



Association of Mexican American Educators (AMAE) Journal

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CALL FOR PAPERS

Association of Mexican American Educators (AMAE) Journal Special Issue

**Centering Translanguaging in Critical Teacher Education:
*Cultivando Nuevos Conocimientos de Translenguaje en la
Educación de Futuros Docentes***

Guest Editors: Pablo C. Ramírez (California State University, Dominguez Hills) and
Armando Garza Ayala (University of New Mexico)

Over the past ten years, public schools in the US have dramatically changed, with student populations becoming increasingly non-white and bilingual or multilingual. Approximately one in four children in the US is Latino, the majority (71%) are from immigrant families and live in Spanish-speaking homes (Hakimzadeh & Cohn, 2007; Ramírez & Faltis, 2019). In the past decade alone, the proportion of Latina/o/x children in US schools has risen from 11 to 23 percent of all students (California Department of Education, 2018). This demographic change has had an enormous impact on schools where an increasing number of students are still developing language skills in Spanish, while at the same time learning how to speak, read, and write in English. The Office of English Language Acquisition (2015) reports that with the increase of diversity in student population, bilingualism has also burgeoned in K-12 schools. Although there has been an expansion of bilingual education in varied forms (e.g., dual language immersion/dual language education programs) in many US states, Latina/o/x and other linguistically minoritized students in K-12 educational contexts continue to be confined in instructional language models that exclude the full use of their linguistic repertoire in the form of translanguaging pedagogies.

In the past decade, translanguaging—as a way to understand how teachers and students can promote fluid, dynamic bilingualism while teaching and learning—has received serious attention (de Jong et al., 2013; García, 2009). According to García (2009), translanguaging is about a new linguistic reality, a creative way of being, acting, and *linguaging* in different sociocultural and political contexts. Thus, translanguaging use allows discourses to flow freely and gives voice to new sociocultural realities. As it is well known, translanguaging does not refer to two separate languages nor to a synthesis of different language practices or to a hybrid mixture (García, 2010). Rather, translanguaging refers to new language practices that make visible the complexity of language exchanges among people with different histories (García & Wei, 2014).

In multilingual/bilingual teacher education programs, in national and international contexts, a number of publications (e.g., García, 2009; Rosiers et al., 2018; Rowe, 2018) have documented

distinct ways in which translanguaging is advancing Emergent Bilinguals' language and literacy practices in schools. Nevertheless, research explorations on translanguaging as a frame and pedagogy continues, and critical questions keep arising, such as: to what extent are teacher education programs across the US incorporating translanguaging pedagogies for all new teachers? We argue that new teachers need to acquire new perspectives, ideologies, and preparation in translanguaging as a teaching and learning tool for emergent bilingual students, in both mainstream and bilingual education classrooms. Consequently, new teachers will be equipped to better serve the growing bilingual Latina/o/x and other linguistically minoritized student populations. Given the importance, relevancy, and timeliness of translanguaging use across K-16 educational settings, this call for papers seeks to build collective knowledge of translanguaging as a theoretical framework; translanguaging as a pedagogical tool; translanguaging in teacher education programs (both English-only and bilingual/multilingual); and the intersections of translanguaging, teachers' ideologies, and students' linguistic practices in English-medium classrooms and bilingual education programs as well.

We welcome manuscripts that offer theoretical perspectives; research findings; innovative methodologies; pedagogical reflections; and implications including, but not limited to, the following areas:

- Translanguaging in bilingual/multilingual teacher education programs
- Translanguaging in English-only teacher preparation programs
- Translanguaging pedagogy in content area classes in K-12 education
- Translanguaging use and practices in English-medium classrooms
- Teachers' ideologies toward translanguaging pedagogies in bilingual and/or English-medium classrooms
- Translanguaging as a social justice approach to teach linguistically minoritized students
- Translanguaging literacies in Latinx families

Submissions suitable for publication in this special issue include empirical papers, theoretical/conceptual papers, essays, book reviews, and poems. It is important to note that the special issue is interested in the broader Latina/o/x experience and not solely focused on the experiences of Mexican Americans (per the title of the journal).

The selection of manuscripts will be conducted as follows:

1. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.
2. Each manuscript will be subjected to a blind review by a panel of reviewers with expertise in the area treated by the manuscript. Those manuscripts recommended by the panel of experts will then be considered by the *AMAE Journal* guest editors and editorial board, which will make the final selections. **PLEASE NOTE:** For a manuscript to be accepted for review, each contributing author (or at least one among its co-authors) must agree to review one manuscript submitted to this special issue.
3. Manuscripts will be judged on strengths and relevance to the theme of the special issue.

Manuscripts should be submitted as follows:

1. Submit via email both a cover letter and copy of the manuscript in Microsoft Word to Dr. Pablo C. Ramírez (pramirez@csudh.edu) and Dr. Armando Garza Ayala (agarzaayala@unm.edu).
2. Cover letter should include name, title, short author bio (100 words), and institutional affiliation; indicate the type of manuscript submitted and the number of words, including references. Also, please briefly explain how your manuscript addresses the call for papers.
3. Prepare the manuscript for anonymous peer review. Authors should make every effort to ensure that the manuscript contains no clues to the author's identity. The manuscript should not include author's name, institutional affiliation, contact information, or acknowledgements. (This information, however, should be included in the cover letter at the time of submission).
4. Manuscripts should be no longer than **5,000 words** (including references) and have an abstract of 200 words or less. Please follow the standard format of the American Psychological Association (APA 7th Edition). Include within the text all illustrations, charts, and graphs. Manuscripts may also be submitted in Spanish.

Deadline for submissions is **Friday, June 4, 2021**. Please address questions to Dr. Pablo C. Ramírez (pramirez@csudh.edu) or Dr. Armando Garza Ayala (agarzaayala@unm.edu). Authors will be asked to address revisions to their manuscripts during July – September 2021. This special issue is due to be published in December 2021.

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