Proposal for a special issue titled *Working on grammar at school in L1 education: Empirical research across linguistic regions*

Empirical studies pertaining to working on grammar at school and its effects have not been within the focus of L1 research during the last years (e. g., none of the current international large scale studies deals with grammar learning). The reason might be that doubts on the benefits of grammar learning for students are widespread. However legitimate one may consider these doubts to be, they should not lead to neglecting research. A major obstacle to research in the field is the fact that there is virtually no exchange on its findings across diverse linguistic regions. Empirical results which emerged in one country have seldom been recognized in other countries. As a consequence, not only research results but research questions vary across linguistic regions.

The special issue we propose aims at gaining an international overview over empirical research on grammatical learning at school within the context of L1 education (including L1 grammar learning outside of L1 lessons, but not including foreign language learning) and at deepening it by discussing recent approaches. Thus, the special issue is intended to provide a stimulus for L1 research on the subject and a starting point for the dissemination of international research into local research communities.

Contributions to the special issue refer to specific linguistic regions. They start with a thorough review of existing empirical research in the region and their theoretical underpinnings. Each paper will make clear what theory of grammar informs the research, and/or the school curriculum, and the pedagogic rationale for teaching grammar. In the realm of grammar, students’ learning needs may vary across languages according to linguistic parameters, for instance features of the respective orthographic writing system. Thus, the contributions connect research findings and questions to a description of these linguistic features and specify learning needs related to these features. The articles continue by considering future directions for research as they may be seen from a general viewpoint as well as from the viewpoint of the author’s research programme. This includes an exposition of the issues the programme deals with its main results and questions left open.

The special issue is a closed one. We plan to have four contributions:

- French speaking regions
- English speaking regions
- Spanish speaking regions
- German speaking regions

Before submitting, authors will circulate their papers among themselves and comment on them. By doing so, we hope to make sure that the contributions to the special issue will relate to each other, thus offering a coherent whole.

The authors will eventually write a short introduction to the special issue which outlines the objectives of the endeavour, explains how the articles relate to each other, and draws out the principal theoretical and professional issues. They will also invite a scholar not involved in the project to write a concluding comment to frame the special issue both for experts and for readers less familiar with the research field.

The time schedule is as follows:

- authors complete their papers before April 2016
- papers circulate and are commented upon before June 2016
- articles are submitted in September 2016, peer review follows
- the authors collaboratively write a short introduction in spring 2017
- if possible, an external invited scholar writes a concluding comment on the paper in spring or summer 2017 (not subject to peer review)
- the special issue is published summer or fall 2017 (articles should be published in one go)