

Envisioning
TESOL through a
Translanguaging
Lens

Global Perspectives



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DATE: SEP 15 (TUE), 2020**TIME:** 10:00 AM TO 11:00 AM (ET)**FORMAT:** ZOOM**REGISTRATION LINK:**[HTTP://ZOOM.US/MEETING/REGISTER/TJYTF-YQQTSPHTDYM4UW6VEVTMP4PHG6GCFFI](http://zoom.us/meeting/register/tjytf-yqqtsphtdym4uw6vevtmp4phg6gcffi)

A translanguaging lens constitutes a challenge to the traditional, monolingual, and native-speakerism paradigm in TESOL through valuing teachers and learners' full linguistic repertoires. This webinar offers different perspectives on theorizing, integrating, and implementing translanguaging in TESOL classroom instruction and assessment. It aims to bring theory, practice, and pedagogy together to reimagine a "translanguaged TESOL profession". It also aims to call upon different educational stakeholders to jointly reflect on the opportunities and challenges of applying a translanguaging lens in TESOL.



Zhongfeng Tian is an Assistant Professor in TESL Teacher Education/Applied Linguistics at the University of Texas at San Antonio. His research interests include bi/multilingualism, bilingual education, translanguaging, TESOL, teacher education, and critical pedagogies. He was a former English teacher in China, Cambodia, and the U.S.



Laila Aghai is an Assistant Professor of TESOL/ELL Education at the University of North Dakota. As a language educator, she has taught English as a second and foreign language in the U.S. and overseas. Her research is focused on TESOL, translanguaging, applied linguistics, multilingual education, and language ideologies.



Peter Sayer is an Associate Professor of Language Education Studies at the Ohio State University. His work in the U.S. and Mexico focuses on TESOL, bilingual education, sociolinguistics, and language education policy. He is currently the editor of the TESOL Journal.



Jamie L. Schissel is an Associate Professor of TESOL at the University of North Carolina at Greensboro. Her research centers on equity in relation to educational policies and assessments in participatory action research projects with linguistically and culturally diverse communities in the United States, Mexico, and Peru.

