

# Special issue on Heritage, Minority, and Indigenous Language Education in Canada

## Call for Papers

The Canadian Modern Language Review invites manuscripts for consideration for an upcoming special issue on Heritage, Minority, and Indigenous Language Education in Canada to appear in September 2009. Issues connected with heritage, minority, and indigenous language education internationally have come to the fore in recent years as schools, universities, and communities attempt to create more inclusive learning environments and address the needs of their increasingly diverse population of language learners. However, volumes on this theme in the Canadian context are lacking at present, despite the growing number of programs dedicated to such learners in both public and private institutions, and the atypical language learning profiles that these populations often represent. For this special issue, we invite articles in English or French presenting original research directly related to this theme on any of the heritage, minority, or indigenous languages of Canada. We welcome articles connected with language learning and teaching processes, affective issues (e.g., identity issues, attitudes and motivation), outcomes for heritage/minority/indigenous language learners in comparison with other groups, assessment issues, curriculum and materials development (including innovative uses of technology), and studies of language policy, language maintenance, and language ideology. All articles will go through the normal peer review process.

***Final deadline for submissions: October 31, 2008***

Submissions should be sent electronically either through PreSTO: <http://www.utpjournals.com/presto/cmlr> or by email to: [cmlr@utpress.utoronto.ca](mailto:cmlr@utpress.utoronto.ca)

Receipt of all manuscripts will be acknowledged within a week of their arrival.

If you do not receive an acknowledgement, please send an inquiry directly to [cmlr@utpress.utoronto.ca](mailto:cmlr@utpress.utoronto.ca)

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

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