
Editors' Introduction

It is with great joy that we launch the first volume of the **NABE Journal of Research & Practice (NJRP)**. Producing the first volume of the NJRP represents the collaboration of a great team of colleagues working together to fulfill **NABE's** mission and the mission of NABE's **Research & Evaluation SIG**, and to continue advancing the area of bilingual education. This great team of colleagues is represented by the Associate Editors, the Expert Reviewers, the support of colleagues in the NABE Board, and the former Editor of the NABE Conference Journal, Dr. Lilliam Malave.

This First Volume represents also the effort of a great team of authors who present their work in this inaugural first volume of the NJRP. As our mission attests below, some of these authors are seasoned researchers and practitioners, and other authors represent the new generation of scholars and professionals. All the authors presented their work at NABE 02 National/International Conference and bring to this first Volume of the NJRP valuable information and knowledge that advances our field of bilingual education.

In this First Volume we present the mission of the NJRP, its goals, and a description of the Editorial Board. We close by providing an overview of the articles included in the First Volume of the NJRP.

Mission of the NJRP

Our mission is to use the *NJRP* as an outlet for disseminating high-quality scholarly work of established as well as emerging investigators, who come from the academic and applied educational professional arenas. Thus, our mission is twofold: (1) to **advance the field as well as inform practice** by disseminating widely state-of-the-art work presented by researchers and practitioners at every International/National Conference of the NABE, and (2) to **mentor** the new generation of scholars and professional leaders who can advance our research and practice in bilingual education.

Hence, it is our vision to use the *NJRP* to provide leadership and **mentoring**, and as a **publication outlet** for disseminating information on bilingual education via the web.

Goals

1. To lead the bilingual research area with cutting-edge and state-of-the-art studies presented at the NABE Conference each year, which generate new knowledge and advance the field of bilingual education research. Currently, just the Research & Evaluation SIG full-day and half Institute held at NABE Conference annually brings more than thirty research-based presentations that would qualify as submissions for the proposed journal.

2. To have established scholars publish their work as a means of providing direction to the field of bilingual education (i.e., to incorporate major invited pieces resulting from national research centers or regional research laboratory efforts). In the **First Section on Research** emphasis and priority will be given to theoretical and applied research studies that represent innovative conceptual and philosophical perspectives, and that also implement innovative methodologies (i.e., research designs, instruments, and data analysis procedures) to solve traditional as well as contemporary theoretical and applied problems in bilingual education.
3. To incorporate case study, position papers, or action research that come from practitioners in the field of bilingual education. The **Second Section on Applied Education/Action Research** encourages practitioners to publish studies implementing research methodologies in their own classrooms or school districts (e.g., teacher-based research, evaluation studies conducted on the implementation of bilingual education federal and state grants).
4. To develop a special section for reflections of experiences of bilingual researchers, practitioners, and public school and higher education students. The **Third Section on Position Papers and Reflections** encourages the discussion of non-traditional topics (e.g., the status of ethnic minority scholars in academia, advocacy and mentoring needed for language-minority students and their families). The purpose of these reflection pieces is to give an insightful self-account of the experiences of ethnic-minority students scholars, and educators for readers to learn vicariously from them as role models and advocates.
5. To use the *NJRP* for **mentoring junior scholars** (graduate students and assistant professors) within the academic setting to develop professionally with the assistance of established scholars. The *NJRP* is committed to promote the publication of guidelines for developing high quality dissertation research proposals and completed studies, and also some guidelines for university-based efforts to mentor doctoral students in bilingual education (especially the ones with a minority background) through a successful program completion.
6. To develop **special sections of interest** (with the possible help of guest editors who represent these fields) for the academic, policy, and professional arenas that can shape and help establish new areas (e.g., gifted and special bilingual education, early childhood bilingual education, action research in the bilingual classroom) as well as advance more established areas (e.g., teacher preparation in bilingual education).
7. To establish an on-line outlet that publishes an **annual archival record of NABE conference** presentations in order to offer bilingual educators a faster way to access state-of-the-art products in the field. The *NJRP* offers a **web-site** that is linked to the University of Cincinnati, Texas A&M University, and the NABE

web page. We are working on negotiations with a publisher to create a paper version of the NJRP.

Editorial Board

A carefully selected group of scholars with proven research and publication records is being actively recruited to serve as an **Expert Reviewers**, to conduct a critical and constructive peer review process. Many of these scholars already have extensive experience as editors of journals, or members of editorial boards of other prestigious journals, or editors of research volumes.

These scholars represent NABE membership and interests across several constituencies: (1) the most important state and private universities in the US (Canada and at the international level) that have bilingual programs; (2) regional research laboratories and national research centers; (3) public education institutions such as state education agencies and public school districts; (4) diverse geographic regions in the US, and (3) diverse areas of interest and expertise in the field of bilingual education in terms of content areas as well as in research methodologies.

In addition, **Expert Reviewers** are asked to make a time commitment for complying with strict manuscript review deadlines. We also plan to invite ad hoc reviewers when we are experiencing either an overflow of manuscripts, need to meet strict deadlines, or need reviewers with very specific interests and areas of expertise.

Overview of Articles in the First Volume of the NJRP

The First Research Section is opened by our *featured article* written by R. William Doherty, R. Soleste Hilberg, America Pinal, and Roland G. Tharp. This article is entitled “Five Standards and Student Achievement.” This same topic of standards and student achievement is also investigated by Abie L. Quinones-Benitez in her article entitled “Training Teachers of English Language Learners through Instructional Conversations: A Metatalk.” This research was based on Dr. Quinones-Benitez’s dissertation work, which won her a Dissertation Award from the Bilingual Education Research Special Interest Group (SIG) of the American Educational Research Association (AERA) in 2002. The third article is authored by Karen A. Carrier and James A. Cohen, and is entitled “Personal and Professional Success in a Bilingual Teacher Training Project.” This article continues with the discussion of teachers’ training and professional development issues in relation to academic achievement in bilingual students.

The fourth and fifth articles in the **First research Section** deal with language development in bilingual young children. The fourth article is entitled “Dual Language Abilities of Bilingual Four-Year Olds: Initial Findings from the Early Childhood Study of Language and Literacy Development of Spanish-speaking Children” and is authored by Patton O. Tabors, Mariela M. Pérez, and Lisa M. López. The fifth article entitled “Preventing Reading Failure for English Language Learners: Interventions for Struggling

First-Grade L2 Students” is co-authored by Iliana Alanís, Judith Munter, and Josefina Villamil Tinajero. They both do justice to alternative views on language development and assessment in young English language learners.

The **Second Section on Applied Education/Action Research** presents two articles featuring the topic of academic achievement in English language learners. The first one co-authored by Yvonne Freeman, David Freeman, and Sandra Mercuri, entitled “Helping Middle and High School Age English Language Learners Achieve Academic Success.” The second article presented by Paul A. Garcia and Malati Gopal, is entitled “The Relationship to Achievement on the California High School Exit Exam for Language Minority Students.” These two articles bring a qualitative and a statistical analysis of the same problem of academic achievement, showing how practitioners can contribute to alternative views of supporting English language learners’ success.

The **Third Position Papers and Reflections Section** brings two articles centering on identity issues in language-minority individuals. The first one deals with young English language learners and their families, presented by Patrick H. Smith and Natalia Martínez-León, which is entitled “Educating for Bilingualism in Mexican Transnational Communities.” The second article is co-authored by Virginia Gonzalez and Carmen Mercado, and is entitled “Daring To Be: Identity, Healing, and Mentoring in Minority Scholars.” Together these two articles present a complementary vision of how ethnic minority individuals go through an important process of identity development, which is associated with their personal experiences of being bicultural and bilingual.

Thus, all nine articles bring a multidimensional vision to bilingual education, from the complementary perspectives of basic, applied, and practical research. Together they help advance our knowledge base in the area of bilingual education.

Happy readings!

Virginia González and Josefina V. Tinajero
Co-editors
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