July 2012

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CALL FOR PAPERS
for edited volume entitled
'*Assessing Second Language Students with Learning and Other Disabilities*'

edited by Dr Dina Tsagari & Dr George Spanoudis (University of Cyprus)

to be published with LIT VERLAG ('Studies on Education', tentative series)

http://www.lit-verlag.de/london/

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Rationale

The population of students is becoming increasingly diverse, both culturally and linguistically. The numbers of children diagnosed with specific learning differences, SpLD (e.g. dyslexia, dyspraxia, dyscalculia, Attention Deficit and Hyperactivity Disorder) as well as those with other disabilities like visual, hearing or physical impairments, is steadily increasing today; so is the number of students enrolled in special education. This situation, combined with greater awareness of individual human rights, has led to an increased demand for appropriate testing and assessment provision. This is of particular concern to second or foreign language test providers (Taylor, 2012) and teachers (Kormos and Smith, 2012; Kormos and Kontra, 2008), who are very often faced with the challenge of having to offer special arrangements (accommodations) to second language learners (SLLs) with disabilities: they need to depart from the established testing procedures and alter their protocols, administration and/or content in order to accommodate the special needs of SLLs with disabilities.

In this context, the intended volume seeks to discuss the theoretical, ethical and practical considerations involved and explore the

theoretical models and research findings that better identify the language and special needs of SLLs with SpLD and other disabilities and evaluate the effectiveness of accommodation practices employed so far. Studies of both high-stakes tests and classroom-based assessments that are related to the special needs of SLLs will be invited conducted by professionals and researchers working in the area of psychology, special education and second/foreign language testing and assessment. The ultimate aim is to create a compilation of papers based on both theoretical and research chapters that address the fair assessment of this special population of SLLs.

Topics to be covered in the volume
These will include:
- the identification, classification, and definition of SpLD and other disabilities in the SLL population that expand on our current classification systems or models of identification;

- existing legislations in place in various contexts in relation to test taking for SLLs with various kinds of disabilities;
- the variety of accommodations in place in various educational contexts to meet the assessment needs of SLLs with SpLD and other disabilities;
- the evaluation of the effectiveness of assessment accommodations for SLLs with SpLD and other disabilities;
- issues of ethics, reliability, validity and practicality in the assessment of SLLs with SpLD and other disabilities;
- the identification of salient cultural variables and the role of affective and motivational factors in the assessment of SLLs with SpLD and other disabilities;
- the application of assessment procedures with diverse SLL populations with SpLD and other disabilities;
- comparability issues in the assessment of SLLs with SpLD and other disabilities across various contexts and languages;

- issues that concern the development of suitable assessment tools: design, development, administration and evaluation of existing or new language testing and other assessment tools/methods for SLLs with SpLD and other disabilities;
- perspective of assessments of teachers' and SLLs with SpLD and other disabilities
- the training needs of language teachers, examiners and other staff involved in the assessment of SLLs with SpLD and other disabilities;
- the exploration of using technology in the assessment SLLs with SpLD and other disabilities.

Contributors to the volume are expected to address the issues identified from a theoretical as well as from an empirical point of view. Studies from both cross-sectional and longitudinal nature are encouraged as well as studies conducted with young and adult SpLD and other disabilities in either high- or low-stakes environments. The working language of the chapters of the volume will be English. However, any language used as either second and/or foreign can be the focus of the forthcoming chapters.

Structure of the volume

The edited volume will be divided in several sections (depending on the nature of proposals received). Overall the volume will include:
- an introduction to the volume by the editors
- an editorial written by one or two renowned scholar/s with expertise in the fields addressed in the volume
- the papers submitted with short abstracts organized in thematic order
- bibliographical references at the end of every paper

Contributors

Contributors to the volume will be academics, researchers, professionals (test developers or representatives of professional organizations) in the fields of psychology, special education and language teaching and assessment as well as postgraduate students (PhD level) who have completed research in the area.

Audience

The edited volume is primarily intended for:
- Scholars and researchers,
- Undergraduate/Postgraduate students,
- Professional educational organisations,
- Educational policy makers and administrators,
- (Language) testing organizations and test developers,
- (Language) teachers and teacher trainers,
- Material writers and publishers,
- Special educators and school psychologists

Procedures and schedule

Those interested please submit a preliminary proposal. Proposals will be approximately 1 page (A4 size) or roughly 500 words in length. These should include the following information:

- Title of article
- Author name(s), affiliation(s), and detailed contact information
- Proposal

Proposals will be evaluated according to:

a.   relevance to the topics of the volume

b.   language of the proposal (needs to conform to native-speaker standards for academic writing)

c.   clear address of the problem/issue/research question/s discussed

d.   clear outline of conclusions of the study (in the case of a research-oriented paper)

e.   clear and coherent structure of the proposal as a whole

Successful authors will be invited later to submit full papers for peer review following normal procedures based on the formatting guidelines of the publisher.

Contact

Please send proposals to **Dina Tsagari (dinatsa@ucy.ac.cy)** and **George Spandoudis (spanoud@ucy.ac.cy)**. Informal inquiries may be sent to the same addresses.

Timeline

Overall, the following timeline is anticipated:

Deadline for extensive abstracts: 20 September 2012
Deadline review of abstracts and invitation to write whole paper: 30 September 2012
Full paper submission deadline: 30 November 2012
Comments from special editors: 31 January 2013
Revised draft submission deadline: 1 March 2013
Comments from special editors: 15 April 2013
Final draft submission deadline: 25 May 2013
Submission of manuscript to publishers: 30 June 2013
Anticipated publication date: September 2013

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