



Special Issue for *TESL-EJ* for November 2022

Editors: Meng Huat Chau, Anita Lie, George M Jacobs and Willy A Renandya

Theme of the Special Issue

Promoting Diversity and Inclusion in Language Education: Perspectives from Research and Practice in Global Englishes and Translanguaging

Recent years have seen growing attention to the need for promoting diversity and inclusion in language education. A recent special issue of *ELT Journal*, for example, was devoted to the exploration of the importance of creating educational environments that are inclusive of different identities that relate to gender and sexuality (Banegas & Evripidou, 2021). Around the same time, a special issue of the Forum of another leading journal of the field, *TESOL Quarterly*, focused on the notion of *ableism*. In the words of the guest editor Subtirelu (2021, p. 670), the issue was "intended to explore how concepts of what 'normal' abilities are or should be make English language teaching inaccessible, ineffective, or oppressive for many students."

In this special issue of *TESL-EJ*, we want to encourage research and scholarly conversations that advance the agenda of diversity and inclusion in language education through approaches based on Global Englishes and translanguaging. We are particularly keen on receiving contributions which engage with the task of digging deeper into specific instances to show how language learning and teaching based on the spirit of Global Englishes and translanguaging:

1. acknowledge the inherent strengths and talents of all students;
2. promote student engagement, agency and voice;
3. contribute to the acceptance and celebration of different language backgrounds, cultures, beliefs and values of students;
4. suggest a change of the teacher role in the classroom; and
5. encourage a rethink about issues of materials design, language assessment, curriculum development, teacher education and language policy.

We welcome perspectives on:

1. Global Englishes and Global Englishes Language Teaching (GELT);
2. Translanguaging in language education;
3. Translanguaging in content-based education;
4. Translanguaging and language policy;
5. Translanguaging and intersectionality;
6. Translanguaging and social justice; and
7. The role of language teachers, teacher educators, material developers and language assessment specialists.

Time Schedule of the Special Issue

Deadline for proposal: 28 February 2022

Decision on proposal: 15 March 2022

First draft of full paper: before 20 May 2022

Review process

Revised papers: before 15 July 2022

Publication: November 2022

*Please follow the guidelines of *TESL-EJ* when preparing your manuscripts. 500 words of proposal in the form of an abstract are required from interested contributors.

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About the Guest Editors

Meng Huat Chau, Ph.D. teaches and supervises research in Applied Linguistics at Universiti Malaya. His teaching, research and mentoring on topics in applied corpus linguistics, Global Englishes, language and writing development, multilingualism and language education have been motivated by ecojustice considerations. Meng Huat holds visiting and courtesy appointments at De La Salle University-Dasmariñas in the Philippines, Guangdong University of Foreign Studies in China, and Yogyakarta State University in Indonesia.

Anita Lie, Ph.D. is a professor at Widya Mandala Surabaya Catholic University and a consultant on school improvement in remote regions. Her research interests include teacher development and heritage language learning. In 2011, she was a research fellow at UC Berkeley. Her research on heritage language learning among Indonesian-Americans was funded by AIFIS. She received a 2018 Dedicated Scholar Award from Kompas.id.

George M Jacobs, Ph.D. is an adjunct professor at Universiti Malaya. His research interests include student-centered learning, cooperative learning, and humane education. George is an active volunteer with such organizations as Kampung Senang Charity and Education Foundation. He serves on the boards of the Extensive Reading Foundation and the International Ecolinguistics Association.

Willy A Renandya, Ph.D. is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He is a frequent plenary speaker and has published extensively in the area of second language education. He maintains a large teacher professional development forum called Teacher Voices: <https://www.facebook.com/groups/teachervoices/>.