

NYS TESOL JOURNAL

Call for Papers for Special Themed Issue: Submissions due November 1, 2013

Re-conceptualizing Quality Education for Multilingual Students with Disabilities

Rationale

Current efforts to improve education in the US promote a normalized, standardized view of what quality looks like in teaching and learning. Such emphasis on sameness and perceived normalcy is extremely problematic, particularly for multilingual learners, students with disabilities and students who are both multilingual and have a disability. Therefore, this themed issue of the NYS TESOL Journal focuses on empirical and conceptual/theoretical research as well as policy analyses and descriptions of practice that will help move our field forward in understanding how to conceptualize a quality education for multilingual learners, students with disabilities and those living at the intersection of both in terms of inherent quality for those populations rather than around standardized perceptions of normalcy.

Aim and Scope of Special Themed Issue

We seek empirical and conceptual/theoretical studies, policy analyses, and descriptions of effective practice that will help us to re-conceptualize quality education for multilingual learners, students with disabilities, and students living at the intersection of the two. We welcome a variety of explorations designed to:

- Revisit and refine the language we use to describe, label, and sort students;
- Expand what reform means beyond current normalized, standardized perspectives;
- Improve assessments to better account for multilingualism and disability;
- Generate and enact a critical stance around language and disability.

For inquiries about submissions for this special themed issue, contact Guest Editors:

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