



Call for Manuscripts

Special Issue of the International Journal of Qualitative Studies in Education (QSE)

***Critical Orientations to Language and Mathematics:  
Translanguaging, (Language) Ideologies, and Praxis toward Social Justice***

Language inextricably mediates human activity and learning (Vygotsky, 1978). In the mathematics education community, there have been increasing foci on language and mathematics, and on creating discursive communities that support learners' mathematical meaning-making. There has also been increased attention on supporting students who come with a range of language backgrounds in mathematics learning.

This Special Issue arises from a need to attend to a critical perspective to consider the relationship between language and mathematics. **Without critical orientations that explicate ideologies, racism and xenophobia that can impact dynamics between language and mathematics, we risk reproducing deficit notions and orientations toward racialized multilingual learners.** Critical lenses can also help us reveal how colonialism and intersectional forms of power and oppression are deeply rooted in schooling and impact practices of mathematics teaching and learning.

In this Special Issue, we invite both theoretical and empirical contributions that amplify interdisciplinary efforts to bridge critical theories, language learning and mathematics learning. This Special Issue encourages and intends to include articles that represent diverse, critical theoretical orientations. Still, we are particularly interested in advancing frameworks and methodologies associated with theories such as translanguaging (e.g., Garcia & Wei, 2014), conceptualization of race and language (e.g., Delpit & Dowdy, 2008; Rosa & Flores, 2017), as well as (language) ideologies and linguistic imperialism (e.g., Canagarajah, 1999; Gonzalez & Melis, 2014) that are intertwined with praxis toward social justice (e.g., Duncan-Andrade & Morrell, 2008; Freire, 1970/2018; Giroux, 2020). Theory of translanguaging, for example, shifts our foci away from deficits and hindrance of racialized and minoritized learners and redirects us to broader linguistic repertoires that can guide mathematics educators' work to leverage learners' linguistic and cultural assets (Garcia & Wei, 2014). Lenses of language ideologies and linguistic imperialism (e.g., Canagarajah, 1999; Gonzalez & Melis, 2014) enable us to make connections between macro ideologies around language and multilingual learners' opportunities to thrive mathematically. We are particularly interested in manuscripts that depict praxis toward social justice and anti-racism in schools and within various communities. **How are these critical orientations to language and mathematics actualized in specific contexts for the goals of justice, anti-racism and emancipation?**

The expected timeline for submissions and publication is as follows:

December 31, 2020 – Manuscript submissions deadline  
March 1, 2021 – Peer review feedback to authors  
June 1, 2021 – Revisions submitted for second round of review  
August 1, 2021 – Decision letters to authors  
September 2021 – Target Publication

Please submit manuscripts via [Manuscript Central](#) by 11:59pm Eastern time on December 31, 2020. The guest editors recognize and honor the disruptions in people's lives, and are prepared to work closely with authors who might need some extra time. See the [QSE website](#) for article specifications and author guidelines. If you have questions about content, please contact one of the guest editors: Craig Willey ([cjwilley@iupui.edu](mailto:cjwilley@iupui.edu)), Luz Maldonado Rodríguez ([l.maldonado@txstate.edu](mailto:l.maldonado@txstate.edu)), or Miwa Takeuchi ([Miwa.Takeuchi@ucalgary.ca](mailto:Miwa.Takeuchi@ucalgary.ca)). For questions about the International Journal of Qualitative Studies in Education and the submission process, please contact Managing Editor, Josh Manlove ([gse@iupui.edu](mailto:gse@iupui.edu)).

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