



Emma Trentman
University of New Mexico

Janice McGregor
University of Arizona

INTRODUCING THE SPECIAL ISSUE

This special issue brings together three projects that foreground multilingual approaches to teaching English speakers other languages. In recent years, there has been a renewed interest in translingual approaches to language learning that emphasize the need to recognize and use learners' full linguistic repertoires in educational contexts. These theories include the multilingual turn (Conteh & Meier, 2014; May, 2014), plurilingualism (Piccardo, 2017) and translanguaging (García & Li Wei, 2014; Otheguy et al., 2015). Despite the differing contexts of their development, they share an ideological perspective that emphasizes analyzing the ways people use their full linguistic repertoires to communicate in specific contexts. This view contrasts with the monolingual language ideologies that have traditionally informed theories and approaches in language learning. Monolingual language ideologies originate with the development of the European nation-state, and emphasize the role of separate, bounded languages with close links to nationality and ethnicity (Beacco & Byram, 2006; May, 2014). These language ideologies are responsible for concepts such as the native speaker norm and the target language immersion classroom upheld as key tenets of language learning today.

The value of translingual approaches in educational settings has been examined in a variety of contexts, including bilingual education (García & Li Wei, 2014), TESOL (García & Kano, 2014), May (2014), English medium higher education (Cenoz & Gorter, 2015; Mazak & Carroll, 2017), and heritage learning environments (Abourehab & Azaz, 2020; Blackledge, Creese, & Takhi, 2014). At the same time, these approaches have made few inroads in the context of world language education in English-dominant environments, where English speakers in these spaces learn languages other than English, outside of a bilingual education or

heritage program setting (Kramsch & Huffmaster, 2015). Yet as learners in these contexts work to expand their linguistic repertoires, they do so in inherently multilingual settings, including virtual exchange and study abroad. While these contexts, as well as the world language classroom, are frequently framed as ones of monolingual immersion, research demonstrates the presence of translanguaging practices and the potential of translanguaging approaches for these learners (Al Masaeed, 2020; Diao & Trentman, 2021; Mori & Sanuth, 2018; Trentman, 2021).

The papers in this special section of volume 9.1 further this conversation by analyzing the ideological stances taken in world language education, and the contrasts this can create with the learner experience. Armstrong (pp. 77-102) explores the differing stances on language education put forth by the Modern Language Association (MLA) with a literary focus and the Spanish for Native Speakers (SNS) movement with its community orientation, and the implications these stances have for different languages (Spanish and Portuguese) as well as current challenges to language education (e.g., declining enrollments).

Warner et al. (pp. 103-127) turns to another ideological perspective, that of language as a commodifiable skill. Analyzing public discourse from media outlets, language educators, government agencies and NGOs, they demonstrate how language learning is frequently represented as an additional commodity for English speakers, with maximizing this commodity a primary reason for language learning. In contrast, in interviews with two learners of Mandarin and two of Italian, learners represented their language learning as deeply connected to their social lives, rather than a separate skill to promote their economic advancement. The authors argue that continued attention to the commodified skill discourse misrepresents learners' motivations and perpetuates the representation of learning of languages other than English as a skill for the elite.

Piccardo et al. (pp. 128-155) look at the practicalities of shifting from a monolingual to plurilingual approach in the language classroom. Drawing from research on North American classrooms encompassing nine different languages, they describe how the LINCDIRE project, which relies on action-oriented tasks, provides a way forward for language classrooms looking to shift from practices informed by monolingual perspectives to plurilingual ones.

Together, these articles demonstrate the potential of translanguaging approaches in the world language education context, as well as the dangers of holding to monolingual approaches in a rapidly changing higher education environment. They argue for an attention to language ideologies in the world language education context, and provide guidance on reckoning with these language ideologies for a more just approach to language learning.

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