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Topic: Multilingualism in Higher Education

Call for papers

Languages afford access to epistemologies. It is in and through language that we learn and come to know. If denied the right to use our languages for learning, then what we come to know might remain superficial knowledge at best. We need a frame of reference for the acquisition of new knowledge and this is created through our own language/s. Multiple language use is common in the African educational domain where teachers and learners share the same languages. Such linguistic practices have been referred to as *code-switching* in the literature (Setati, 2008; Probyn, 2009; Wildsmith-Cromarty & Gordon, 2009) and were used by teachers to facilitate epistemic access to disciplines such as science and mathematics. The concept of code-switching later gave way to a more recent construction of multiple language use as *translanguaging* (Garcia, 2009; Garcia & Wei, 2014; Makalela, 2016). The difference between these two concepts lies in their focus. Code-switching focused on the languages themselves as separate structural entities that were used in alternating ways in a discourse. Translanguaging, on the other hand, focuses on the language users and how they navigate the instructional space using all their linguistic resources (Garcia et al, 2017; Makalela, 2017). At tertiary level, an important focus is on the ways in which such practices create affordances for learning (or not), and what is 'lost' in translation or paraphrasing, if anything. Important questions flowing from the above are as follows:

1. Are scientific, mathematical or other disciplinary concepts learned and understood accurately through a pedagogy using a multilingual approach?
2. How could this be assessed effectively?
3. How do lecturers/teachers use multiple languages for both oral and written work?
4. In which ways could multiple language use engage ALL participants as learners?
5. In which ways does multiple language use for epistemic access 'disrupt' the status quo?
6. In which ways could multiple language use blend with critical participatory action research in order to fulfill a social justice imperative?

We are calling for papers that address these questions (and/or others that are related) in the tertiary education domain. Papers can be theoretical or empirical but should address the two broad areas of focus, i.e. pedagogy and multiple language use.

References

Garcia, O. 2009. *Bilingual education in the 21st century: a global perspective.* Malden, MA:Wiley/Blackwell.

Garcia, O. & Li Wei. 2014. *Translanguaging: Language, bilingualism and education.* London: Palgrave Macmillan.

Garcia, O., Johnson, S.I. and Seltzer, K. 2017. The Translanguaging classroom: Leveraging student bilingualism for learning. Philadelphia: Caslon.

Makalela, L. 2016. Ubuntu translanguaging: An alternative framework for complex multilingual encounters. *Southern African Linguistics and Applied Language Studies,* 34/3, 187 – 196.

Probyn, M.J. 2009. Smuggling the vernacular into the classroom: conflicts and tensions in classroom code-switching in township/rural schools in South Africa. *International Journal of bilingual Education and Bilingualism,* 12,2: 123 – 136.

Setati, M. 2008. Access to mathematics versus access to the language of power: The struggle in multilingual mathematics classrooms. *South African Journal of Education,* 28/1, 103-116.

Wildsmith-Cromarty, R & Gordon, M. 2009. Policy versus practice: The role of the home language in learning mathematics and science in English-medium classrooms. *Language Learning Journal,* 37/3, 359 – 370.

Deadlines

Submission of abstracts	25 May 2018
Feedback on abstracts	1 June 2018
Submission of articles	1 August 2018
Reviews to be completed	September 2018
Revisions due	October 2018
Publication	November 2018

Submissions
All abstracts, and then papers, should be submitted electronically on our website:
http://www.saalt.org.za/submit-a-paper.html

Unfortunately, no abstracts or papers submitted via any other medium can be considered.

Guest editors
Prof. Rosemary Wildsmith-Cromarty rosemary.cromarty@nwu.ac.za
Prof. Susan Coetzee-Van Rooy susan.coetzeevanrooy@nwu.ac.za
Editor
Prof. Tobie van Dyk tobie.vandyk@nwu.ac.za