

# CALL FOR PAPERS

Special Issue on Translanguaging as  
a Pedagogy for Refugee Children in  
Elementary Classrooms



## Guest Editors:

Khánh Lê, Queens College, USA  
[khanh.85@gmail.com](mailto:khanh.85@gmail.com)

Zhongfeng Tian, Rutgers University, USA  
[zhongfeng.tian@rutgers.edu](mailto:zhongfeng.tian@rutgers.edu)

# CALL FOR PAPERS

## Special Issue at the International Electronic Journal of Elementary Education Translanguaging as a Pedagogy for Refugee and Migrant Children in Elementary Classrooms

### Guest Editors:

Khánh Lê, Queens College, City University of New York, USA

Zhongfeng Tian, Rutgers University–Newark, USA

Refugees and migrants are someone who are being displaced from their home because of war, violence and/or economic instability. According to the United Nations High Commissioner for Refugees (UNHCR) and International Organization for Migration (IOM), over 114 million refugees and 280 million migrants have been displaced from their homes, with 43 million of them being under the age of 18 (UNHCR, 2024; IOM, 2024). Refugees and migrants experience ongoing disruptions in their daily lives, particularly refugee and migrant children vis-a-vis education. An equitable education that centers on refugee and migrant children's lived experience and takes into consideration the sociopolitical context is the first step in mitigating the disruption and violence that they face daily.

Translanguaging pedagogy (García & Li Wei, 2014; García & Leiva, 2014; García et al., 2017) has always been the pillar for advocating for marginalized children in education settings and is seen as a political act (Flores, 2014) and a decolonizing project (Li Wei & García, 2022). It aims to create a heteroglossic, inclusive learning environment where children are encouraged to leverage their full communicative repertoire (i.e., their multilingual, multisemiotic, multisensory, and multimodal resources) to engage in meaning-making (Li Wei, 2018). Furthermore, translanguaging pedagogy decolonizes traditional Eurocentric understandings about language, literacy, and bilingualism and incorporates perspectives from and engagement with racialized multilingual bodies (García & Kleifgen, 2020). It opens up space for students' bi-/multilingual ways of knowing, thinking, and being, and supports the positive identity and socioemotional development of students from minoritized communities (Seltzer & de los Ríos, 2021).

Research on translanguaging pedagogy is prevalent in K-12 settings, advocating for language rights for minoritized children (Tian & Rafi, 2023). However, research specifically focusing on translanguaging pedagogy with refugee and migrant children remains limited. This special issue aims to address this gap by bringing together studies that illustrate how adopting translanguaging as a pedagogy in elementary classrooms can honor refugee and migrant children's humanity through cultural and linguistic justice. A social justice education grounded in translanguaging



Copyright ©  
www.iejee.com  
ISSN: 1307-9298

© 2022 Published by KURA Education & Publishing. This is an open access article under the CC BY-NC-ND license. (<https://creativecommons.org/licenses/by/4.0/>)

pedagogy will bring stability to their educational experiences, fostering a humanizing environment where their diverse linguistic resources are valued and utilized (Li Wei, 2023). This approach not only supports their language development but also promotes their overall well-being and integration into new educational contexts, ultimately contributing to their resilience and empowerment.

We invite submissions specifically addressing the intersections of translanguaging and refugee and migrant children in elementary classrooms on topics including, but not limited to:

- Translanguaging and trauma
- Translanguaging and teacher perceptions of and approaches to students' language and literacy practices
- Translanguaging and refugee and migrant children's identity construction
- Translanguaging and curriculum design
- Translanguaging and refugee and migrant children's family/community involvement
- Translanguaging and educational equity for refugee and migrant children
- Translanguaging and educational policies vis-a-vis refugee and migrant children

**Proposed Timeline:**

- Abstracts (300-word) due to Guest Editors: November 24, 2024
- Authors notified of full submission invitation: December 14, 2024
- Full submissions due: February 28, 2025
- Round 1 reviews sent to authors: May 30, 2025
- Revisions due: July 15, 2025
- Round 2 reviews sent to authors (if any): September 15, 2025
- Final revisions due: November 31, 2025
- Final revisions accepted by guest editors: January 15, 2026
- Final submission to journal editors/reviewers via online portal: February 28, 2026
- Online publication of individual papers: April 30, 2026

Interested authors are invited to submit a 300-word abstract (excluding references) to [khanh.85@gmail.com](mailto:khanh.85@gmail.com) and [zhongfeng.tian@rutgers.edu](mailto:zhongfeng.tian@rutgers.edu) by November 24, 2024. Notice of abstract acceptance will be emailed by December 14, 2024. Full manuscripts

are due by February 28, 2025 and will be subject to a double-blind peer review process. If you have any questions or queries about this Special Issue, please contact us at the email addresses listed above. You may also refer to the journal's author guidelines for more information:

<https://www.iejee.com/index.php/IEJEE/how-to-submit>.

**References**

Flores, N. (2014). Let's not forget that translanguaging is a political act. Retrieved from <https://educationalinguist.wordpress.com/2014/07/19/lets-not-forget-thattranslanguaging-is-a-political-act/>

Garc.a, O., & Kleifgen, J. A. (2020). Translanguaging and Literacies. *Reading Research Quarterly*, 55(4), 553–571. <https://doi.org/10.1002/rrq.286>

Garc.a, O., & Leiva, C. (2014). Theorizing and enacting translanguaging for social justice. In A. Blackledge, & A. Creese (Eds.), *Heteroglossia as practice and pedagogy*. *Educational Linguistics*, Vol 20. Springer.

Garc.a, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

Garc.a, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Calson.

Li Wei. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>

Li Wei. (2023). Transformative pedagogy for inclusion and social justice through translanguaging, co-learning, and transpositioning. *Language Teaching*, 1-12. <https://doi.org/10.1017/S0261444823000186>

Li Wei & Garc.a, O. (2022) Not a First Language but one Repertoire: Translanguaging as a Decolonizing Project. *RELC Journal*, 53(2), 313–324. <https://doi.org/10.1177/00336882221092841>

Seltzer, K., & de los R.os, C. V. (2021). Understanding translanguaging in US literacy classrooms: Reframing bi-/multilingualism as the norm. *A Policy Research Brief*,

National Council of Teachers of English, 1-15. Retrieved from [https://note.org/wpcontent/uploads/2021/04/SquireOfficePolicyBrief\\_Translanguaging\\_April2021.pdf](https://note.org/wpcontent/uploads/2021/04/SquireOfficePolicyBrief_Translanguaging_April2021.pdf)

Tian, Z. & Rafi, A. S. M. (2023). Centering southern perspectives in translanguaging research. *Critical Inquiry in Language Studies*, 20(3), 205-213. <http://dx.doi.org/10.1080/15427587.2023.2249151>

UNHCR The UN Refugee Agency. (2024). UNHCR. <https://www.unhcr.org/about-unhcr>

### **Guest Editor Bios**

Khánh Lê is Assistant Professor of Multilingualism and English Education in the Department of Linguistics and Communication Disorders at Queens College, CUNY. His work seeks to disrupt systems of marginalization in minoritized bi/multilingual communities. Specifically, he examines how these dominant structures impact Vietnamese American youth.

Zhongfeng Tian is Assistant Professor of Bilingual Education at Rutgers University–Newark. Theoretically grounded in translanguaging, his research centers on working with classroom teachers to provide bi/multilingual students with an equitable and inclusive learning environment in ESL and dual language bilingual education contexts.