

Call for Chapters

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Teaching and Learning Portuguese in Canada: Multidisciplinary Contributions to SLA Research and Practice

We would like to invite you to submit a brief chapter proposal to be considered for a volume provisionally entitled *Teaching and Learning Portuguese in Canada: Multidisciplinary Contributions to SLA Research and Practice*. While the development of the Canadian Association of Teachers of Portuguese (<http://www.catpor.ca>) has represented an important milestone for the advancement of the teaching of Portuguese in Canada, we also believe it is of great value to now bring together multidisciplinary and scholarly contributions to the broader theme of teaching and learning Portuguese in Canada— contributions stemming from all education levels.

The teaching of Portuguese across the vast Canadian territory, characterised by one particular variety at times or through a dynamic convergence of both Portuguese and Brazilian varieties at others, has attracted primarily learners for whom Portuguese may be considered a heritage language. However, the number of learners from non-lusophone backgrounds in the Portuguese language classroom continues to grow—a trend fueled by motivations as diverse as the learners' profiles.

Both teachers and learners contribute to the multi-dimensional diversity that the teaching and learning experience represents. Teachers and learners, from distinct ethno- and sociolinguistic backgrounds, come together in the classroom to cultivate and celebrate their personally unique—yet interconnected—relationship with the Portuguese language. However, considering that Portuguese in Canada is always taught and learned in a minority language context, teachers and learners' plurilingual and intercultural competencies are more-often-than-not left unacknowledged and unexplored, despite the Portuguese language classroom's multilingual and multicultural nature.

In light of these and other factors, this volume is being conceptualised with the objective of bringing scholars together to promote the sharing of knowledge and to foster a critical reflection



relevant toward the teaching and learning of Portuguese in Canada, with particular but not limited reference to:

- The teaching of Portuguese, distinguishing or accommodating its varieties for a lusophone and non-lusophone audience, in which pedagogical practices are challenged or equated to reflect a transnational and pluricentric approach;
- The relationship of students toward the Portuguese language and Lusophone cultures: their investment in learning; their opinions, attitudes, conceptions, and motivations with respect to (learning) the language;
- The professional identity and training of teachers: the experiences of teacher identity development and opportunities for professional development;
- Portuguese language learning programs in Canada: their characterisation, evolution, and challenges;
- A critical analysis of and reflection on effective pedagogical practices—including those technology-mediated—from a perspective of learner engagement and progression;
- The relationship between the Portuguese language, lusophone identities and cultures for both teachers and learners in the context of a sociocultural contact with English- and French-speaking Canada.

We are interested in contributions that can help inform a holistic mapping of the current context of teaching and learning Portuguese in Canada. We envision a volume which will be useful and illuminating for present and future researchers, teacher trainers, and teachers of Portuguese. While contributions from all areas are welcomed, their connection to *praxis* should be clear, relevant, and direct.

We encourage you to submit the following: a **tentative title for your chapter**, along with a **brief biographical note** of 150 words to **portugueseincanada@gmail.com** by **September 17**. More information to follow after the compilation of submissions. The language of publication is English.

We look forward to your submission.

Sincerely,

The Editors

