



TESL CANADA JOURNAL
Call for Papers, Special Issue of TESL Canada Journal
Guest editors:
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Plurilingualism and Translanguaging:
Pedagogical Approaches for Empowerment and Validation

In the field of additional language learning and teaching, languages have often been conceptualized and studied as separate systems giving way to the implementation of monolingual approaches to additional language learning. In the field of TESOL and Applied Linguistics more generally, teachers and researchers have consistently questioned and challenged these monolingual views. As a result, we have witnessed a surge in research with plurilingual learners and their teaching across educational contexts (e.g., immersion programs, adult education, primary schools), and this plurilingual turn is giving way to vibrant discussions surrounding theories, concepts, and, most importantly, pedagogical approaches that empower and engage plurilingual students (Galante, 2020, Payant, in press). This Special Issue will bring the voices of scholars working with and researching plurilingual learners' language development and identity construction from diverse theoretical perspectives, learning diverse languages, living and studying in Canada and internationally. We are interested in research and practice that have direct implications to the Canadian context. We invite submissions pertaining to plurilingualism including the following aspects:

- a) Plurilingualism and translanguaging pedagogical practices with Indigenous, official, and heritage languages
- b) Plurilingual/translingual writing pedagogy
- c) Student and teacher identities through plurilingual/translingual approaches
- d) Literacy development through plurilingual/translingual approaches
- e) Plurilingualism and translanguaging practices across pedagogical settings (e.g., immersion classrooms, tertiary classrooms, pre-K classrooms, K-12, community languages programs)
- f) Plurilingual and pluricultural competence development
- g) Pre-service and in-service teachers' beliefs and reported practices
- h) Plurilingual/translingual learning strategies and assessment
- i) Plurilingual/translingual curriculum development and evaluation

This Special Issue of TESL Canada Journal will publish "Full-length Research Articles", "In the Classroom" and "Perspectives" papers as well as "Book Reviews". Please refer to author guidelines for more information: <http://www.teslcanadajournal.ca/index.php/tesl/about/submissions>.

Interested authors are invited to submit a 400-word abstract (including references) to teslcanadajournal@tesl.ca by **January 10, 2021**. Notice of acceptance will be emailed in January. Full manuscripts are due May 15th 2021 and will be subject to a double-blind review process.

Galante, A. (2020). Plurilingual and pluricultural competence (PPC) scale: The inseparability of language and culture. *International Journal of Multilingualism*. doi: [10.1080/14790718.2020.1753747](https://doi.org/10.1080/14790718.2020.1753747)
Payant, C. (in press). Exploring multilingual learners' writing practices during an L2 and an L3 individual writing task. *Canadian Modern Language Review/Revue canadienne des langues vivantes*.

Abstracts are due January 10, 2021.