

SPECIAL ISSUE ON “CURRENT DEVELOPMENTS IN FORM-FOCUSED INTERACTION AND SECOND LANGUAGE DEVELOPMENT”

Call for Papers

The Canadian Modern Language Review (CMLR) invites manuscripts to be considered for a special issue on “Current developments in form-focused interaction and second language (L2) development” to appear in September 2010. Form-focused interaction is defined here as any attempt to draw learners’ attention to linguistic forms in the context of communicative interaction, including various forms of corrective and interactional feedback. Much of the published research in this area to date has been descriptive, often concentrating on the existence of corrective feedback in conversational interaction. Fewer studies have explored the exact mechanisms whereby interactional feedback facilitates L2 acquisition. For this special issue, we invite submissions that examine more directly the contributions of form-focused interaction to L2 development. Our aim is to present the latest developments in this area from both theoretical and pedagogical perspectives. We welcome articles in English or French presenting original research on all aspects of form-focused interaction in either instructed or uninstructed contexts, targeting L2 development in any language. Papers submitted should be of interest to CMLR’s readers by presenting results that might be applicable in the Canadian learning and teaching context. Submitted articles will be subject to the normal peer review process of the CMLR. Please visit the submission guidelines at the following link for information on manuscript length, the mandate of the journal, and other aspects of submission: http://www.utpjournals.com/cmlr/CMLR_submission_guidelines.pdf

Final deadline for submissions: December 20th, 2009

Submissions should be sent electronically either through PReSTO: <http://www.utpjournals.com/presto/cmlr> or by email to: cmlr@utpress.utoronto.ca. Receipt of all manuscripts will be acknowledged within a week of their arrival. Questions about the special issue may be addressed to the co- editors:

Dr Hossein Nassaji
University of Victoria
nassaji@uvic.ca

Dr Daphnée Simard
University of Quebec in Montreal
simard.daphnee@uqam.ca