



Call for Abstracts

TESOL Quarterly Special Topic Issue, September 2010

Migration and Adult Language Learning

Edited by Anne Burns and Celia Roberts

TESOL Quarterly announces a call for abstracts for the 2010 special topic issue on migration and language learning in English (and other languages). The migration and resettlement of people across and within nations creates new demands and expectations for learning a new language. This issue will encourage research that explores multiple perspectives on the ways in which adult second and other language programs and less formal modes of learning around the world are manifested from the levels of policy to the practices in the classroom. Specifically, the editors seek contributions that will add to the current limited knowledge base of how such programs and more informal learning arrangements, whether in English, other, or minority languages, are developed and mediated politically, socially, psychologically, culturally, and pedagogically. The issues are complex and overlapping, but can be usefully categorised along the following six themes:

1. The relationships and tensions between adult ESOL and some of the wider issues and agendas that influence policy and practice: globalisation; ethnic, linguistic and cultural diversity; national and social identities and values; social cohesion; racism and inequality.
2. Theoretical debates around notions of second language practices: second language socialisation; the relationship between cultural and linguistic practices; linguistic ideologies in postcolonial societies and critical debates around ESOL as a social practice.
3. Policy, provision, curriculum, and assessment: the relationship between macro and micro, for example, government or state policies and wider racialised discourses and their impact on local practices.
4. Classroom, curriculum, learning, and pedagogy: use of other expert languages; the relationships between acquiring both local language(s) and English as a second or other language; the relationship between classroom and nonclassroom interaction and language use; and literacy and spoken English.
5. Learners: their ethnic, linguistic, and educational diversity; the impact of their pre-resettlement experiences on learning; their opportunities for progression; their investment in learning.
6. Specific adult ESOL issues: work-based or -related ESOL; the contestations around citizenship and citizenship testing; lessons from other second language provision (e.g. the Odysseus project in Northern Europe); the vulnerability of both provision and teacher positions and careers.

Abstracts should represent previously unpublished work with implications for a variety of TESOL professionals. In addition to full-length articles, we solicit empirical or issue papers for Brief Reports and Summaries and the Forum. Please send a 600-word abstract for a full-length article, and a 300-word abstract for a Brief Report or Forum piece. For all submissions, send copies of the abstract without author name(s). On a separate sheet, include each author's name, affiliation, mailing address, e-mail address, telephone and fax numbers, and 50-word biographical statement.

The deadline for abstracts is December 31, 2008. Please send abstracts and inquiries to both editors: Anne Burns (anne.burns@mq.edu.au) and Celia Roberts (celiaroberts@lineone.net).



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