Editors' Note

This research volume seeks to promote a much-needed cross-disciplinary and cross-departmental dialogue on language-related issues in education, broadening the lens from school to community and drawing in a diversity of perspectives by adding the work of graduate students from across Columbia University to the current body of literature. Because the study of language and education reaches beyond the subjects of literacy or foreign language education, inquiry into language and education must take into account language policy and how it affects access to educational, health, and social services; rights of ethnolinguistic minorities; and how community creates language and language in turn creates community. It is hoped that the collaboration encouraged by this initiative will enhance cross-disciplinary dialogue among Columbia University graduate students, faculty, and the wider academic and professional communities on these significant issues.

The multicultural landscape of New York City has produced one of the most linguistically diverse communities in the world, a microcosm of global language education and policy issues. Contributions, both exploratory and research-based, draw from this microcosm, as well as from the world at large, to present region-, culture-, and language-specific issues that expand and challenge our understanding of language, community, multilingualism, and identity. The authors write from a variety of disciplines and perspectives to reflect the diverse academic community concerned with these issues.

We would like to commend all of the masters and doctoral students who responded to the Call for Papers. The articles received reflect both the broad and interdisciplinary interest in this compelling topic and the high caliber of Columbia University student research. While the Editorial Board tried to be as inclusive as possible, our biggest regret is not being able to include more papers.

We are especially grateful to Dr. Ofelia García, whose course, "Languages, Societies, and Schools," was the inspiration for this volume. Dr. García has provided guidance to countless students in their research on language policy and education, encouraging critical inquiry into language communities in New York City and beyond. She contributed the foreword to this volume and has enthusiastically supported our initiative from the start. We extend a special thanks to her for her tireless support of student research and publication and for providing opportunities for their contribution to the field.

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Zeena Zakharia and Tammy Arnstein
Senior Co-Editors