

CALL FOR CHAPTERS (ENGLISH & FRENCH)

Edited Books on

Creating Language Education Policy for the Displaced

Kristine M. Harrison & Francois Victor Tochon, Eds

Abstract (or Title) submissions deadline: July 17

Full paper submissions deadline: October 1

Electronic submissions should be sent on Word.doc, Word.docx files to the main Editor

English & Spanish submissions: kmharrison@wisc.edu

French submissions: ftochon@education.wisc.edu

Deep University Press invites abstracts for a refereed book inspired by the March & May (2017) conferences in Madison, WI (U.S.) and Paris, France **Language Education Policy and Identities Inclusion: Cultivating Distinctiveness**. The conferences focused on language education policy and the crisis of refugee, displaced, or migrant children in school. It addressed teacher education, language, education, and school policy, in a context of media misrepresentation, the heightened security environment of Western nations and fear factors like Islamophobia. Misrepresented cultures and ways of life are pretexts to reject languages and repositories of knowledge. Displaced children and youth must negotiate the difficult process of integration, affecting their identities and society as a whole. Roundtables allowed participants to share their experiences and discover methodological and conceptual ways out of the conundrum of diverse multilingual societies with many newcomers, but monolingual standardized school content. The issue now is how to cultivate distinctiveness.

The theme of the book is *creating* Language Education Policy for a new nomenclature for displaced students, ie newcomers, neighbors & guests, edited by Kristine Harrison & Francois Tochon, and one other (name forthcoming). The book is much more than conference proceedings. The goal is to bring together narratives of experience and approaches that provide a deep rationale for Language Education Policy (LEP) that addresses the realities. We hope to transform the dominant paradigm of what are really linguistically and culturally diverse classrooms. The presence of displaced students, whether first generation or beyond, and in both western and non-western (or north-south) countries; fosters the cultivation of the distinctiveness of their languages and cultures. How can teachers, schools, and policymakers deal with non-dominant languages and non-standardized knowledge? **The call is for chapters that are either or both experiential and practical—narratives of experience and practical solutions for/in the classroom.**

We would like to offer an international reference volume that can be used by teachers, educators, instructors, graduate students and researchers who are looking for substantial reflections and practical solutions to ground their LEP work and teaching in deeper linguistic, philosophical, anthropological, semiotic, political and educational perspectives. It is hoped that submitted chapters will report work from across a broad set of perspectives and experiences; and research orientations and methodologies.

Chapters of 12-20 pages with the following orientations:

Foundations, Conceptual, & Methodology (with practical applications). We are looking for 1-2 chapters that give some philosophical grounding to the idea that LEP could have an impact on creating multilingual classrooms through the valuing of the knowledge & languages that students who are newcomers or descendants of newcomers bring. Chapters can be informed by Multilingual Education Studies (including advocates of linguistic human rights through schools), Indigenous Studies, Displaced & Refugee Studies; or may adopt an educational philosophy standpoint from which to analyze world issues that are relevant to the field of study. *However, the chapter should also offer experiential and/or practical applications for the classroom, ideally based in experience.*

Document-based chapters (including actual policies, programs, standards, textbooks or other curriculum). We are looking for 3-4 chapters that propose historical or critical text analyses and provide a serious ground for a higher-level orientation of language education policies; that could have an impact on re-conceptualizing displaced students as guests and a better account of difference and otherness in schooling and education at large. We welcome researchers or policymakers to address these documents and texts. *Again, related practical experiences implications for the classroom are solicited.*

Narratives of experience, life stories, and/or practical pedagogies: The bulk of the chapters (8-10 chapters depending on length of submissions) will deal with narratives of experience in the classroom. *We welcome K-12 or other teachers, ESL and other language teachers, researchers, or graduate students to contribute their experiences and ideas related to these populations and issues.*

Rationale for the 4th Book in the LEP Series

Language Education Policy (LEP) is a burgeoning field of scholarship that grounds its legitimation on broad frameworks such as Language Policy, Education Policy, Curriculum Studies and Critical Language Studies. The first two books in the series defined its conceptual and philosophical orientations and its foundational purposes to receive increasing recognition by educators and the public in response to growing societal interests in globalization and local forms of school violence that manifest in the way languages are treated.

This call for chapters invites submissions that take an overview of the field of Language Education Policy as it manifests in classrooms with displaced students, analyzing the emergence and gradual formation of the current context of multilingual and culturally rich classrooms, the state of the field and visions for possible futures. It encourages submissions that

utilize multidisciplinary, interdisciplinary, and transdisciplinary approaches to study and research.

A conceptual orientation is proposed to motivate language education curricula where teachers may transform school cultures into constructive learning communities that value and absorb newcomers' cultures and languages including knowledge. Language Education Policies and teachers' practices can help repair the contextual, psychological, ideological and social fabric of human lives and societies impacted by misconceptions based on language ideologies and language status that lead to miscommunication, discrimination, social divisions, violence, war, and human struggle throughout both developed and developing countries. The field needs philosophical arguments that support such endeavor, demonstrations based on philosophical foundations, documents and empirical evidence.

Guidelines:

Abstract: Please send an abstract of about 300 words or title by July 7, 2017. Please present your chapter in such a way that its content is informative and self-contained and can be used in courses on Language Education Policy studies, Linguistic Human Rights, or Language-in-Education. The relevant literature will be reviewed thoroughly so that each chapter is well-grounded theoretically with a clear and original conceptual framework, and the case exploration should be original, instructive and compelling. If you are not sure about whether your proposal would fit this format, please contact the Editor for advice: kmharrison@wisc.edu

Final Manuscripts: Final Papers (due June 15, 2017) must present innovative ways to orient and practice the field of Language Education Policy towards the transdisciplinary goal of cultivating distinctiveness, valuing languages & indigenous knowledge, and peace building locally, nation-wide and internationally. New findings or theoretical integration relevant to the book topic are welcome. The main text of each manuscript, exclusive of figures, tables, references, and/or appendices, should not exceed 20 1.5-spaced pages (4000-6,000 words). *Deep University Press* (DUP) solicits only original contributions that have not been previously published or submitted elsewhere for review/publication. Chapters awaiting presentation or already presented at conferences must be revised—taking advantage of feedback received at the conference—and have a modified title to receive consideration.

In an effort to reduce the reviewing cycle time, we only accept electronic submissions of manuscripts. To submit electronically, please include a Word file of your

submission as an e-mail attachment addressed to Kristine Harrison, chief editor: kmharrison@wisc.edu

In the body of your e-mail message include the author(s) name(s), contact information for the corresponding author, and the title of your submission. Your final submission will be acknowledged promptly via return e-mail. All contributions must be submitted in English, French, or Spanish. Manuscripts should have as little formatting as possible - it all needs to be removed before we can work with it.

Page 1 of the Final Submission: Page 1 of your submission should contain the title of the chapter and should identify all authors, including authors' names, mailing addresses, and e-mail addresses. Authors' names should not appear anywhere else in the manuscript, except possibly as part of the reference list.

Page 2 of the Final Submission: Page 2 of your submission should contain the title of the paper, followed by an Abstract that does not exceed about 150 words. The Abstract is followed by the text of the chapter.

Other Information: For the review process, authors should not include any biography or picture. These will only be required if the manuscript is accepted for publication. Any photos or illustrations should be submitted in separate files and should be high resolution, black and white. Color will only work for the online version. We won't be able to do that with the print version. You can also submit figures as jpg files. Figures must be prepared on professional applications rather than Word, of which default-figures can't get quality printing. Please avoid colors, 3D and shadows in your figures. High quality black & white is preferable, while high quality 25-50% grey shade can exceptionally be used if really needed.

<http://www.languageeducationpolicy.org/2017springconferences.html>

Deep University Press is seeking original chapters that provide deep new orientations to various fields of study on current topics of special interest to Applied Linguists, Applied Semioticians, Educators and Researchers. All manuscripts will be refereed by a rigorous evaluation process involving at least two blind reviews by qualified academic professionals. Submissions will be judged not only on the suitability of the content, but also on the readability and clarity of the prose. All chapters are peer reviewed.