Call for Chapter Proposals

Writing Ourselves Otherwise: Translingual Autoethnography and Duoethnography in Language Education

Zhongfeng Tian (Rutgers University–Newark)

Qianqian Zhang-Wu (Northeastern University)

Goals and vision

We invite proposals for chapters for an edited volume that explores *translingual autoethnography* and *duoethnography* as powerful, justice-oriented approaches to scholarly inquiry in language education. This collection responds to the "reflexive turn" in applied linguistics (Consoli & Ganassin, 2023) by shifting the analytic gaze inward—positioning researchers themselves as sites of inquiry (Zhang-Wu & Goodman, 2025). Rather than treating lived experience, linguistic practice, and embodied identity as mere context, we center them as critical sources of knowledge and theorization in their own right.

While much of translanguaging scholarship in language education has focused outward: on students, classrooms, policies, and pedagogies, this volume turns inward. It brings to the forefront the multilingual, racialized, and transnational subjectivities of researchers themselves, asking: *How do our languages, histories, and identities shape the questions we ask, the knowledge we produce, and the ways we write and teach?*

Our goal is to curate a space where scholars, especially those from linguistically and racially marginalized backgrounds, can write themselves into academic discourse on their own terms. We aim to amplify translingual ways of knowing, being, and writing that challenge dominant expectations of objectivity, linearity, and monolingual normativity in research. We see this volume as part of a broader movement (e.g., Christiansen et al., forthcoming) to decolonize scholarly methods, foreground embodied epistemologies, and expand the boundaries of academic knowledge production.

This book will be submitted to the *Translanguaging in Theory and Practice* series with Multilingual Matters, and the series editor has expressed strong interest in the project.

Framing the volume: A three-layered approach

In particular, we conceptualize translingual autoethnography and duoethnography through three interrelated layers:

1. **As a critical theoretical framework**:
   We draw on translanguaging as a practical theory of language that recognizes fluid, hybrid, and dynamic meaning-making practices rooted in the lived realities of multilingual

individuals (Li Wei, 2018). It challenges the boundedness of named languages and exposes how language hierarchies are tied to systems of race, power, and coloniality. This theoretical framing allows us to critique native-speakerism, linguistic racism, and the ideological constraints of academic discourse while opening up space for multiplicity, movement, and multilingual onto-epistemologies.

2. **As a communicative, epistemic, and affective practice**:
   Translanguaging is not only a lens through which we understand language; it is also how we live, think, feel, and write (Christiansen & Tian, 2023). We invite contributors to embody this approach by composing chapters that blend multiple languages, cultural references, and semiotic modes. Writing translingually can serve as an act of reclaiming voice, honoring one's full communicative repertoire, and unsettling the sanitized conventions of scholarly writing.

3. **As a methodology of resistance, reclamation, and relationality**:
   Translingual autoethnography and duoethnography offer powerful tools for critical reflexivity, identity exploration, and methodological innovation (Lee, 2022; Ndhlovu, 2023). These approaches make visible the affective labor, racialized experiences, and linguistic negotiations often hidden in academic research. Autoethnography allows scholars to theorize from their own stories, while duoethnography creates dialogic spaces for mutual interrogation, solidarity-building, and cross-positional analysis.

Suggested topics may include (but are not limited to):

- Translingual autoethnographies that explore researchers' own experiences as bi/multilingual learners, educators, or scholars in educational settings
- Duoethnographic dialogues between teacher educators, classroom teachers, language researchers, and community members (e.g., parents, K–12 school administrators) reflecting on their multilingual practices, positionalities, and shared struggles across educational spaces
- Reflexive accounts of navigating raciolinguistic ideologies and language hierarchies in multilingual teacher preparation programs
- Writing as resistance: how translanguaging in academic writing challenges native-speakerism, linguistic standardization, and white-dominant norms
- Researcher narratives that connect personal language trajectories to the design or implementation of translanguaging pedagogies
- Multilingual identity formation through the lens of translingual auto/duoethnography across diverse educational contexts—such as TESOL, dual language bilingual education, heritage language classrooms, college writing instruction, or content-area teaching that engages language ideologies and translanguaging practices
- Methodological reflections on using translingual approaches in qualitative research with multilingual communities or students

Submission timeline and guidelines:

- Chapter proposals due to volume editors: August 31, 2025
- Invitations to submit full manuscripts: September 15, 2025
- Completed chapters submitted: March 31, 2026
- Peer review feedback and revision period: April–June 2026
- Revised chapters due to editors: July 15, 2026
- Full volume submitted to publisher: August 31, 2026

Your proposal should include the following:

1. A tentative title (up to 15 words)
2. An abstract of 250–300 words (excluding references)
3. A short bio for each author (50–100 words)

Please email your submission to: zhongfeng.tian@rutgers.edu and q.zhang-wu@northeastern.edu. We will review all submissions and notify selected contributors by September 15, 2025, with an invitation to submit a full manuscript for consideration.

References

Christiansen, M. S., & Tian, Z. (2023). Critical language awareness in L2 writing: Starting *por la autorreflexión,* 自我反省. *Journal of Second Language Writing, 60*, 101008. https://doi.org/10.1016/j.jslw.2023.101008

Christiansen, M. S., Tian, Z., & Canagarajah, S. (Eds.). (forthcoming). *Decolonizing academic writing through translingualism: Walking the talk*. Routledge.

Consoli, S., & Ganassin, S. (Eds.). (2023). *Reflexivity in applied linguistics: Opportunities, challenges, and suggestions*. Routledge.

Lee, J. W. (2022). Translanguaging research methodologies. *Research Methods in Applied Linguistics, 1*(1), 100004. https://doi.org/10.1016/j.rmal.2022.100004

Li Wei. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9–30. https://doi.org/10.1093/applin/amx039

Ndhlovu, F. (2023). Omphile and his Soccer Ball: Colonialism, Methodology, Translanguaging Research. *Multilingual Margins: A Journal of Multilingualism from the Periphery, 5*(2). Retrieved from https://www.epubs.ac.za/index.php/mm/article/view/1357

Zhang-Wu, Q., & Goodman, B. (Eds.). (2025). *Autoethnographic explorations of lived raciolinguistic experiences among multilingual scholars: Looking inward to move forward*. Multilingual Matters.