

## EDITORIAL

**Sustaining the Momentum of Advocacy for Multilingualism: Insights from the Second Issue**Huseyin Uysal <sup>a\*</sup><sup>a</sup> The Education University of Hong Kong\* Contact Info: 10 Lo Ping Rd., Tai Po, N.T., Hong Kong, [huysal9@gmail.com](mailto:huysal9@gmail.com)**Article Info**Received: December 3, 2024  
Published: December 25, 2024**PROGRESS AND PROMISE**

While preparing for the release of this new issue of JEM on multilingualism, I came across a quote attributed to Willy Brandt, the former Chancellor of West Germany: “If I’m selling to you, I speak your language; if I’m buying dann müssen Sie Deutsch sprechen [then you must speak German]” (Ratcliffe, 2018). Although rooted in political and economic contexts, this quote resonates with ongoing debates about multilingual education. On one hand, it underscores the importance of linguistic adaptability in fostering communication and understanding. On the other, it risks reinforcing rigid, categorical views of language as distinct, unchanging entities like “German” or “Spanish.” Such perspectives fail to adequately reflect the hybrid and dynamic linguistic practices that multilingual individuals navigate daily. Translanguaging<sup>1</sup>, as theorized by Ofelia García, challenges these traditional concepts by advocating for an integrative approach that embraces the full linguistic repertoires of learners, moving beyond rigid language binaries.

In an era where anti-immigrant policies and monolingual agendas increasingly influence educational systems, the need for educators to raise critical multilingual awareness is more pressing than ever. Equity-oriented practices in multilingual education are essential; however, simplistic solutions—such as expecting teachers to quickly acquire their students’ home languages—are neither feasible nor adequate. Instead, educators must adopt pedagogies that

<sup>1</sup> See García (2024) for my interview with Ofelia García on how translanguaging fosters equity and meaningful engagement for adolescent multilingual learners.

transcend the “home language versus target language” binary, fostering classrooms where students can fluidly use all their linguistic resources to learn and thrive. Translanguaging provides a robust framework for this shift, offering concrete strategies for both instruction and assessment. Informed by this framework, key questions arise: How can translanguaging be implemented equitably to support multilingual learners? What roles should researchers and teacher educators play in advancing these approaches? And how can education systems remain supportive of multilingual ways of languaging, learning, and being, especially amidst political tensions and polarization?

The *Journal of Education for Multilingualism* (JEM) was established to address these pressing issues and advocate for transformative multilingual education practices. Since its launch, JEM has flourished, thanks to the dedication of its contributors, readers, editorial board, and review panel. As the founding Editor-in-Chief, I have been inspired by the journal’s rapid growth and the support it has received from colleagues worldwide. With an editorial advisory board<sup>2</sup> representing nineteen countries, JEM reflects the linguistic diversity and advocacy that underpin its mission. This issue continues to showcase international scholarship, featuring contributions from Poland, Malta, and the United States. Collectively, the issue aims to push the boundaries of traditional language education, fostering equitable and inclusive learning environments across the globe.

## IN THIS ISSUE

This new issue of JEM brings together five journal articles that explore multilingual education across various contexts, utilizing diverse methodologies—including duo-autoethnographies and collaborative case studies—and addressing themes such as biliteracy, agency, inclusivity, and decolonial approaches to multilingual education. The studies encompass contexts such as rural areas in the United States, Swiss classrooms, and transnational educational settings, engaging participants ranging from secondary school students and their families to teacher educators and transnational instructors. Complementing these articles are two insightful interviews and three book reviews.

The issue begins with a study by Esmeralda Cartagena Collazo and colleagues, examining how secondary teachers employ home language invitations to support newcomer students in English-centric classrooms. By fostering biliteracy and advancing relational

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<sup>2</sup> I would like to extend my gratitude to Guofang Li, a member of our editorial advisory board, for her invaluable feedback on this editorial.

pedagogy, their study underscores the transformative potential of multilingual teaching practices for cultivating inclusive learning environments, even amid initial challenges. Next, Maria Coady and colleagues explore family engagement practices for multilingual learners in a rural school district in the United States. The study emphasizes the importance of recognizing and leveraging rural cultural wealth and advocates for reconceptualizing engagement strategies to address equity gaps and center families' linguistic strengths. Then, Anna Becker investigates the agency and self-concept of students in Switzerland's multilingual classrooms. The article highlights the impact of linguistic categorizations on students' identities and academic outcomes and advocates for integrating heritage languages into curricula to enhance learner agency and foster inclusive educational practices.

Next, David Martínez-Prieto and Xiaodi Zhou present a duo-autoethnography critiquing U.S. academic practices that marginalize non-English languages and ideologies. By identifying structural inequities and linguistic exclusion, the authors advocate for decolonial approaches to foster meaningful inclusion within multilingual teacher education. Finally, Raymond Oenbring and Deniz Gokcora analyze virtual exchange projects involving U.S. and Bahamian students. Using collaborative autoethnography, the authors reflect on their roles as transnational instructors and explore the transformative potential of virtual exchanges to foster intercultural learning and critical thinking.

Building on these scholarly contributions, this issue also features two compelling interviews that expand the discourse on multilingualism and education. Jue Wang and Vanessa Anthony-Stevens explore the complexities of Indigenous language revitalization, emphasizing land-based multilingualism and anti-colonial approaches to education. In a complementary vein, Daniel Xerri examines *The Hands Up Project* in Palestine, highlighting its innovative use of storytelling, remote theatre, and creative writing to foster English proficiency, psychosocial well-being, and creative ownership among Palestinian children.


This issue concludes with three thought-provoking book reviews addressing critical aspects of multilingual education. Jessica Fundalinski highlights *Black Immigrant Literacies: Intersections of Race, Language, and Culture in the Classroom* by Patriann Smith, emphasizing transraciolinguistics and educational equity for Black immigrant youth. Samina Hadi-Tabassum reviews Ashley Jaffee and Cinthia Salinas's book *Teaching Culturally and Linguistically Relevant Social Studies for Emergent Bilingual and Multilingual Youth*, advocating for multilingual inclusivity in social studies curricula. Grazzia Maria Mendoza Chirinos discusses *Language Teacher Identity Tensions: Nexus of Agency, Emotion, and*

*Investment* by Zia Tajeddin and Bedrettin Yazan, which explores the intersection of agency, emotion, and investment in shaping teacher identities across diverse sociolinguistic contexts.

## LOOKING AHEAD

JEM is committed to advancing critical frameworks, challenging native-speakerism (Kubota, 2024) and adopting raciolinguistic perspectives (Flores & Rosa, 2023; Uysal & Fallas-Escobar, 2024). The journal also encourages studies that employ diverse methodologies, remain systematic in their poking and prying, and elevate the mission of advocating for multilingualism. My hope is that JEM will serve as an outlet for interdisciplinary scholarship—buzzing with energy as it uniquely addresses emerging challenges of multilingual education and broadly engages with global socio-political issues shaping counter-hegemonic efforts.

## THE AUTHOR

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