INTRODUCTION TO THE VOLUME

As we get ready to celebrate the 45th Annual Conference of the National Association for Bilingual Education (NABE), we present to our members, Volume 7. This edition also, marks the end of a very successful four-year cycle in which the NABE Journal for Research and Practice (NJRP) was generously sponsored by Northern Arizona University, (NAU) and recruited a brilliant staff of cutting-edge scholars who worked in a concerted effort to produce this and two previous Volumes.

In April 2012, Dr. John Doherty, (E-Learning Design Leader at NAU) become our Associate Editor for Technology. My heartfelt gratitude to the creative work of Dr. Doherty who after his regular working hours, found time to create, design, monitor and continuously make adjustments to the Journal’s website. In 2012, we also brought Dr. Liliana Minaya-Rowe as Associate Editor for Section III (Classroom-Based Practices). Her professional expertise contributed to the enormous growth that the NJRP experienced during the last four years. Finally, I want to acknowledge the meticulous and dedicated work of Ms. Xin Wang, our Assistant Editor, who joined us in 2013. The team’s important groundwork is directly related to the current rigorous 20% acceptance rate, and to the quality scholarship this electronic journal has established during the last four years.

Prior to 2012, the NJRP had only a handful of reviewers and authors. Today, more than 200 authors sent us their work and, we recruited over 140 reviewers and notable scholars who have lent us their expertise. These scholars represent various disciplines and are affiliated to many respected institutions in the United States and abroad. To our reviewers, our greatest appreciation for their generous mentoring of junior authors, and for sharing their knowledge with our more seasoned authors.

In an effort to truly honor the term “Bilingual” in 2012, we added Section IV to the journal. This section is exclusively dedicated to “Bilingual Manuscripts” and since its creation, we have received dozens of manuscripts in Spanish and in Mandarin languages. It is our hope that the fertile groundwork outlined above, will continue to produce depth and breadth of quality scholarship in the years to come. Our NABE members and extended community of scholars deserve such level of quality publications.

On the first section in this Volume, Samuel S. David (Vanderbilt University) takes us through a historical account of the evolution and manifestation of ‘Funds of Knowledge’ theory and its translation across disciplines, texts and contexts.

On Section II, there are three interesting research studies. Sun Ro, Cheatham (University of Kansas), and Choi (Arkansas State University), share a longitudinal study of two Korean families—one temporary and one permanent immigrant. In Indeterminate Futures and Language Acquisition Practices among Temporary and Permanent Immigrant Families, the authors document the transnational biliteracy
practices as they relate to identity transformation, linguistic ideology, and socio-cultural influences.

In the second study in this section, *Pre-Service Teacher Attitudes Toward English Language Learners, Dixon, Liew, Daraghmeh and Smith* (Texas A & M University), examined the perceptions of junior teachers toward English learners, and toward language learning in general. The study focuses on teachers’ motivation to engage their students academically and infuse higher expectations.

On the last study in Section II, *Writing Instruction for English Learners: Examining Instructional Practices in Fourth-Grade Classrooms, Shanan Holly Fitts* (Appalachian State University), examined writing instruction in two fourth-grade classrooms to determine the genres taught and the instructional practices favored by teachers.

On Section III, we invite you to read two innovative studies: First, *Jobe* (University of Utah) and *Coles-Ritchie* (Westminster College) discuss an education system that has marginalized the identity of multicultural students through schools populated mostly by White teachers. *Creating Third Space through Critical Interactions in a High School: Examining Latina Students’ Experiences in Neocolonial Society* focuses on critical teacher-student interactions in a ‘third space’ that could facilitate schooling for liberation and educational equity.

Another action-research based study: *A Literature Inquiry: Discussions Involving Translanguaging and Immigration Issues in a Dual Language Classroom, Adriana Goenaga Ruiz de Zuazu* (New Mexico State University), analyzes bilingual students’ use of their two languages, Spanish and English, in literacy discussions in a third-grade bilingual classroom in the Southwest of the United States.

Section IV, completes this collection of selected studies with two bilingual articles. First, *Trudy McEvoy* (University of Arizona), *Vanessa Anthony-Stevens* (University of Idaho) and *Virgilia Perez Garcia* (Escuela Luz y Progreso, Soledad Salinas de las Flores), write a fine contribution that honor our dear colleague, the late Richard Ruiz with their study: *Los Educadores Interculturales: Cruzando Fronteras, Lenguas y Culturas*. The authors focus on intercultural collaborations as dialectal dialogues and power transformations at the academic level. They report the findings of the program, (Transformación Docente) which allowed interactions between Indigenous Mexican teachers and post-graduate students in an intercultural bilingual course.

Finally, *Claudia Peralta* (Boise State University) exposés the impact of the No Child Left Behind Act on our education system and, in particular, its effect on culturally-diverse students. The study exposes the extent that this policy provided an equitable and just access to quality programs for all students.

Happy Reading!
Mariella Espinoza-Herold, *Northern Arizona University*