Multilingual TESOL: De-constructing and Re-constructing Power 'of', 'in' and 'for' Language Classrooms

Edited by
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At the 42nd Annual TESOL Convention and Exhibit in New York City in April 2008, the ESL in Bilingual Education Interest Section hosted an academic session at which a number of prominent scholars (Shelley Taylor, Jim Cummins, Joshua Fishman, Ofelia Garcia, Robert Philipson, David Schwarzer, Rita Silver, Tove Skutnabb-Kangas, Joan Wink) discussed the implications of "Imagining Multilingual TESOL." As Taylor (Taylor, 2009) later noted in her introduction to a collection of papers from the session in *TESOL Quarterly*, the TESOL organization's vision statement at the time referenced the diversity of students with whom TESOL professionals work, but not the diversity of their linguistic resources. In a field whose defining activity was the addition of other languages to a speaker's repertoire, what it meant to be multilingual and develop as a multilingual were invisible.

Today TESOL International Association, of which Taylor is currently President, has as one its core values "respect," and it operationalizes this value as "advocating for equity, diversity, inclusion, access, multilingualism, multiculturalism, and language rights" (*About*, n.d.). In Taylor's 2009 account of the academic session, "multilingual TESOL" seems primarily to have been a term for describing the sociolinguistic reality of students and learning communities. Today, however, the term has advanced to being both an advocacy and policy goal as indicated by TESOL's values (cf., Raza et al., 2021) and a pedagogy for supporting this goal by promoting development of students' full linguistic repertoire in the context of teaching English (Raza et al., 2023). This volume explores the implications of this transition for power of, in, and for language classrooms.

When we consider the **power "of" language classrooms**, we consider the value that bringing a language into a classroom bestows on that language and on the users of that language.

- How does a TESOL classroom provide power to languages other than English?
- How can a TESOL classroom shape understandings about ways that people exercise multilingualism in the world?
- How can a TESOL classroom contribute to language policy and planning goals such as language revitalization, mother-tongue literacy, and building the social capital of languages other than English?

Power "in" the language classroom may align with roles and identities such as teacher, student, immigrant, heritage learner, native and non-native, but there is also power attributed to tools such as textbooks, government standards, and assessments.

- How is power negotiated by actors in and around TESOL classrooms in multilingual education settings?
- How is identity work of language learners and/or language teachers enacted in multilingual settings?
- What are the sources of authority and expertise in a multilingual TESOL classroom? How do these sources both silence and give voice to different actors?

Finally, the notion of the **power "for" a language classroom** suggests the need to consider how multilingual TESOL can add energy, engagement, and ultimately achievement to the activity of a classroom.

- How does multilingual TESOL influence the engagement of multilingual learners?
- What is the relationship between a multilingual approach to TESOL classrooms and learner achievement?
- Why and under what circumstances do teachers choose to adopt a multilingual approach in TESOL?

Serving as a reference-book for TESOL practitioners and scholars, chapters in the book should seek to benefit a wide readership. English language teachers might use examples from the book as models for how to de-construct and challenge power "in" their classrooms, power that often resides in dominant languages like English, in textbooks, government standards or certain assessment practices. Examples can also help TESOL practitioners re-construct power "of" and "for" less dominant and minoritized languages through a multilingual TESOL approach (Raza et al., 2023). By documenting examples and analyzing the intersections of power and classroom activity, the volume will

showcase how multilingual TESOL can contribute to power deconstruction and reconstruction of, in and for language classrooms.

Once chapter selection has been finalized (i.e., August 31, 2023), the proposal will be submitted to Springer for consideration.

Important Dates:
- ➢ **August 31, 2023:** Chapter abstracts (300 – 400 words) and an author bio statement (approx. 100 words) submitted through this link.
- ➢ **September 30, 2023:** Notification of abstract acceptance/rejection sent to authors
- ➢ **January 31, 2024:** Full chapter manuscript due
- ➢ **March 15, 2024:** Editorial decision (acceptance/revision/rejection) communicated to authors
- ➢ **April 30, 2024:** Revised chapters due
- ➢ **June 30, 2024:** Complete book manuscript sent to the Springer

Submission Guidelines for Complete Chapters
- ▪ Upon invitation to submit a complete chapter, a template will be provided with guidelines for font, spacing, headers, and author information.
- ▪ Complete chapters should be between 4500-6000 words inclusive of references, tables and appendices.
- ▪ Tables and/or Figures can be no wider than 10 cms and should not use color.
- ▪ Authors will be responsible for securing any necessary copyright permissions.
- ▪ A complete list of references using APA style as outlined in the Publications Manual of the American Psychological Association, 7th Edition (2019) is required.
- ▪ Identify the section of the book (power of, in or for classroom) where the chapter should be placed.

Suggested Readings/References

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