

CALL FOR ABSTRACTS

Language Learning of Migrants in Europe: Theoretical, Empirical, Policy, and Pedagogical Issues

Editors: Glenn S. Levine (University of California, Irvine) and David Mallows (University College London)

We invite abstract submissions for a planned volume on the learning of host country languages by migrants in Europe. The primary goals of the volume are to identify, clarify, and offer insights into issues and central questions related to the learning of host country languages, focusing primarily on adolescent and adult refugees and asylum seekers, in formal, non-formal, and community settings. *Formal settings* include professional teaching contexts of all sorts. *Non-formal settings*, which may be in classrooms, usually do not follow a formal curriculum or have accreditation. They also include drop-in sites, one-on-one/small groups, oral skills practice, and homework support, often delivered by volunteers. *Community settings* are often not organized around explicit language learning goals but may provide opportunities for language use and social support (e.g. cooking clubs, gardening groups, choirs, drop-in sites providing help with forms and official correspondence, organized visits to local places of interest, or simply a safe space for conversation or support).

Proposed contributions can be:

- Qualitative, quantitative or mixed-methods empirical studies;
- Theoretical or conceptual treatments of issues related to policy and/or pedagogical practice
- Rigorous scholarly treatment of curricular or pedagogical projects or initiatives
- Critical treatment of any of the following: teaching materials; curricula; programs; assessment instruments or systems; teacher education; local, regional, national, or transnational policies

Topics of interest include but are not limited to:

Learning

- Pedagogical issues and approaches responsive to needs of particular migrant groups, such as refugees
- Assessment of learning, competences, literacies, aspects of integration
- Roles of digital technologies or media in teaching and learning
- Peer teaching
- Language socialization
- Creativity and language learning
- Plurilingual features/approaches to teaching vis-à-vis learners' respective L1s or multilingualism
- Non-linguistic phenomena or issues that obtain in or affect teaching and learning

Learners

- Learner characteristics or issues (e.g. educational background, literacy, trauma, motivation, willingness to communicate)
- Learner language use inside or outside of formal or non-formal learning settings
- Learner literacies or multiliteracies
- Learner identities

Teachers

- Issues of language teacher education that involve or affect language learning
- Teacher adaptation/sensitization to teaching/learning contexts
- Teacher identities

Policy

- Issues of integration as relates to language learning
- Political or legal issues and/or policies that affect teaching and learning
- EU-wide issues / problems related to language teaching and learning

The intended audience for the volume includes applied linguists, program directors, curriculum developers, teacher educators, those engaged with policy related to language learning of migrants, and of course, language teachers and others facilitating language learning and integration of migrants in Europe.

The volume is being developed in dialog with a major international publisher that has expressed interest in the project.

The submission deadline for max. 500-word abstracts is September 1, 2018. Notification will be sent by September 30, 2018. For those whose abstracts are accepted for possible inclusion, complete manuscripts will be due March 1, 2019, which will be sent to two readers for blind peer review. Manuscripts should be between 6,000 and 8,000 words and follow APA format. The editors, Glenn Levine (glevine@uci.edu) and David Mallows (d.mallows@ucl.ac.uk), welcome any questions about the volume and your potential contribution.