The present study illustrates pedagogical practices that are enacted in language cafés for newcomers to Sweden. These cafés are promoted by non-profit organizations (e.g., churches, libraries and the Red Cross) to aid the social integration of migrants and to provide them with an arena for “language training”. The study is part of a larger project in which ethnography and conversation analysis have been adopted to explore the material and social ecology of the cafés, together with the emergent pedagogical practices and the language learning behaviors accomplished by the participants. The dataset consists of 62 interviews with volunteers and organizers, 130 hours of video-recordings in 13 cafés, and fieldnotes from more than 80 visits in 14 cafés. Typically, each café has a Swedish-speaking coordinator and volunteers, who usually are not language teaching professionals; in some cases, there is also a facilitator whose task is that of solving understanding problems and acting as a cultural mediator. The cafés are quite heterogeneous in their organization, in their spatial configurations, and in the kind of activities that are implemented during each session. Although the language cafés analyzed in this study purportedly aim to provide informal meeting places, they are either organized as classrooms or have elements of classroom-like activities, such as form-focused exercises, reading and theme-based discussions, while informal conversations are less frequent. In the seminar I will illustrate a sample of the activities conducted in the café sessions. I will then show video-clips displaying how the pedagogically-oriented interaction unfolds, with a specific focus on the affordances for participation for the visitors and on the treatment of the emergent objects of learning. The clips will thus illustrate the immanent pedagogies with which the participants in the cafés do language training. Overall, the study evidences the pervasiveness of vocabulary work across activities, a pervasiveness which we interpret as indicative of the participants’ orientation to the importance of common understanding in order to foster engagement and inclusive participation.