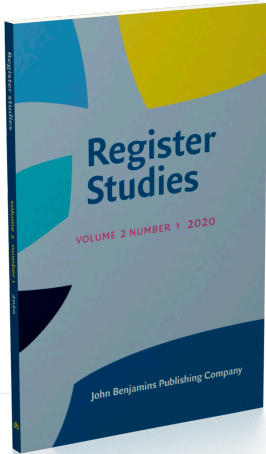


CALL FOR PAPERS



SPECIAL ISSUE – Register Studies

Register in L1 and L2 Language Development

The development of spoken and written language skills is a universal process that both L1 and L2 speakers and writers progress through over time. A major component of this development is how learners vary their language to meet the communicative demands and circumstances of various situations, including the development of everyday registers, general academic speech and writing, discipline-specific registers and discourse styles, workplace and professional discourse, and more.

Indeed, register variation is inherent in the many stages and contexts of L1 and L2 language learning. For example, in the US, awareness of text type variation is integrated in the Common Core at the earliest levels (Kindergarten and Grade 1), with standards differentiating opinion/persuasive, informative/explanatory, and narrative texts. Tasks for L2 learning and assessment are designed to manipulate the contexts and purposes of communication to elicit specific language features and promote development. Young adults are constantly faced with new registers, from the language of school, to college applications and essays, to job resumes and cover letters. University communication programs build different types of writing into general academic writing and speech communication courses, with the understanding that different purposes and audiences require speakers and writers to communicate in diverse ways. As university students advance in their degrees, they are faced with adopting discipline-specific norms and producing specialized texts. Entering the workforce brings additional communicative needs, as speakers and writers must learn the registers and discourse styles of the workplace.

Despite the inherent relationship between register and L1 and L2 language development, register has often been backgrounded in research focused on describing the language produced by developing speakers and writers across contexts, often being either isolated (a particular register is investigated and taken to represent language ability) or ignored/confounded (register and its relationship to the linguistic characteristics of the language produced is disregarded).

To encourage further exploration of the link between register and the development of speech and writing, the journal *Register Studies* is now seeking proposals for contributions to a special issue on the development of L1 and L2 language from a register perspective.

We invite proposals for papers on the development of L1 and L2 language and the role of register in mediating development and describing variation. Empirical and methodological research studies are welcome. Potential topics include, but are not limited to:

- The relationship between register and language development
- Descriptions of register variation in L1 or L2 student speech and/or writing
- Cross-sectional or longitudinal descriptions of register-specific language production
- Register in the language classroom: promoting and teaching register awareness
- Register-based learner corpus research
- The relationship between register and Task-Based Language Teaching (TBLT)
- Linguistic and/or situational analyses of student speech and writing tasks, including domain analysis to uncover the registers built into specific curricula
- Principles of L1 and L2 corpus design to account for register variation
- The intersection of register/genre and disciplinary variation
- Register-based research on complexity in L1 and L2 development

Important Dates

Deadline for proposals:	May 1, 2020
Invitations to submit a manuscript:	May 15, 2020
Initial manuscripts due:	October 1, 2020
Notification of review outcome:	December 15, 2021
Final manuscripts due:	April 1, 2021
Special issue publication	November 2021 (Issue 3:2)

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About Register Studies

Register Studies is highly interdisciplinary, welcoming scholarship on register from areas such as corpus linguistics, discourse analysis, sociolinguistics, applied linguistics, Systemic Functional Linguistics, language teaching, and computational linguistics. Research on English-language registers, analyses of registers in languages other than English, and cross-linguistic comparisons of registers are welcome. Register Studies regularly publishes reviews of books, corpora, and research tools focused on register research. All contributions undergo double-blind peer review.

For more information about this journal, including Editorial Board, manuscript submission guidelines, and subscription, please visit the website at:

<https://benjamins.com/#catalog/journals/rs/main>

General Editors

Jesse Egbert, *Northern Arizona University*

Bethany Gray, *Iowa State University*

Consulting Editor

Douglas Biber, *Northern Arizona University*

References

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards (English Language Arts Standards). Washington, DC: National Governors Association Center for Best Practice, Council of Chief State School Officers.

Proposal Format & Submission

Submit a one-page abstract for your proposed article to General Editors Jesse Egbert and Bethany Gray at Register.Studies@gmail.com. Please include your full contact information and a draft title. For empirical studies, the abstract should introduce the topic and motivate the study, summarize the methodological approach, describe the data to be analyzed, and summarize preliminary results. Abstracts for theoretical and methodological articles should introduce and motivate the issue to be addressed, and explain the main premises that will be included in the article. Please follow the style guide for Register Studies (available at the journal website provided below).

Peer Review

All manuscripts will undergo double-blind peer review following the journal's standard process.

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