Call For Papers for Special Issue

L1-Educational Studies in Language and Literature
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Special Issue: The Teaching and Learning of Reading and Writing in Multilingual and Multicultural Contexts

Guest Editors: Shek-Kam Tse and Elizabeth K Y Loh

The special issue on “The Teaching and Learning of Reading and Writing in a Multilingual and Multicultural Context” is inviting submissions concerned with empirical, conceptual, theoretical and practical perspectives of the teaching and learning of reading and writing in multilingual and multicultural contexts.

Due to transnational mobility, migration and globalisation, numerous modern societies are home to people with multilingual and multicultural backgrounds. Such diverse linguistic and cultural situations have changed language teaching and learning, leading to the introduction of second language (L2) programmes into local schools in many traditionally monolingual countries. With the rise of globalisation and transnational migration, students from different language backgrounds need to learn the target language, possibly their L2, with L1 learners in the same classroom. The huge sociodemographic and language diversity in both L1 and L2 classrooms, as well as linguistic inferences involved during the learning process, are amongst the greatest challenges facing language teachers and learners alike.

This special issue aims to focus on reading and writing, two major aspects of language, and to present a range of latest investigations on the pedagogical and cultural issues relevant to L1 and L2 education amidst increasingly heterogeneous student populations. We welcome high quality, original contributions employing either or both qualitative and quantitative methods that address the current concerns in the field of literacy.

Possible topic areas include (but not limited to):

- Role of family literacy in L2 (and/or Foreign Language) acquisition in multilingual and multicultural societies/communities
- Linguistic interference and interlanguage amongst L2 (and/or FL) learners
- Curriculum development for L2 (and/or FL), with a special focus on reading and writing
- Use and impact of L2 (and/or FL) on intercultural pedagogy
- Reading and/or writing assessments in ethnically and academically diverse L2 (and/or Foreign Language [FL]) classrooms

Proposals of 500–1,000 words should be sent to Shek-Kam Tse and Elizabeth Loh at sktse@hku.hk and ekyloh@hku.hk. The Submission Guidelines and style sheets can be downloaded from the official website of the journal (http://l1.publication-archive.com/publication/3/244). All articles will be peer-reviewed by at least two reviewers. Contributors to this Special Issue will be invited to serve as reviewers. The guest editors will not serve as reviewers of their own papers.
Key dates and deadlines (Note: The following dates are tentative and subject to change):

Proposal submission deadline: 31 October, 2015
Notification of proposal review results: 30 November, 2015
Full paper submission deadline: 29 February, 2016
Blind peer review process starts by: 1 March, 2016
Notification of review results: 31 May, 2016

Enquiries can be directed to info@iaimte.org. L1-Educational Studies in Language and Literature is the official journal of The International Association for Research in L1 Education (ARLE, formerly known as IAIMTE): http://www.l1research.org/