

Call for papers - L1 Special Issue: *The Inescapability of Language: Theory and Practice for L-1 Educators*

Proposals are sought for a special issue of *L1: Educational Studies on Language and Literature* on L1 teachers' education and development. This special issue aims to achieve a deeper understanding of how language educators construct and further develop their epistemology of practice in and through the situations in which they work from day to day. We are especially interested in the ways language features in the professional learning of L-1 teachers. L-1 teachers are obviously supremely mindful of the way that language mediates social relationships and experience, and the aim of this special issue is to inquire specifically into the role that language plays in their professional learning, whether it be in the form of conversations with peers, reflective writing or other means.

Contributions are welcome that address these general questions about L1 teachers' learning as well as any of the questions below:

- How - and what - do language educators learn from their practice?
- How does the professional learning of L-1 educators compare with academic learning as it is traditionally conceived?
- What rationale can L-1 educators give for designing programs that support professional learning as they envisage it?
- What does it mean to engage in professional learning and to develop knowledge about one's own professional practice as a language educator?
- What is the relation between language, experience and professional learning?
- What is the relationship between professional learning and students' capacity to explore the complexities of language and literacy? (If there is not a direct causal link between quality professional learning and quality student learning, what justification can be given for investing time and resources in professional learning?)

Both theoretical and empirical research are welcome, most notably:

- a. Research of a relatively formal kind on pre-service or in-service teacher development in L1 Education;
- b. Reflections in the course of professional practice as a teacher educator or teacher, including journal entries and professional narratives;
- c. Discussions of results of research on teacher knowledge and practices in L1 education with relevant implications for teacher education;
- c. Theoretical discussions with clear implications for teacher education in L1 education.

Abstracts and papers must be submitted electronically: please follow the instructions at <http://www.ilo.uva.nl/projecten/Gert/L1EducationResearch>. Abstracts should be no longer than 500 words, and papers should be 8,000 - 10,000 words in length (including footnotes and references). We welcome including other

media than text. For more information on the stylistic guidelines, please check the L1 website indicated above, choose link Style Policy.

Important dates:

15 Sept: Due date for abstracts

15 October: Due date for drafts

30 October: Contributors can expect feedback from editors

1 Dec: Due date for final versions

16 Dec: Contributions sent out for peer review

1 Feb: Reviews distributed to contributors

15 Feb: Revised articles submitted for publication

March: publication

For any further inquiries and further information, please contact Iris Susana Pires Pereira (iris@ie.uminho.pt) and Brenton Doecke (brenton.doecke@deakin.edu.au), special issue guest editors.