Editor’s Introduction

Wayne E. Wright & Hyun-Sook Kang


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As the Journal of Language, Identity, and Education (JLIE) enters its 19th year, we would like to take this opportunity to thank the outgoing members of our editorial team, welcome our new members, reflect on the journal’s past, and set our vision for the future.

JLIE began in 2002 under the vision and leadership of founding Editors Thomas Ricento and Terrence G. Wiley. Tom and Terry co-edited JLIE for 14 years creating an outstanding interdisciplinary forum for original research and critical studies on the intersections of language, identity, and education in global and local contexts. In 2015, they passed the baton of Editorship to Yasuko Kanno and Wayne E. Wright. After 4 years of dedicated and tireless service, Yasuko has stepped down and has passed the baton to Hyun-Sook Kang who now joins Wayne as Co-Editor.

We express our sincere gratitude to Yasuko for her vision, dedication, and hard work in ensuring a smooth transition from our founding editors. Under Yasuko’s leadership, JLIE increased our frequency of publication from 5 to 6 issues a year, introduced the publishing of newly accepted manuscripts Online First, raised the journal’s already high standards, and increased the journal’s impact factor.

The JLIE team was thrilled when Hyun-Sook accepted the invitation to serve as the new Co-Editor. Yasuko and Hyun-Sook worked closely last year to ensure a smooth transition, with Hyun-Sook assuming full responsibility in September 2019. Hyun-Sook is an Associate Professor in the College of Education at the University of Illinois Urbana-Champaign. She brings in extensive experience with peer-reviewed publications, including her service as a JLIE Editorial Board member since 2012. Hyun-Sook started her teaching career teaching English as a foreign language in South Korea, and Korean as a foreign/heritage language in the United States. She has been teaching, researching, and serving in U.S. higher education for the past 13 years, pursuing scholarship in language, identity, and education, and their intersections. More recently, she has been teaching research methods for future leaders in education. While pursuing her primary areas of research surrounding the language practices of learners and how educators, parents, and the community can support these practices, she has targeted her research goals toward the social and cultural phenomena that sometimes exist outside of classrooms. With this objective in mind, she has proactively sought out opportunities to collaborate with colleagues, sometimes those from different disciplines than hers. She is charged with the task to strengthen and advance the interdisciplinary and rigorous scholarship in JLIE in collaboration with Wayne and other editorial team members.

We also wish to thank Karen Lillie, who has stepped down after many long years of dedicated service as the Associate Editor. Karen was instrumental in training the new editors and ensuring a smooth process over the past transitions. We wish Karen the best of luck as she pursues a law degree to add to her impressive academic training, with eye towards extending her research and advocacy at the intersections of language and the law. We also wish to thank Juliet Langman for her dedication as the Book Review Editor over the past 4 years.

We warmly welcome Mark Pacheco as our new Associate Editor, and Kathryn Henderson as our new Book Review Editor. Mark is an Assistant Professor of English for Speakers of Other Languages and Bilingual Education in the College of Education at the University of Florida. A former ESL and Spanish teacher with experience inside and outside the United States, Mark conducts research on the language and literacy practices of emerging bilingual students and investigates how teachers can support these practices. Kathryn is an Assistant Professor in the Department of Bicultural-Bilingual
Studies at the University of Texas at San Antonio. A former elementary school teacher in Mexico, Kathryn’s research focuses on language ideologies, language policy, and dual language bilingual education programs. We are thrilled to have such dynamic young scholars join our Editorial Team.

One additional change is the increase in size of our Editorial Review Board, with over 20 new scholars from around the world. A larger board was needed to handle the increasing number of submissions, and will ensure greater efficiency in the peer-review process. We welcome and extend our deepest gratitude to all of our new board members.

Given the transition to a mostly new editorial team, we asked Fang Gao, who has served diligently for the past few years as one of our Editorial Assistants, to take the lead on a systemic analysis of the research articles published over the past 5 years in JLIE. A brief report of this analysis follows this introduction, and we sincerely thank Fang for her excellent work.

We draw on the findings from this review to reflect on our past and to set our vision and priorities for the future. Our past editors sought to provide an international forum for interdisciplinary research at the intersections of language, identity, and education. The articles published in JLIE over the past 5 years are inclusive of over 50 languages learned, taught, and used, in some capacity, in 36 different countries across every continent except Antarctica. While we are pleased with the linguistic and geographical diversity of these articles, the analysis reveals some imbalances. Moving forward, we hope to encourage more submissions from scholars conducting research in regions of the world with linguistic populations that have received less attention in the pages of JLIE.

The academic rigor expected in JLIE has always been high. Over the past 5 years, particular priority was given to publishing well-designed empirical studies that bring in new insights beyond what has already been well documented in the academic literature. This will continue to be our priority. JLIE has always been open to publishing both qualitative and quantitative studies. However, the analysis revealed far more prevalence for the former. We remain committed to publishing well-designed qualitative studies, with a strong preference for studies that include creative and rigorous data collection methods beyond interviews-only. However, we will encourage more submissions of quantitative and mixed-methods studies that provide novel and relevant insights on the intersections of language, identity, and education.

In line with the significant geopolitical and sociocultural diversity reflected in the JLIE publications, as well as the recent global shifts that entail transnational mobility and technology advancements, we will continue to strive to push the boundaries in pursuit of ontological and epistemological diversity. Forging ahead, we are particularly interested in rigorous scholarship that addresses macro, meso, and/or micro dimensions of language learning and teaching at the classroom, institutional, and societal levels. Of further interest is how recent demographic and educational shifts around the globe intersect with language and/in education in more diverse settings than before, including study abroad, out-of-class, and digital settings, that shape different aspects of identity beyond gender, race, and ethnicity. We are also interested in publishing studies that contribute to cross-fertilization across relevant fields of study to language, identity, and education. It is our hope that JLIE will continue to have a reputation as a fertile venue for a community of practice who share a scholarly interest in areas related to language, identity, and education, and their intersections.

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