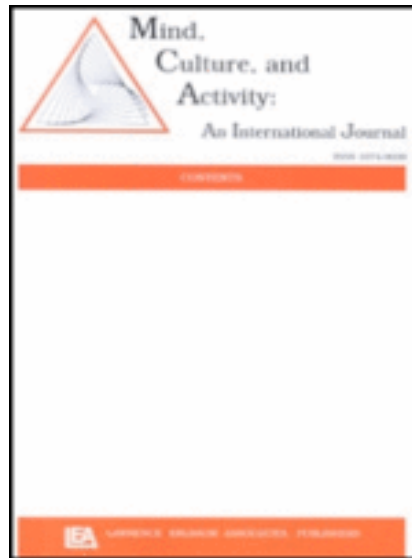


# Call for Papers

## Special Issue on Second and Foreign Language Learning and Teaching



## Mind, Culture, and Activity

Link: <http://lchc.ucsd.edu/MCA/Journal/index.html>

Prepared by  
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**Deadlines:**  
**First versions submitted: November 1, 2008**  
**Decision/Invitation: February 1, 2009**

## 1. INVITATION

As the site of confluence of several disciplines interested in language acquisition and use, the field of applied linguistics is the overarching domain of research dedicated to the study of second and foreign language (L2) theory and practice. Traditionally, much of the applied linguistics research has been aligned with psycholinguistics, and more specifically, with formal linguistics and information processing theory. However, a shift from psycholinguistic models for studying L2 acquisition began to occur in the mid-1980s when researchers in applied linguistics began to explore the potential applications of sociocultural theory (SCT) to the study of second and foreign language acquisition and use. Herein, the inextricable connections between language, the development of mental concepts, as well as the social, cultural and historical context of human activity are fully considered. Thus, within an SCT viewpoint, learning another language is not understood as an individual's process of acquisition and assimilation of certain linguistic structures as a result of proper stimuli. Rather, from this perspective, L2 learning is seen as a goal-directed activity involving dynamic social, cultural, historical, and ontological processes, as well as complex kinds of re-organization of ways of thinking and being in the world. The L2 learner is regarded as a social and cultural being and viewed in interaction with others, contexts, and materials. Hence, the masthead of the journal *Mind, Culture, and Activity (MCA)* has direct bearings on second and foreign language learning and teaching. This special issue will be dedicated to the unearthing of these relationships.

This special issue will examine but will not be limited to:

- a. Relationships between teaching and assessment in the L2 classroom.
- b. The development of self-regulation in a new language/culture.
- c. Language ideologies in school and non-school contexts.
- d. Bilingualism and biliteracy in school contexts.
- e. L2 teaching and teacher development.
- f. The role of gesture in mediating L2 learning/teaching.
- g. The role of play in L2 learning.

## 2. GUIDELINES FOR SUBMISSIONS

We will consider articles of no more than 30 pages (including 250-word abstract, references, notes, and charts) that present syntheses of theoretical and empirical research devoted to L2 teaching/learning. Please keep in mind when preparing your manuscript that the MCA readership is unusually broad (anthropologists, psychologists, linguists, sociologists, educators, and public policy people are all among our subscribers) and avoid jargon that is familiar only to researchers in one field. **Also note that papers are to be submitted to MCA through the online mechanism and authors need to indicate that theirs is a submission to this special issue (<http://mc.manuscriptcentral.com/mca>).**

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**3. COMMUNICATION**

Please send your submissions in an MS Word file (including all relevant contact information) to: Ana Christina DaSilva Iddings ([aiddings@email.arizona.edu](mailto:aiddings@email.arizona.edu)) and Luis Moll ([moll@email.arizona.edu](mailto:moll@email.arizona.edu))