2nd Call for papers for either a Special Journal Issue or book on Multilingual Pedagogies (Routledge)

Title: Redefining the multilingual classroom in higher education: Storying the journey

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Introduction

In many higher education contexts in the global south, and now increasingly in the global north with immigration trends, it is not sufficient to apply a "monolingual lens" to teaching and learning. In many such contexts, English has traditionally been the language of instruction (Kerfoot, 2024) thereby creating serious linguistic challenges for learners whose primary languages are not English (Blackledge & Creese, 2010; Heugh, 2023) Multilingual pedagogies represent a paradigm shift, moving away from a deficit view of students' languages toward seeing them as cognitive and social resources that can be harnessed as scaffolds in the teaching and learning process (Garcia, 2009; Madiba, 2013; Parmegiani & Wildsmith-Cromarty, 2022; Wildsmith-Cromarty, et al, 2023).

Translanguaging (Lewis, Jones & Baker; 2012; Garcia & Wei, 2014) refers to the language practices of bi- and multilinguals as drawing from a pool of repertoires to make meaning. In the academic domain, this refers to the use of the students' linguistic repertoires to make sense of complex academic content. This is one form of scaffolding that can be used in the classroom in higher education. Through translanguaging, lecturers can encourage students to use their repertoires for learning, and peers can support each other. The fact that languages are not static but are constantly in flux according to the context and task at hand suggests a dynamic form of multilingualism at play (Garcia, 2009) which recognises that students can have greater agency in the learning process if they are encouraged to use their primary languages for learning. Such hybrid language practices speak to the "multilingual turn" as articulated by May (2013) which is essentially a move away from monolingualism in the classroom. Such language practices by bi or multilinguals signals a plurilingual form of linguistic competence which Cook (2002) refers to as "multicompetence" which enables students to use the languages in their repertoires to varying degrees of proficiency to communicate and interact effectively.

The pedagogical implication for implementing multilingualism in teaching and learning requires a shift from seeing students' languages from a "subtractive" perspective as creating interference or problems, where they are discouraged or ignored, to a perspective that regards them as valuable resources which can transform learning. One strategy is functional reciprocity, where one language is used for input (listening or reading) and another for output (writing/speaking) to deepen conceptual understanding. The input language, such as English on power-point slides, can also be supplemented by students' primary languages on the slides, either in the form of voice-overs or subtitling. Translation into other languages can also be used for glossaries, study guides, course notes and assessments, where core disciplinary concepts are translated. Multimodal strategies (videos, podcasts, images) can also be used alongside multilingual pedagogies to enhance understanding of difficult subject matter (Wildsmith-Cromarty, et al 2022). By creating learning affordances through multilingual pedagogies, students can more easily gain access to disciplinary content, and, in so doing, foster a sense of belonging and cognitive engagement (Cenoz & Gorter, 2021). It also helps to make the multilingual nature of the higher education community visible, which, in turn, validates diverse identities.

Selected References

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- **Wildsmith-Cromarty, R., Reyneke, M., Kaiser, K. & Dlavane, D. (2022**). A multilingual pedagogies initiative in higher education. *Language, Culture & Curriculum,* 35/3, 240 – 260. 10.1080/07908318.2022.2041028.
- **Wildsmith-Cromarty, R. Reyneke, M., Kaiser, K. & Dlavane, D. (2023**). Scaffolding understanding of disciplinary concepts using African languages in higher education. *Journal of Multilingual and Multicultural Development,* 10.1080/01434632.2023.2236203.

The Vision for this Volume

We are seeking chapters that bridge the gap between theory and practice that are grounded in classroom realities. We invite contributions that explore creative pedagogies that include multilingualism from higher education lecturers in their context of work. Such contributions can include multilingual pedagogies in different subject disciplines, teacher agency in restrictive policy or professional environments, and digital tools that facilitate cross-linguistic learning.

Core Themes for Contribution

We invite original chapters that offer empirical research, theoretical critiques, or innovative case studies. We are particularly interested in submissions that address the following thematic areas:

- **Pedagogical Innovation in Content Areas:** Implementing multilingual strategies in "non-linguistic" subjects like STEM, Economics, Theology, Law, Management Sciences, Engineering

- **Lecturer Identity and Agency:** How educators navigate the tension between monolingual curricula and the reality of their multilingual classrooms.
- **Digital and Multimodal Literacies:** The role of AI, translation tools, and digital storytelling in supporting multilingual and translanguaging practices.
- **Assessment and Policy:** Reimagining standardized testing to fairly evaluate the "holistic" repertoire of the multilingual student.

Submission Requirements

To ensure a cohesive and high-quality volume, all submissions must adhere to the following criteria:

1. Abstract Proposal

Interested authors should submit a **500-word abstract** (excluding references) outlining:

- The central argument or research question.
- The theoretical framework (with reference to themes).
- Methodology (for empirical papers) or conceptual scope (for theoretical papers).
- Significance to the field of multilingual pedagogy.

2. Full Manuscript Specifications

Upon acceptance of the abstract, full chapters should be between **6,000 and 8,000 words**, including references.

- **Formatting:** Follow the **APA 7th Edition** style guide for citations and headings.
- **Language:** While the final volume will be published in English, we encourage authors to include multilingual snippets or data excerpts of examples of multilingual pedagogies including translation, multimodal strategies, and translanguaging where appropriate to the research context.

Important Dates

Call for Papers Released	September 2026
Abstract Submission Deadline	December 2026
Notification of Acceptance	January 2027
Full Chapter Submission	April 2027
Revised Chapters Due	June 2027
Anticipated Publication	December 2027

How to Submit

Please send your abstract and a short bio (150 words) in a single Word document to the editorial team at rosemary.cromarty@nwu.ac.za OR Kotie.kaiser@nwu.ac.za Use the subject line: *Submission: Redefining the Multilingual Classroom - [Author Name]*.