

TESOL B-MEIS & ANPC Joint Panel Discussion

CALL FOR PROPOSALS

Exploring the Intersectionality of Multilingualism, Sustainability, and Indigenous Knowledges

Multilingualism is inherently intersectional, interdisciplinary, and global in scope. Any effort to focus on language development alone is likely to be deficit-oriented. When we begin to ask critical questions about the origins, purposes, and mechanisms of multilingualism, we realize that it encompasses both local and global dimensions, deeply intertwined with community identities, personal growth, self-expression, and cultural sustainability. Moreover, it is entangled with the ideologies of monolingualism and English dominance in the neoliberal era, consequently necessitating a decolonization and social justice-oriented approach.

This joint Call for Proposals cordially invites you to submit a proposal for a panel discussion co-hosted by **TESOL B-MEIS** (Bilingual-Multilingual Interest Section) and **ANPC** (Affiliate Network Professional Council). This initiative is dedicated to not only promoting multilingualism across the globe but also proactively seeking collaborative opportunities that combine this cause with environmental sustainability and Indigenous knowledge systems across the globe. Environmental sustainability demands a coordinated effort to explore diverse ways of knowing, being, and interacting with the human and more-than-human. In this context, multilingualism, particularly minoritized and Indigenous languages, can serve as a fertile ground for fostering innovative ideas and including time-tested ecological know-how and sustainable practices. Sustainable multilingualism must also address the epistemic and linguistic injustices faced by minoritized and Indigenous communities and their languages and cultures (Canagarajah, 2022; Dovchin, 2019). Including Indigenous cultures, languages, and knowledges is a vital reminder of our commitment to decolonization and social justice and should be integral to global strategic plans aiming to sustain multilingualism and environmental sustainability.

Tackling the intersection and multiple dimensions of multilingualism, sustainability, and Indigenous knowledge systems requires a radical mindset shift in mainstream (language) education and policy. This involves a call for what Paul Meighan terms a "transepistemic" approach, "an epistemic (un)learning of the Western 'epistemological error'" as well as coordinated efforts to reexamine current values, worldviews, what is visible and invisible, and our relationship with the environment, in order to "enable equitable validation of all languages and knowledge systems, including those Indigenous and minoritized" (Meighan, 2023).

In line with our commitment to the criticality of multilingualism, B-MEIS and ANPC invite you to participate in exploring the intersectionality of multilingualism, sustainability, and Indigenous knowledges in a culturally responsive, creative, and critical manner. We welcome proposals in any format, including but not limited to, classroom projects, lesson plans, case studies, community action projects, or conceptual explorations of this topic. We are particularly interested in projects that link bilingual/multilingual education with environmental issues and/or Sustainable Development Goals (SDGs) and/or engage with efforts to support the maintenance, reclamation, and revitalization of minoritized communities, languages, or cultures in the classroom contexts.

Accepted proposals will have the opportunity to be invited to contribute to a special issue for the **B-MEIS** Newsletter, **Multilingual Connections**, or a guest-edited issue in the **Journal of Education for Multilingualism (JEM)**.

Proposal Requirements and Submission Guidelines

- Proposals must connect multilingualism with sustainability and/**or** Indigenous science/knowledge systems.
- Priority will be given to those encompassing multiple aspects or providing in-depth research or a high-impact project on interconnected issues.

Submit Your Proposal Here

Important Timeline:

- **June 30:** Deadline for submission of proposals
- **July 15-18:** Selection of proposals and notification of authors
- **August 31, 10:00 am - 11:30 am:** B-MEIS/ANPC Joint Panel Discussion

Each accepted proposal will be allocated 10-15 minutes for presentation (depending on the number of proposals), followed by a Q&A session.

We look forward to your contributions to this important and dynamic field.

Sincerely,

TESOL B-MEIS and ANPC Leadership Teams



References:

Bastardas-Boada, A. (2014). Linguistic sustainability for a multilingual humanity. *Darnioji daugiakalbystė*, (5), 134-163.

Canagarajah, S. (2022). Challenges in decolonizing linguistics: the politics of enregisterment and the divergent uptakes of translingualism. *Educational Linguistics*, *1*(1), 25–55. https://doi.org/10.1515/eduling-2021-0005

Dovchin, S. (2019). The politics of injustice in translingualism: Linguistic discrimination. In T. Barrett & S. Dovchin (Eds.), *Critical inquiries in the sociolinguistics of globalization* (pp. 84–101). Multilingual Matters. https://doi.org/10.21832/9781788922852-008

Heugh, K., Harding-Esch, P., & Coleman, H. (2021). Southern multilingualisms, translanguaging and transknowledging in inclusive and sustainable education. *Language and the sustainable development goals*, 37-47.

Meighan, P. J. (2023). Transepistemic English language teaching for sustainable futures. *ELT Journal*, *77*(3), 294–304. https://doi.org/10.1093/elt/ccad004

Romaine, S. (2019). Linguistic diversity, sustainability and multilingualism: global language justice inside the doughnut hole. *Linguistic Diversity, Minority Languages and Sustainable Development*, 40-61.