

Introduction to the First Issue of



This is the first edition of Working Papers on Language and Diversity in Education (WPLDE), an annual, peer-reviewed online journal published by graduate students of the University of North Carolina at Greensboro's (UNCG) School of Education and sponsored by the [Coalition for Diverse Language Communities](#) (CDLC). The title of our publication was carefully chosen to reflect a focus on dimensions of language and education today. Moreover, the inclusion of "Language" pays homage to our sponsor, the CDLC, a group whose membership consists primarily of UNCG's School of Education's faculty and students, and whose goal is "developing a coherent and comprehensive research agenda to address the educational and socio-cultural well-being of diverse language community individuals and groups." In alignment with the CDLC's stated purpose, the scope of our journal places a particular emphasis on language as a form of diversity; we also accept work that explores diversity in a number of other ways: through gender, identity, race, religion, culture, sexual orientation, physical ability, and social class, among others.

The purpose of the Working Papers Journal is multi-fold. We hope that WPLDE serves to provide graduate students and faculty of the UNCG School of Education opportunities to develop new research topics, make theoretical or empirical contributions to education subfields related to diversity and language, and practice the art of publishing original work. This publication is meant to expose readers to new insights into various fields of education at the same time that it provides authors with opportunities to receive feedback on their scholarship.

In academic publishing, a working papers journal serves as a place for authors to test the waters and receive valuable feedback on their work in a low stakes process. Like many other working papers publications, we accept well-written and organized papers which have potential to be published elsewhere after major revisions from the author, but which have not been submitted or published at this point. It is an opportunity for students to practice the process of publishing, which means it will involve suggestions for revisions, discussions on style, and other aspects of the publishing cycle. Once an issue is out, students will gain a formal citation as well as the status of being searchable through research databases.

Students whose work is accepted may work with a contact editor, whose role is to guide the author to the final draft. Final drafts accepted by the contact editor and approved by the editorial board will be included in the subsequent issue of WPLDE. The number of revisions depends on the acceptance status and developmental stage of the initial submission. The several types of statuses that exist upon acceptance are “Accepted with minor revisions”, “Accepted with major revisions”, and “Revise and resubmit” (reserved for articles which necessitate substantial work before it can be published in WPLDE). You will notice “Rejected” is not part of our editorial vocabulary! More information about our submission process can be found at our journal [web page](#).

This inaugural issue contains works by the current co-editors of our publication, all of whom are Education students at UNCG. As such, the issue serves as an example of the quality and types of submissions accepted by WPLDE. The readers will notice that the current articles are from a wide range of education fields – from educational policy to quantitative methodology. Further, the research studies described within are characterized by a diverse set of methodologies – from discourse analysis to reliability analysis. The papers are unified by their common goal of promoting new research and ideas that illuminate, qualify, and celebrate language and diversity in education.

We want to thank all those involved in initiating this project, including our faculty founder and director, Jamie Schissel, our library liaison, Nora Bird, and the current directors of the CDLC, Silvia Bettez and Belinda Hardin, for their enthusiasm and support of graduate student work. Additionally, our gratitude goes out to the contact editors and copy editors who worked on this first edition without whom it never would have launched.

We hope you enjoy the first issue and look forward to reading your submissions!

Current Co-Editors

Patrick Hales
Carrie Hart
Oksana Naumenko