

## CALL FOR ABSTRACTS

### **Envisioning TESOL through a Translanguaging Lens**

#### EDITORS

**Zhongfeng Tian**

Boston College, USA

**Laila Aghai**

University of Texas at San Antonio, USA

**Peter Sayer**

The Ohio State University, USA

**Jamie L. Schissel**

University of North Carolina at Greensboro, USA

Recent scholarship on language education has increasingly focused on what has been called *the multilingual turn*. This emerging discourse rejects entrenched ideologies that frame monolingualism as the norm and that uphold a native speaker paradigm for language proficiency (Grosjean, 1989, 2010; May, 2014; Ortega, 2013, 2014). Instead, it captures the dynamic, hybrid, and transnational linguistic repertoires of multilingual speakers, and argues for more complex, fluid understandings of language as a social practice (Makoni & Pennycook, 2012; Heller, 2007). It is from within these conversations that *translanguaging* emerges in its critical, liberating frame, representing an epistemic break from the conventional monolingual model toward a multilingual model centered on languaging practices and linguistic repertoires.

With regards to the positioning of standardized English within TESOL, a translanguaging lens introduces a marked shift in theoretical and pedagogical orientations. Theoretically, translanguaging legitimizes and values all English varieties and their users, and promotes teaching English as “a heterogeneous language with multiple grammars, vocabulary, accents, and pragmatic discourse conventions” (Marlina, 2014, p. 7). It overtly challenges the monolingual orthodoxy which dominates the TESOL field (Flores & Aneja, 2017; Valdés, in press). Pedagogically, translanguaging situates language learners not as deficient non-natives but as “resourceful” agents (e.g., Pennycook, 2012, p. 99) with multilingual repertoires and abilities. It aims to foster asset-based pedagogies that incorporate learners’ familiar language and cultural practices into learning (Garcia, 2009). In bringing theoretical and pedagogical orientations of translanguaging into TESOL, teachers and learners’ full linguistic repertoires become integral to the teaching and learning of English. This shift serves to transform the roles of teachers and learners in TESOL (García, 2014).

The proposed volume aims to envision the field of TESOL through a translanguaging lens and fill the gap in the existing literature on translanguaging. Potential chapters are invited to present scholarship which reflects shifts from monolingual to translanguaging orientations. We

seek theoretical and empirical contributions concerning the relationships among language ideologies, identity, agency, language practices and policies, and their influence on adopting or rejecting translanguaging as a pedagogical framework in TESOL. More specifically, possible topics for exploration include the following:

- Translanguaging as a theoretical framework for classroom practice
- Translanguaging as pedagogy (or translanguaging approaches) to language education
- Language ideologies, attitudes, and beliefs towards translanguaging
- Translanguaging, identity, and learning
- The (mis)conceptions of translanguaging in TESOL
- Translanguaging practices in ESL and EFL contexts
- Translanguaging assessment in TESOL
- Building translanguaging competence and metalinguistic awareness in ESL and EFL contexts
- Translanguaging in ESL/EFL curriculum and instruction

Proposal for theoretical perspectives as well as empirical studies based on different methodologies across various educational and geographical contexts are welcome. The proposed volume will be submitted to the Springer Educational Linguistics series (Francis Hult, series editor). Potential contributors are invited to submit a 300-word abstract to the co-editors by **January 5th, 2018**. Prospective authors will be notified by March, 2018. Proposals should be submitted to [tianza@bc.edu](mailto:tianza@bc.edu).