



**Title of Project:**

Language Ideology and Policy Interpretation: A Critical Policy Analysis  
of a State-level Sheltered English Immersion (SEI) Endorsement Mandate

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**Project Summary:**

Decades of language planning and policy initiatives have sought to disrupt the marginalization of emergent bilinguals learning English in U.S. schools. Often framed as an issue of teacher training, a growing body of literature suggests language policies themselves are the sites in which language ideologies are negotiated, reproduced, and interpreted by key policy interpreters. Though recent research suggests teachers play a key role in language policy interpretation, much remains unknown about those who authoritatively communicate language policy to teachers within state-mandated teacher training initiatives.

This project interrogates a recent language policy initiative in Massachusetts wherein teachers must undertake state-approved courses in Sheltered English Immersion (SEI)—an increasingly popular educational model. The study explores different levels of language policy interpretation through a multi-method approach combining document analysis and interviews with the SEI endorsement course instructors who interpret the policy for the state’s 70,000+ teachers. In doing so, this study explores key ideological and interpretive aspects of language policy that have previously received little attention, including how monolingual language ideologies inform policy interpretation under English-only educational models. Findings will provide empirical data on the mechanisms by which large-scale language policies are interpreted and enacted in context, as well as exploring the ways in which ideology and policy interpretation intersect to reproduce or disrupt the marginalization of emergent bilinguals in U.S. classrooms.