



Keynote Speaker, 2018

James Simpson: Recognising Multilingual Realities in ESOL.

James has a background in EFL and ESOL teaching, with experience in Europe, the Middle East and in FE colleges in London and the South of England. He has worked at the School of Education, University of Leeds, since 2004, where between 2013 and 2017 he was Head of Language Education. Much of his research concerns the teaching and learning of English for multilingual students in migration contexts. He is the co-author (with Melanie Cooke) of *ESOL: A Critical Guide* (OUP, 2008), the editor of *The Routledge Handbook of Applied Linguistics* (2011), and the co-editor (with Anne Whiteside) of *Adult Language Education and Migration: Challenging Agendas in Policy and Practice* (Routledge, 2015). With colleagues, he is working on a new book entitled *Translanguaging as Transformation*. He has recently completed the AHRC-funded project 'Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities'.

Abstract

Current understandings of language use in linguistically and culturally diverse contexts take as their starting point the idea that people have repertoire of communicative resources (languages, styles, registers, gesture etc.) which they draw upon in flexible and fluid ways, or *translanguage*, as they make meaning. I then turn to a problem of increasing concern: ESOL practice (teaching, materials, curriculum) typically orients to a monolingual norm, and ESOL classrooms are not spaces where the full range of students' multilingual communicative repertoires is valued. I note practical, professional and ideological reasons for the enduring monolingualism of the field of ESOL. Finally, referring to research in London and in Leeds, I offer a path towards incorporating multilingual translanguaging pedagogies into ESOL practice.