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Editorial



The Intersection of Migration and Language Education in the 21st Century: Traditional Views and New Perspectives

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Current times are characterized by extreme human mobility across the globe, spurred by many different and complex intertwined causes, including the unequal distribution of economic opportunities, displacement caused by civil conflict, the changing climate, and personal preferences, among others (International Organization for Migration, 2018). Migration has been – and will continue to be – a major influence on the world, as large numbers of people relocate to countries other than their native places with intentions of temporary or permanent settlement. This brings with it a host of issues for the migrants as well as the host societies that are accommodating them. Individualistic and socio-psychological considerations weight heavily in migratory behavior, and disentangling the different factors that lead people to choose new homes for themselves and their families are crucial for understanding migration patterns (Freeman, 1986; Lapshyna & Duvell, 2015). Questions of political, economic, geographic, and cultural attractors play important roles in the study of migration, and science has strongly focussed on push- and pull-factors in explaining migrants' choices of host countries (van Hear, Bakewell, & Long, 2018). Undoubtedly, globalization in the 21st century has accelerated transnational mobility and super-diversity (Blommaert, 2010; Boccagni, 2014) and has created new educational opportunities and challenges.

A central theme of migration is language education. Without adequate knowledge of the host country language, migrants will arguably have difficulties navigating their social and professional lives (Chiswick & Miller, 2014). While English serves as the world's lingua franca and the majority of migrants possess at least basic proficiency in the language, the majority of migratory movements involve places where English is not spoken as an official language. Migrants are therefore often required to learn a new language in order to master their daily lives and further their integration into

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the host societies (Mattheier, Ammon, & Trudgill, 2006). Language learning in the migration touches upon first and second language learning, depending on the age of the migrants, and is therefore a multi-faceted psychological phenomenon that deserves close research attention.

This new journal is intended as an outlet for high-quality quantitative and qualitative, as well as descriptive science in migratory studies with a particular focus on language education. The academic world is increasingly driven by cross-disciplinary visions and models, and our journal aims to highlight the migration-language education nexus. We seek articles related to the full range of topics in migratory studies, including long-distance migration as well as internal migration (e.g., urbanization), seasonal migration or labor migration, macro- and meso-factors concerning migration, and many more, in connection with language policies. On the linguistic side, studies of language learning psychology, processes of acquisition and retention of a second language, bilingualism, and issues with access to language education and educational technology for migrants are among the gamut of subjects that we are interested in making available to a broad audience. We equally welcome work that focuses on the areas of origin (migrants' perspective) as well as the areas of destination (host country's perspective,) and such that deals with traditional as well as novel scientific approaches. Generally, we are interested in articles that pose and test significant questions that will help further our understanding of the link between migration and language education.

On behalf of the editorial board, we are delighted to announce the publication of the inaugural issue of Migration and Language Education.

Sang-Hwan Seong
Editor-in-Chief

Eva Maria Luef
Associate Editor

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