

Editorial

A little over a year ago, graduate students and faculty from the department of Applied Linguistics at the University of California at Los Angeles took the admirable initiative to organize a conference to respond to the polemic *Wall Street Journal* publication (Jordan, 2010), regarding the Arizona Department of Education's request to school districts in that state to dismiss English as a Second Language (ESL) teachers who spoke "ungrammatical" or "accented" English. A number of factors contribute to the very controversial nature of this issue, requiring the careful evaluation and response from all relevant stakeholders.

In the spirit of contributing even in a small scale to the discussion and promulgation of this important theme, *Issues in Applied Linguistics* agreed to dedicate one of its issues to the proceedings of the Linguistic Diversity Conference, which took place in the Summer of 2010. It is our hope that the articles included in these pages reach all realms of educational settings in order to raise awareness amongst not only educators, but policy makers, students, parents, and school administrators.

Lastly, on behalf of *ial*, I would like to thank the wonderful special editors involved in the creation of this issue. In addition to having organized the conference, Uju Anya, Netta Avineri, Lauren Mason, and Valeria Valencia helped mediate the communication with all the speakers at the conference, so that their valuable insights and contributions would become the articles we bring to you here.

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