



Call for papers

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Central topic: Language contact and power relations: language blending, creole and pidgin languages in America

Editors

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Focus

World languages are linked one another due to the contributions they have made to each other to name new realities. This is not a characteristic of our contemporary world that could be attributed to globalization but one that has been present throughout time all around the globe.

It is worth noting, also, that language contact is more recurrent today due to migration processes and globalization that contribute to the transformation of languages. Consequently, speakers of other languages use their mother tongues along with a second or third one for different purposes with each one. This seems to represent an opportunity for an intercultural coexistence among them respecting differences and maintaining their status. Nevertheless, some languages might become dominant due to their economic and cultural power bringing negative consequences to minority languages which do not share the same status as their counterparts.

This leads to reflect on the current situation regarding power relations between languages, the processes of change and transformation that they are facing, their use in multilingual contexts, the speakers' attitudes in migration contexts, the pedagogies or educational processes that strengthen the use of languages in multilingual domains and the language



policies at local and global levels. Thus, in this issue of nuestraAmerica magazine, we include themes from the perspectives of the social, language and educational sciences around linguistic processes derived from phenomena such as migration, the existence of two languages or more with different status, the formation or evolution of the languages, as well as the contributions from interculturality to describe the coexistence of them.

Descriptors

1. Intercultural spaces for the coexistence of languages.
2. Status of pidgin and creole languages in Latin America.
3. Minority languages, linguistic change and migration processes.
4. Pedagogies to teach languages in multilingual contexts.
5. Language policies in Latin America

Questions

1. Intercultural spaces for the coexistence of languages. What contributions can interculturality make to the world languages? Which actors make contributions from interculturality for the coexistence of languages in multilingual contexts? What mechanisms have been generated to strengthen the use of languages in multilingual communities?

2. Status of pidgin and creole languages in Latin America. What is the status given to creole and pidgin languages? What elements unite or separate the relation between culture and language in creole? What social and linguistic problems do monolingual creole speakers face?

3. Minority languages, linguistic change and migration processes. How do languages with different status coexist in the same linguistic community? What restrictions of use do minority languages have? Which linguistic transformations occur as consequence of migration? What linguistic problems do migrants face?

4. Pedagogies to teach languages in multilingual contexts. What pedagogical strategies have been implemented to mediate between languages in multilingual classrooms? What challenges do language teachers face in multilingual contexts? How do educational processes contribute to strengthening minority languages?



5. Language policies in Latin America. Who makes decisions on language policies? What advantages and disadvantages bring language policies for language users?

About the editors

Víctor Manuel del Cid Lucero, Guatemalan-Nicaraguan, is a sociologist and social anthropologist. He has worked as a lecturer-researcher at the Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (University of the Autonomous Regions of the Nicaraguan Coast, known in Spanish as URACCAN) and at the Departamento de Antropología de la Universidad Nacional Autónoma de Nicaragua (Department of Anthropology at the Nicaragua Autonomous University, AUNAN/Managua). His areas of interest include Indigenous and Afro-descendant Peoples, Intercultural Education, Intercultural Health, International Relations, and Culture.

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