

## CALL FOR PAPERS – THEMED ISSUE OF *ENGLISH IN AUSTRALIA*



*A new English? More of the same? Or something still unknown? Past, present and future reflections on English teaching and new technologies*

### ISSUE 3 2011

Since the 1960s, writing in *English in Australia* has engaged in debate about English curriculum change often around new technologies, be these film and television, computers or other forms of 'new' media. Since perhaps the 1990s these debates have more clearly focused on questions about the influence of multimodality, digital texts and so called 'multiliterate pedagogies' on the work of English teachers. These discussions have often taken place against a backdrop of wider curriculum change. This is the case currently for secondary school teachers in Australia as they move towards the implementation of a national curriculum.

This special guest-edited issue is an opportunity to look back at the way English teachers have responded to the many iterations of 'new' media and to also grapple with how English teaching might respond to the here and now of our students' increasingly digitally mediated lives, as well as looking forward to imagine the possibilities for English education. What are the challenges and opportunities presented by various forms of 'new' (and 'old') media, and by various ways of understanding the 'new'? What things might need to change? What might be best left as it is? How might English teachers best respond to new and emerging digital texts and contexts?

We ask for contributions that share ways forward for powerful practice in English education, both in terms of the texts that might be studied and the curriculum work English teachers might do. Submissions might explore students' relationship with multimodal texts and practices or examine digital learning environments and their connections with 'traditional' classroom spaces. They might explore new conceptual and theoretical ground or they may address issues of long concern for English teachers such as creativity, engagement and social justice. We are keen to receive classroom-based accounts and action or practitioner research or any other relevant studies conducted within professional contexts or as part of higher education research degrees.

In order to assist with our forward planning for Issue 3, 2011, please contact the guest editors with a 100-150 word abstract of your proposed paper by August 5<sup>th</sup>. Final versions should be submitted ready to be sent out for review by September 2<sup>nd</sup>.

Please familiarise yourself with the journal guidelines (attached).

### **Please email queries and abstracts to the guest editors:**

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## ENGLISH IN AUSTRALIA

### 2011 Guidelines for Contributors

*English in Australia* is the peer-reviewed national journal of the Australian Association for the Teaching of English (AATE).

We welcome high quality teacher oriented and scholarly submissions in any relevant field of English, language and literacy education.

Your submission should reflect dilemmas, debates and concerns facing current contemporary English educators in Australia and elsewhere. Your submission may report on empirical research conducted with or by English teachers and students in classrooms, it may discuss the effects of policy on English teaching or it may elaborate on changes in the practices of teachers. It should be explicitly linked to issues of English teaching, pedagogy or curriculum and should demonstrate familiarity with current and pertinent scholarly literature.

The name of the journal is in no way parochial. Articles will be considered from anywhere which professes English as mother tongue or second language. However, if your article relates closely to a specific national context please ensure that it is appropriately pitched to readers in other national contexts.

Contributors are encouraged to read previous issues of *English in Australia* to get a sense of what is required in terms of structure and style.

1. All manuscripts should be submitted to the editor as an email attachment.
2. The email text should contain your name, address, telephone number(s) and fax number(s), current position and information relevant to a 2 or 3 line biographical entry.
3. The article should begin with an abstract of 100-150 words.
4. All references should conform to the American Psychological Association (APA) style. Please consult the *APA Publication Manual*, 6th edition, or any guide to APA referencing available through university library websites.
5. Please ensure that you have carefully edited and proofread your manuscript. Accepted articles that have style problems or inaccurate/missing references will be returned to the author for revision.
6. Please avoid footnotes. Usually it is possible to incorporate them into the text. Where they cannot be avoided they should be numbered with a superscript and listed at the end of the article (endnotes).
7. All manuscripts should be typed with double spacing on A4 paper with a 2.5 cm margin on all sides.
8. It is your responsibility to seek copyright clearance for any materials quoted.
9. All manuscripts are subject to double blind peer review by at least two reviewers. This means that the identity of the author is not divulged to the reviewers, nor are the reviewers' names revealed to the author.
10. Recommended length of articles for publication is between 4000 and 6000 words (including references).

11. You retain copyright of materials published in the journal; *English in Australia* holds first publication rights only. Authors retain the right to self-archive the final draft of their articles in their institution's eprint repository.

You can expect feedback from the reviewers and editor to help you shape your work effectively. Please feel free to contact the Editor or members of the Editorial Board to discuss any contribution which you may be considering.

Although *English in Australia* is predominantly a curriculum research and practice journal, occasionally poems and short texts of other genres relevant to the themes and readership of the journal are also published. Please send submissions to the editor.

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#### **Peer Review Statement:**

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and at least two anonymous referees.

#### **Quality and esteem**

*English in Australia* is currently:

- Recognised as A quality research journal by the Australian ERA (from 2010) in "Curriculum and pedagogy"
- Listed in ISI World of Science international database (international journal rankings of take up, esteem and citations)
- Listed on the Scopus international database (from 2009)
- Available through the Australian Education Index and INFORMIT with full text capability

Note that the ERA definition of research is the "creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings".