CALL FOR PAPERS - SPECIAL ISSUE 2017

Indigenous Language Teaching, Learning, and Identities

The Canadian Modern Language Review (CMLR) invites submissions for the 2017 special issue, "Indigenous Language Teaching, Learning, and Identities".

Investigating Indigenous language education, teaching, and learning — especially as these relate to constructions of identity and community under conditions of political, economic, and social transformation — is both timely and relevant to the field of language education and can assist in understanding Indigenous-language education programs and in improving educational outcomes. Such investigation should be of interest to, among others, language researchers, educational specialists, and theoretical and applied linguists working with educators and community members in Indigenous language contexts.

The CMLR welcomes empirically-based and practice-oriented papers from researchers, language educators, and learners addressing Indigenous language teaching, learning, and speaker identities from a broad range of Indigenous contexts and methodological orientations. We are especially interested in papers that make use of methods specific to working in Indigenous contexts and that critically examine issues related to Indigenous language learning, teaching, retention, revitalization, standardization, and promotion. We welcome papers from Indigenous contexts within and outside of Canada, with the idea that the research will have implications for or applications to Canadian and other Indigenous contexts.

Possible topics include: the construction and negotiation of identities in different Indigenous language contexts; Indigenous literacies, writing systems and standardization; immersion and bilingual education; language learning and language revitalization; cultural and collective knowledge and memory in language-learning and teaching; language ideologies as related to social, linguistic, moral, and political relationships and language-learning choices, expectations, and identities; notions of “authentic” language use and their influence on ideologies and practices of language use; codified, standardized, and institutionalized language and their relation to spoken language; assessment and measurement in language teaching and learning; linguistic, cultural, and intercultural resources in Indigenous language learning; and the use of new media.

Submission deadline: June 30, 2016

Submissions should be sent electronically through PRESTO: http://bit.ly/cmlrPresto
Receipt of all manuscripts will be acknowledged via PRESTO.

Questions about the special issue may be addressed to the co-editors:
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