

CALL FOR CHAPTERS – ABSTRACTS DUE 18 JUNE 2018

MIGRATION, EDUCATION AND TRANSLATION:

Cross-Disciplinary Perspectives on Human Mobility and Cultural Encounters

Collection of peer-reviewed essays edited by Vivienne Anderson & Henry Johnson (Centre for Global Migrations, University of Otago)

In educational contexts, those who experience or encounter migration in its many manifestations will negotiate linguistic, cultural and/or epistemological translation (Cronin 2006; Inghilleri 2017). Translation allows people to move between languages, social and behavioural norms, ideas, interpretations, and individual and collective meanings. However, translation also involves the reduction of differences (Lugones 2006). Historically, translation and language loss have occurred alongside colonisation, and colonial relations continue in university ranking methodologies and academic publishing processes that privilege the English language. Indigenous perspectives demand attention to the purposes and outcomes of education at all levels, including the role of education in promoting both language loss and language revitalisation.

Contemporary educational migrations take many forms and have a range of implications for national education systems. Existing literature considers educational migrations in relation to transnationalism (Waters 2008; Zhang 2009), multiculturalism (Kelly 2009), globalisation (Velde 2005), mobility (Brooks and Waters 2011; Rao 2012; Synge 1971), child and youth migration (Crivello 2009; Sherington and Jeffery (1998), employment (Ritterband (1978), study abroad (Myers 1972), internal migration (Gould 1981; Marr, McCreedy and Millerd 1977), racism (Hagendoorn and Nekuee 1999) and minority group experiences (Bekerman and Geisen 2012).

Migration and education are often linked to the notion of “internationalisation”, which involves the movement of ideas, staff and students across borders, raising questions about which languages and histories “education provider” countries privilege in their course development and delivery. Internationalisation also raises questions about the translatability of course content – whether ideas grounded or developed in one socio-political context are relevant to another. Forced migrations raise questions about educational access – how national education systems can serve those from minority language groups, who may have experienced trauma, loss and broken educational pathways. How might educational contexts be re-imagined in ways that privilege bi- and multilingualism? How might English language dominance be challenged in educational spaces at local and global levels? What can be learnt from existing educational spaces that privilege minoritised or indigenous languages? How might we exercise “linguistic hospitality” in a world marked by high levels of forced migration and educational mobility? What would this look like in practice?

This multidisciplinary collection of essays will examine the connections between education, migration and translation. The editors welcome chapter proposals on the following topics (other topics will be given due consideration):

- The translation of ideas in educational contexts
- Education and communication beyond language
- Intercultural communication in education
- Untranslatability
- “Otherness” and education
- Colonial and postcolonial perspectives
- Language survival and maintenance
- Minority and endangered languages
- Linguistic loss
- Linguistic imperialism
- Linguistic hospitality
- Bilingual education
- Language teaching and language learning
- Critical perspectives on education
- Power, hegemony, education and language
- Internationalisation and education
- Forced migrations and education
- Educational access
- Multilingual research and writing
- Translanguaging and bi/multilingual learning strategies
- Linguistic translation in education
- Compulsory education and language
- Resilience in education

Timeline:

250-word abstracts by 18 June 2018 to henry.johnson@otago.ac.nz

Please include a short bio of about 150 words.

Proposals will be reviewed by 15 July 2018

Chapters (6000 words including references and footnotes) submitted by 15 November 2018

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