

## Preface

We embarked upon this collaboration to take a critical look at the tensions, conversations, reflections, and ideological examinations necessary for TESOL, bilingual, and world language teachers, teacher educators, and researchers to begin to take up and to continue to develop translanguaging repertoires. The contributions detail the situatedness and context-driven nature of the pathways to embracing and enacting translanguaging repertoires as transgressive acts of teaching and learning that confront and reinvent critical teacher education. All of the contributions embrace the political act that is teaching as they share their experiences preparing teacher candidates and working with current teachers to create a more just world. The multifaceted shifts and transformations detailed by the contributions all reflect the tensions of teaching critically and multilingually in educational systems with structural, historical, social boundaries on language and language teaching.

We wrote this book for teachers, teacher educators, and language scholars in the fields of TESOL, bilingual education, and world language. However, as we are all teachers of language and content, teacher educators in a variety of content areas may find this book helpful. Additionally, this book is intended for graduate students in a variety of language fields and applied linguists who are interested in critical language learning, critical applied linguistics, and critical heritage language learning and teaching.

This book is a continuation of the work of Ofelia García and her conceptualization of translanguaging as a pedagogy for social justice and as a theory of language that affirms and leverages the assets of those traditionally marginalized and minoritized. Each page of this volume was made possible by her thoughts, ideas, and support. We would also like to thank Peter Sayer for his example of narrative knowledging to expand upon the words of the authors. A team of support at de Gruyter Mouton helped to bring this volume from a scheduled colloquium at American Association for Applied Linguistics (AAAL) into an edited volume; thank you Netta Avineri, Natalie Fecher, Kirstin Boergen, and Katrin Stein. We also have a very special thank you to all of the contributors and to the external reviewer whose hard work and thoughtful reflection made this volume possible. In addition, without the careful copyediting eye and diligent work ethic of Jessica McConnell, we could not have brought this volume to the finish line. Finally, we are grateful to the many teachers, teacher educators, and teacher candidates who willingly and generously shared their journeys towards translanguaging repertoires.

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