



The Center for the Advancement of Languages, Education, and Communities

Call for Papers

Beyond Perfection: The Beauty of Imperfect Language Learning

The Center for the Advancement of Languages, Education, and Communities invites submissions for an edited volume exploring the complex, dynamic realities of bilingualism and multilingualism. Moving beyond the often paralyzing “gold standard” of achieving native-like fluency, this volume seeks to celebrate the beauty of *imperfect* language learning, elevating how most multilingual individuals embody multilingualism with varying levels of proficiency across multiple languages. These experiences challenge monolingual bias, as explored by researchers like Sandro Barros, whose work highlights the complexities of multilingual realities, and emphasize the resilience and adaptability of multilingual individuals and communities, as described by experts such as Ofelia García and Li Wei in their studies on translanguaging, or François Grosjean, who has extensively examined the lives of bilinguals.



This volume aims to explore how multilingualism develops and thrives across diverse regions, contexts, and cultural settings. From formal language education to informal family interactions, community networks, and professional environments, language learning is a deeply personal and dynamic process that often resists straightforward categorization. By spotlighting voices and experiences from global linguistic landscapes—such as trilingual education in India, efforts to maintain refugee languages in Europe, or the revitalization of Indigenous languages in Canada—this volume aspires to create a rich and inclusive dialogue about the many forms of multilingualism, inspired by foundational work from scholars like Tove Skutnabb-Kangas and Robert Phillipson.

Topics for Submission

To provide a holistic approach to the topic, we offer a framework for understanding imperfect language learning that bridges lived experiences, educational practices, sociocultural dynamics, theoretical perspectives, and marginalized voices. Contributions that reflect any of these dimensions are encouraged.

1. Lived Realities of Multilingualism

Explore the personal and community experiences that showcase the beauty of language learning, even when it's not “perfect.”

- *Case studies* or *autoethnographies* that highlight family language practices and intergenerational dynamics (e.g., how heritage languages are maintained across three generations in immigrant families).
- *Narrative inquiries* into the experiences of receptive or dominant bilinguals, emphasizing their unique linguistic and cultural contributions.

2. Educational and Institutional Perspectives

Examine how schools and community programs influence multilingual learning, even when the results are far from flawless.

- *Empirical research* on bilingual education programs (e.g., the impact of dual-language immersion programs in the U.S. on student outcomes).
- *Case studies* of community-led heritage language schools and their role in preserving minority languages.

3. Sociocultural and Regional Contexts

Investigate the influence of cultural, political, and regional factors on language learning, offering nuance on the multilingual learning trajectory.

- *Comparative studies* on the dynamics of multilingualism in the Global North and South (e.g., the prevalence of code-switching in urban African settings versus rural Scandinavian contexts).
- *Duoethnographies* examining the intersection of language, identity, and cultural preservation in marginalized communities.

4. Rethinking Multilingualism

Look at new ways of understanding multilingualism as flexible, evolving, and inherently “imperfect.”

- *Conceptual papers* exploring “translanguaging” practices in classrooms to make meaning, create spaces of belonging, and challenge monoracial bias.
- *Theoretical explorations* of how raciolinguistic ideologies shape perceptions of imperfect language learners and their navigation of linguistically diverse settings.

5. Amplifying Marginalized Voices

Highlight stories from underrepresented communities and contributors with important discussions about multilingualism.

- *Duoethnographies* featuring bilingual educators and their students (e.g., exploring shared challenges and successes in maintaining a minority language).
- *In-depth interviews* with first-generation bilinguals navigating cultural and linguistic expectations.

Types of Submissions

Submissions can take the following forms, with examples provided for guidance:

- **Empirical Research Articles:**

Quantitative, qualitative, or mixed-methods studies analyzing specific aspects of multilingualism.

Example: An analysis of the cognitive benefits of receptive bilingualism in young learners.

- **Case Studies:**

In-depth explorations of specific programs, communities, or contexts.

Example: A case study of an Indigenous language revitalization program in a Canadian community.

- **Autoethnography/Duoethnography:**

Personal or collaborative reflections on multilingual experiences.

Example: A duoethnography between a parent and child documenting their journey maintaining a heritage language.

- **Narrative Inquiry:**

Stories capturing the relational and personal dimensions of multilingualism.

Example: A narrative inquiry into the life of a trilingual professional navigating cultural expectations in different settings.

- **In-Depth Interviews:**

Detailed conversations with individuals sharing unique insights into language learning.

Example: Interviews with bilingual teachers on their strategies to support linguistic diversity in classrooms.

Submission Guidelines

This volume aims to create an accessible resource for educators, parents, policymakers, and community leaders. Submissions are open to all, including those without formal academic or writing backgrounds.

- **Abstract:** Up to 250 words
- **Biography:** Short biography and affiliation of the author(s) (100 words max)
- **Full Paper:** Up to 8,000 words, including references
- **Formatting:** APA style for references and citations

Timeline:

- **Abstracts and Author Bios Due:** January 31, 2025
- **Notification of Acceptance:** February 15, 2025
- **Full Manuscript Due:** June 30, 2025

Submissions and inquiries should be sent to editors-bilingualism@calec.org

Editors

Kevin Wong is an Associate Professor of Education and Chair of the MA in TESOL program at Pepperdine University in the Graduate School of Education and Psychology. He is also Co-Editor of *The CATESOL Journal* and Editor of *The Teacher Advocate*. Kevin received his Ph.D. in Teaching and Learning at New York University, specializing in literacy and multilingual education. He has always been interested in languages as he was raised trilingual (English, Cantonese, and Mandarin) in a biracial and multicultural home in Hong Kong. As a former elementary school teacher and a current scholar-practitioner, Kevin's research and teaching are devoted to working with teachers to provide multilingual students with linguistically and culturally sustaining, equitable, and humanizing learning environments. www.kevin-m-wong.com

Fabrice Jaumont is a scholar-practitioner, award-winning author, non-profit leader, and education advisor based in New York. He currently serves as Education Attaché for the Embassy of France to the United States, a Research Fellow at Fondation Maison des Sciences de l'Homme in Paris, and an adjunct professor at Baruch College. He is President of the Center for the Advancement of Languages, Education, and Communities, a nonprofit publishing organization based in New York and Paris. He has published nine books on education, language, and development. Jaumont holds a Ph.D. in Comparative and International Education from New York University. He is the author of [The Bilingual Revolution: The Future of Education is in Two Languages](#) and [Conversations on Bilingualism](#)

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