the teaching and learning of languages other than English.

We are thrilled to provide a platform for a diverse array of scholarly contributions, from empirical research and systematic reviews with innovative pedagogical implications to book reviews. Welcome to a community committed to bridging theory and practice in multilingual education!

JEM approaches education as a powerful tool for advocacy, championing the cause of multilingualism and supporting multilingual communities. By fostering a deeper understanding of multilingual education, we aim to influence policy and practice in ways that promote equity and inclusion. We look forward to your engagement and contributions as we build this vibrant scholarly community together.

RATIONALE FOR LAUNCHING JEM

A few years ago, I asked my preservice elementary teachers how they would define “advocacy.” The common theme in their response was the notion of voice. Phrases like “being a voice for” and “giving a voice to” recurred frequently in their answers, with the immediate call for the next step: working to change the classroom or the system to better meet the needs of all students. For them, advocacy implied standing up and speaking out for those who may be silenced in our society. (de Jong, 2019, p. xii)

The epilogue underscores the critical role of educators in amplifying the voices of individuals to support advocacy efforts. With this understanding, I believe that creating a safe and brave space where scholars, teacher-educators, policymakers, and teachers can freely share their work is one form of “giving a voice to” and “being a voice for” them. There is an evident need for a journal dedicated to language education and applied linguistics research from an advocacy perspective—one that supports multilingual education, uplifts multilingual students, and promotes multilingualism. Such a journal must consistently adopt a critical approach, addressing inequities and offering strategies to create fair and inclusive environments for multilingual learners. To meet this need, JEM was established as an open-access journal.

The open-access model of JEM is a fundamental aspect of our mission. In a world where access to information should be a universal right, we are dedicated to providing high-quality research to educators, researchers, policymakers, and practitioners worldwide, free from the constraints of paywalls. This approach aims to democratize knowledge and empower all stakeholders in multilingual education to adopt evidence-based, equitable practices. Thus, launching JEM is a significant step towards fostering a more inclusive and equitable academic discourse, where the voices and experiences of multilingual individuals are not only acknowledged but celebrated.

IN THE INAUGURAL ISSUE

I am thrilled to present a rich collection of scholarly contributions that reflect the diverse and dynamic field of multilingual education. This inaugural issue features four research articles, two compelling interviews, and one book review, each offering unique insights into teacher preparation, program development and policy implementation for multilingual learners.

The first article is Chiu-Yin Wong and Wendy Harriott’s “*I Remind Myself I’m Operating in a Broken System and Push Forward*”: *Exploring New Second-Career ESL Teachers’ Identities through Sociocultural Theory*. This insightful study delves into the unique challenges faced by second-career ESL teachers in the U.S., emphasizing their

resilience and determination. Using Sociocultural Theory, the authors highlight how these educators navigate systemic obstacles, leverage their prior professional experiences, and employ private speech to forge strong advocate identities for their emergent multilingual students. The article underscores the critical need for supportive professional environments to nurture these dedicated teachers' growth and effectiveness, recommending that school leaders actively integrate ESL teachers into decision-making processes and provide ample opportunities for professional collaboration.

The next article is *Creating Equitable Spaces of Care and Hope: Middle School Teachers' Perceptions of Biography-Driven Instruction* by Jinhua Wang, Socorro Herrera, Melissa Holmes, and Kendra Herrera. This critical study investigates how middle school teachers utilize Biography-Driven Instruction (BDI) to support culturally and linguistically diverse (CLD) students. The findings demonstrate BDI's effectiveness in fostering culturally responsive and sustaining pedagogy, enhancing student engagement, language development, and learning. Practical implications suggest that BDI can transform classroom practices, creating more inclusive and equitable learning environments. The study has both theoretical and practical implications. It demonstrates that BDI not only aligns with prior research in promoting culturally responsive and sustaining pedagogy but also shows promise for educational transformation by enhancing teachers' responsiveness to CLD learners through targeted professional development.

In the third article, *Our Teaching, Our Narratives: Untold Stories of Four Chinese International Bilingual Teachers in a U.S. Dual Language Immersion School*, Lingyu Li documents the deeply racialized and marginalized experiences of four Chinese international bilingual teachers in a U.S. dual language immersion school. The study highlights their resilience and transformative agency and underscores the necessity for tailored support programs for international bilingual teachers. Through an Asian Critical Theory lens, Li reveals the pervasive linguistic discrimination and nativist racism they face, while emphasizing the subtle yet strategic actions these teachers take to challenge dominant narratives and advocate for equity in education.

Next, *Sociocultural Variables that Influence Policies in the Identification of Language Minoritized Students for Gifted Programs* by Alejandra Salazar Salame provides a systematic review of the literature on the critical role of linguistic capital in the access to equitable educational programming for language minoritized students. This comprehensive study underscores how sociocultural factors shape the conceptualization of giftedness and influence

the disproportionate representation of these students in advanced academic programs. It provides recommendations for policy reforms and educational practices to ensure more inclusive and equitable identification processes for gifted education.

In the next piece, we have *A Cultural Anthropologist's Perspective on Heritage Language and Education: In Conversation with Neriko Musha Doerr*, which is an interview conducted by Masashi Otani. The conversation critically examines the complexities and evolving notions of heritage language education, highlighting Neriko Musha Doerr's insightful critiques of conventional labeling practices and her advocacy for interdisciplinary, fluid approaches to understanding language and identity. This thought-provoking dialogue enriches the discourse on legitimacy and pedagogical practices in heritage language contexts.

Following this, the interview, *A Conversation with Guofang Li on the Past, Present, and Future of Literacies Research with Immigrant Communities*, provides a very engaging conversation on the evolution and impact of transnational literacies. Shuang Fu and Tairan Qiu facilitated a successful exploration of Guofang Li's insights, reflecting her decades-long commitment and contributions to the field, particularly in understanding and incorporating immigrant students' cultural and linguistic backgrounds into educational practices and policies

Lastly, Irasema Mora-Pablo reviews *Culturally Responsive Schooling for Indigenous Mexican Students* by William Perez and Rafael Vásquez. The review critically examines the book's thorough analysis of the challenges and strategies for Indigenous Mexican students in U.S. schools. Irasema highlights the book's insightful exploration of transcultural identities and multilingual experiences, along with its practical recommendations for enhancing educational practices. She also suggests that the book could benefit from more detailed methodological descriptions.

LOOKING FORWARD

As we embark on this journey with JEM, I am filled with anticipation and excitement for the future. My vision for JEM is not just to be a repository of high-quality research but to serve as a dynamic forum for innovative ideas, critical discussions, and transformative practices in multilingual education.

Currently, JEM accepts submissions under five categories (see Table 1). However, we are open to evolving and expanding our categories after the publication of the first four volumes. During the inaugural editorial board meeting on July 18, 2024, our advisory board

members shared valuable insights for the betterment of JEM. Among the suggestions were the inclusion of non-conventional articles, such as opinion pieces, and articles dedicated to authors seeking a safe space to express themselves freely, without the constraints of traditional academic norms. We will explore opportunities to diversify the categories of submission for JEM in the future.

Table 1. Categories of Submissions for JEM

research article (original empirical research, feature article, systematic review, and meta-analysis)	6,000—10,000 words
brief report	1,000—2,000 words
book/software/media review	750—1,500 words
correspondence (letter to the editor, peer commentary)	500—1,250 words
interview	2,500—7,000 words

We encourage submissions that focus on a broad range of topics, including but not limited to:


- foreign language learning,
- bi/multilingual education,
- bi/multilingual literacy,
- multilingual identity in educational settings,
- teaching English as an international language,
- metalinguistic awareness in multilingual education,
- language teaching and multilingual representations in the mind,
- language use in multilingual classrooms,
- technology and multilingual education,
- research methodology in multilingual education,
- multilingual assessment and evaluation,
- curriculum design and development for multilingual students,
- equity in language programs,
- instructional methods, techniques, and materials for multilingual classrooms,
- practice and pedagogy for preparing teachers of multilingual learners,
- development and implementation of educational policies for multilingual learners,

- partnership among non-governmental organizations, governmental agencies, schools and business enterprises to support and promote multilingualism,
- advocacy initiatives in linguistically diverse schools.

For the inaugural issue, we were fortunate to receive high-quality submissions. This enthusiastic response and the growing interest from researchers give us hope and confidence that JEM will continue to flourish. I am honored and humbled to serve as the Founding Editor of JEM and will remain committed to maintaining rigorous scholarship and ensuring that our studies represent diverse geographical locations and perspectives. I challenge the JEM readership to hold me accountable to these standards. Your constructive feedback and contributions will be vital to JEM's success.

Together, we can make JEM a beacon of excellence in multilingual education, fostering a global dialogue that celebrates and supports multilingual learners and educators. Thank you for being part of this exciting journey! I eagerly anticipate your submissions for our upcoming issues.

THE AUTHOR

Huseyin Uysal  is currently a Visiting Assistant Professor of Educational Studies at Knox College. He gained his PhD degree in Curriculum and Instruction with a specialization in ESOL/Bilingual Education from the University of Florida. His research interests include power, identity, and inclusivity in linguistically and culturally diverse schools, equity in assessment practices for multilingual learners, and advocacy for multilingualism in public education. He is serving as the Founding Editor-in-Chief of the *Journal of Education for Multilingualism* and the Founding Associate Editor of the *Journal of Education, Language, and Ideology*.

REFERENCE

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