Special Topic Issue of Language Teaching Research:
Arts integration and community engagement for intercultural dialogue through language education
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With an epilogue by Alison Phipps (University of Glasgow)
Language Teaching Research announces a call for abstracts for a special topic issue on arts integration and community engagement for intercultural dialogue through language education.

Introduction
Intercultural dialogue can be enhanced by nurturing intercultural communication processes in foreign, world or modern languages and the novel point raised in this Special Issue is that arts integration has a role to play because it can foster community development that includes modern language use and constructive responses to otherness in various forms. Sulentic Dowell and Goering (2018: 87) define arts integration as “a pedagogical approach combining a core curricular concept with an art form (or art forms) such as visual art, music, theatre, or dance”. Mutual understanding and respect for people from different cultural and linguistic backgrounds can be promoted through participation in, and enjoyment of, the arts in ways that can enhance self-understanding and expression, verbal and non-verbal intercultural communication, the development of intercultural communicative competence through critical engagement with different others, and action in the world aimed at problem solving and promoting social transformation on various levels in democratic societies. These interconnected dynamics can all both enable, and result from, community-based social interaction in dynamic intercultural spaces oriented towards the promotion of foreign/world/modern language learning and use through new educational and policy initiatives based upon informed visions of the future. But what does this mean in practice? How can it happen through artistic engagement? And to what effects? What is the role of languages and language education, and how can education in these areas be enhanced through linkage with the arts and community engagement?

This Special Issue aims to address these issues in relation to the development of intercultural communicative competence (Byram, 1997) and intercultural citizenship (Byram, 2008; Byram et al., 2017; Byram & Wagner, 2018; Wagner, Cardetti & Byram, 2019) in foreign/world/modern language education. It will explore various themes related to intercultural dialogue through the arts and community engagement, beginning with a much needed overview of theoretical questions and challenges in the field of language education and arts integration, particularly as these impact on intercultural theory and practice. It will also explore embodied intercultural dialogue by drawing on these and possibly other aspects: the use of the body as a bridge for intercultural exchange; language education and the development of intercultural communicative competence through drama, literature, dance, music and other forms of art; intercultural citizenship through the arts, with strong reference to community development and community engagement; among others.

We are interested in submissions that will:

● promote the development of intercultural dialogue and understanding through the arts;
● provide a range of conceptual tools to situate artistic expression and community engagement within language educational contexts;
● explore the links and the complex ways in which new forms of literacy involving artistic expression, embodiment, movement, and community engagement are part of language educational discourses and can contribute to building democratic, peaceful societies;
● unpack problems presented by restricted forms of literacy in language education programs around the world, which downplay the important role of language education in developing students’ competences for democratic culture;
• challenge conventional forms of meaning-making in language education and propose new ones based on performativity, embodiment, enactment, undoing, becoming and community engagement;
• propose alternative paradigms aimed at overcoming problems presented by restricted forms of literacy in language education;
• challenge and problematise traditional methodologies for language research by examining alternatives such as visual and arts-based methodologies and post-qualitative inquiry.

Contents
Submissions are encouraged in four interconnected areas:
• Conceptualisations of arts-based and community-based (foreign) language education.
• Researching arts-and-community-based (foreign) language education.
• Teaching in arts-and-community-based (foreign) language classrooms.
• Teacher development for arts-and-community-based (foreign) language education.

The Special Issue seeks to answer some of the following questions:
What is the significance of arts-based language education as a tool of understanding, mediation, and communication across and beyond cultures?
How can art in combination with foreign/world/modern languages act as intercultural mediators for dialogue?
What conceptual and methodological approaches, from particular disciplines and contexts, can be useful considering the complexity in the dynamics of intercultural communication, cultures, communities, languages, identities and the arts?
What creative, methodological and interconnected possibilities of theory, practice and research are involved? What is the role of the Humanities in universities and schools in these dimensions?
How are language learning, education and research, artistic expression and political activism related? What possibilities do they offer when combined in language education? What ethical and political considerations are involved?
In view of the foregoing, how are social justice aims justified as part of arts-based language education in schools and universities engaged with their communities?
In which ways can language learners and teachers in particular settings use their artistic creativity and imagination to fight injustice and oppression?
What boundaries are challenged and broken when language education, arts integration and community engagement are combined?
What are the specific contributions that language education and research can make?
What is the cultural, political, economic, social, and transformational impact of such integration involving language education, the arts and community engagement?

Alison Phipps, UNESCO Chair in Refugee Integration through Languages and the Arts, and Professor of Languages and Intercultural Studies at the University of Glasgow, UK, will contribute a reflection/epilogue to the papers at the end of the Special Issue.

Important dates
Submissions should report previously unpublished work that is empirically and/or theoretically based and that includes concrete implications for language professionals around the world.
Based on review of the abstracts by the guest editors (Melina Porto and Stephanie Ann Houghton), authors will be invited to submit full manuscripts for possible inclusion in the issue. All manuscripts will undergo the customary double-blind review process. Authors should follow the LTR submission guidelines to prepare their manuscripts (https://journals.sagepub.com/author-instructions/LTR).
Please send a 600-word abstract and a 100-word biographical statement to melinaporto2007@yahoo.com.ar and melinaporto2002@gmail.com. Include each author’s name, affiliation, email address and a two-page CV in English.

Abstracts due 20 February 2020
Notification of accepted abstracts: 30 March 2020
First drafts by 30 April 2020
Review process finished by 25 July 2020
Final drafts by 25 October 2020

Short bibliography