

Call for Papers
Study Abroad Research in Second Language Acquisition and International Education

Special Issue
on

Decolonizing Multilingual Study Abroad Research

Guest Editors:

Khaled Al Masaeed, Carnegie Mellon University
Addisalem T. Yallew, University of the Western Cape
Richard Feddersen, University of Alberta
John L. Plews, Saint Mary's University

The journal of *Study Abroad Research in Second Language Acquisition and International Education* (SAR) invites manuscripts to be considered for a Special Issue on “Decolonizing Multilingual Study Abroad Research,” to appear in fall 2024. In recent years, there has been a critical turn in study abroad and international education scholarship, placing new emphasis on issues of equity, diversity, and inclusion. This has become ever more urgent in light of the ongoing disruptions (social movements, global pandemics, geopolitical shifts, climate disasters) that have transformed the world in the past few years. This Special Issue aims to contribute further to the critical turn by focusing on decolonizing research and practice around international mobility and learning or using second, additional, multiple languages. It endeavours to present research that diversifies and pluralizes meaning-making around the phenomenon of language learning and teaching in study abroad contexts, e.g., by

- amplifying the voices of internationally mobile multilingual students from the Global South, exploring their experiences with the same qualitative attention that has been bestowed on their counterparts in the Global North, with due critical consideration of the many complexities that may trouble that binary construct.
- examining contexts for multilingual student mobility that are hitherto under-researched, particularly in the Global South.
- drawing on alternative epistemologies and situated cultural knowledge that are typically beyond the purview of current mainstream international education research, thereby offering alternative narratives and framings that enhance understandings around internationalization in particular contexts.
- supporting collaboration between researchers across global academies and scholarly disciplines, thereby bringing complementary or disruptive external perspectives to bear on study abroad scholarship, or collaboration across roles in student mobility, such as between scholars, practitioners, administrators and student-participants.

This Special Issue thus seeks to open new pathways toward a fuller understanding of the contingent and multifaceted nature of educational mobility, paying attention to the nuances of cultural contexts, subject positionings, and historical beliefs that bear on experiences of studying

overseas in another language that have been ignored by hegemonic research discourses. The following issues are relevant in this decolonizing, diversifying, and pluralizing context:

- individual, cultural, and social factors and processes in multilingual development in participants in or from Global South jurisdictions, such as
 - personality changes and attitudes
 - identity construction
 - investment, agency, and motivation
 - intersectional factors such as gender, sexuality, age, social class, diversability, neurodiversity
 - variety of linguistic communities, social integration, networking, relationship-building, and residence in host communities
 - socioeconomic and cultural development
- multilingual development in less commonly researched languages or indigenous languages in post-/decolonial jurisdictions, for example
 - acquisition and development of lexicon, grammar, and pragmatic features
 - additional language perception, contact, use and interaction
 - language (learning) strategies
- language varieties, heritage language and multilingual language learning contexts
- educational aspects in Global South jurisdictions such as
 - the multilingual university
 - additional language curricula
 - institutional internationalization
 - critical and decolonizing pedagogies
 - policy and administrative structures
 - different participant groups such as language teachers
- alternative epistemologies and situated cultural knowledge
- technology use such as social media and learning tools
- pre- and post-study abroad

This Special Issue warmly welcomes data in diverse languages and encourages references to scholars from non-hegemonic academies.

For this Special Issue, *SAR* welcomes articles in English that present original research and scholarship on the specified topic. Submitted articles will be subject to the standard peer review process, must follow the current style guidelines of the American Psychological Association (7th edition), and include a title and an abstract (up to 150 words with no references). Manuscripts should not exceed 8,500 words, including all notes, quotations, and references. Manuscripts must be submitted through the journal's online system.

Submission deadlines: Abstracts due May 31, 2023; first draft of full manuscript November 15, 2023.

For submission information, visit: <https://benjamins.com/catalog/sar>

If you have an idea for a submission but are not sure whether or not it falls within the scope of this Special Issue or if you are still at an early stage of collecting data, you may submit a 500-word proposal to john.plews@smu.ca by May 31, 2023. Your proposal should cover the following (as applicable): context and purpose for the study, methodology, preliminary findings, implications for research and/or practice, a statement about how the proposed submission decolonizes, diversifies, and/or pluralizes understandings of educationally mobile additional language learners. This prior submission is optional, and all final submissions will be considered for inclusion solely on the basis of the anonymous peer-review process.

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