

Call for Papers

Systemic Functional Linguistics in Teaching English Beyond School/University

Guest Editor

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Aims and Scopes

The role of Systemic Functional Linguistics in developing literacy in teaching contexts within schools and universities has been widely publicized in recent years. However, in comparison, relatively little has been published on its teaching/learning transformative power in contexts outside of academia. This special issue of the *International Journal of TESOL Studies* seeks contributions from researchers and teaching practitioners who have studied or used SFL to work with students learning English outside of the school or university classroom, such as in workplaces, language academies, or one-on-one classes. The goal of the issue is to provide teachers in a variety of contexts with ways of teaching English which are supported by SFL theory and pedagogy. The articles in this issue will describe applications of SFL to a teaching context, report on results (either/both quantitatively and qualitatively), and suggest ways other teachers might apply SFL to similar or other teaching contexts.

Submission Instructions

The articles should be of about 7,000 words (including references) and adopt the APA (6th ed.) style. Questions about this special issue and submission of abstracts and full manuscripts should be sent to guest editor Anne McCabe at anne.mccabe@slu.edu with the subject line "International Journal of TESOL Studies SFL Proposal".

Important Dates

- Abstract submission due: 1 March, 2021
- Initial notification: 15 March, 2021
- Full manuscripts due: 15 September, 2021
- Revised manuscripts due: 15 November, 2021
- Publication date: early 2022

Sponsorship

Contributors are eligible to apply for the [International Journal of TESOL Studies Research Grants](#).

About the Journal

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