

Open Call for Submissions (draft)
JSLW 2023 special issue

**Critical Language Awareness:
A Lens for Looking Backward, Outward, and Forward in L2 Writing**

Journal of Second Language Writing is soliciting submissions for a special issue entitled “Critical Language Awareness: A Lens for Looking Backward, Outward, and Forward in L2 Writing.” Critical Language Awareness (CLA) is a pedagogical approach that was first articulated in the late 1980s by scholars and practitioners in the United Kingdom who were committed to promoting a **pluralist** stance toward language difference alongside a **pragmatic** and empowering orientation to language/literacy instruction (Clark et al., 1990; Fairclough, 2014; Shapiro, forthcoming). This approach has been taken up across the globe (e.g., Achugar, 2015; Crookes, 2021; Janks, 2010; Taylor et al., 2018) by language/literacy teachers working in a variety of institutional contexts (e.g., Britton & Lorimer Leonard, 2020; Holguín Mendoza, 2018; Sanchez & Paulson, 2008; Schleppegrell, & Moore, 2018).

A special issue on CLA in *JSLW* provides an opportunity to consider questions such as:

- What are the benefits and challenges of taking up CLA as a central framework for the teaching of L2 writing? How does this framework play out in curriculum design, classroom instruction, assessment, and other aspects of pedagogy?
- How does CLA intersect with or diverge from other asset-oriented frameworks (e.g., translingual orientations, plurilingual pedagogies, and linguistic justice)?
- How can CLA inform our research, administration, and/or advocacy work?
- How might CLA help L2 writing specialists connect to and converse with scholars in other disciplines and contexts?

By exploring these questions, the special issue editors hope to elicit insights into CLA’s potential for the field of L2 writing. Because the frame of “CLA” can encompass a variety of asset-oriented approaches to language—including Critical English for Academic Purposes (Benesch, 2009; Helmer, 2013), translingualism (e.g., Horner & Tetrault, 2017; Schreiber & Watson, 2018), teaching for linguistic justice (Baker-Bell, 2020; Johnson et al., 2020; Schreiber et al., forthcoming), and plurilingual pedagogies (Shuck & Losey, forthcoming)—it has the potential to extend L2 writing’s critical focus on the needs and assets of linguistically diverse writers in capacious and flexible ways. For more information about CLA, see our annotated bibliography at <http://clacollective.org/>.

The Editors welcome proposals for a diverse array of studies and reflections that explore the questions above and others related to CLA as an approach to L2 writing. We are particularly interested in contributions from practitioners in contexts that are underrepresented in current scholarship, such as primary or secondary-level classrooms, schooling contexts from the global south, world/heritage language programs, and settings outside formal education, such as community-based programs.

Please send a 500-word abstract that describes unpublished empirical, analytical, and/or reflective work that explores the questions above. If abstracts are accepted, we will invite authors to submit full-length articles for possible inclusion in this issue. Complete manuscripts will be sent out to peer reviewers prior to acceptance in the special issue.

Expected timeline:

- Abstracts (500 words) should be submitted by March 1, 2022 via email to the guest editors.
- Authors invited to submit full-length articles will be notified by April 1, 2022.
- Complete manuscripts should be submitted by September 1, 2022.

Please send abstracts and inquiries to the special issue guest editors, Rebecca Lorimer Leonard (rlorimer@english.umass.edu) and Shawna Shapiro (sshapiro@middlebury.edu).

For complete guidelines for manuscript preparation, please consult “Guide for Authors” available on the *JSLW* website at <http://www.journals.elsevier.com/journal-of-second-language-writing/>.

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