

## Call for Chapter Proposals

### *English Language Learners' Primary Language Impact on Second Language and Literacy Learning*

As editors of a proposed edited book, *English Language Learners' Primary Language Impact on Second Language and Literacy Learning*, we invite you to participate in an edited book that we are putting together, which explores the role of language in literacy development for multilingual and transnational youth in U.S. educational contexts. The purpose of this edited book is to provide principled elements of English language learners' (ELLs) first languages for educators to understand how ELLs' primary languages influence and intersect with learning the English language and engaging in literacy practices.

This proposed edited book is situated in the need expressed by current educators who work with ELLs in diverse classroom settings, preK-12, to effectively differentiate support for students' diverse language and literacy needs. ELLs, from many places around the world, continuously populate U.S. classrooms. A deeper understanding of the key principles related to ELLs' primary languages will help teachers better understand the science behind students' use of English in particular ways. Second language acquisition theories posit that ELLs' native language influences their literacy learning positively or negatively. Thus, it is important for educators to have foundational knowledge of ELLs' primary language. Understanding primary language norms, positive and negative transfer and culturally sustaining resources, all contribute to helping teachers understand how ELLs utilize primary language as an asset when engaging in second language and literacy learning experiences.

For the purpose of the book, the chapters will discuss fundamental elements of ELLs' primary language by focusing on 15 most common languages in the United States. These languages, as outlined in the National Center for Educational Statistics (2019) to include: Spanish, Arabic, Chinese, Vietnamese, Somali, Russian, Portuguese, Haitian, Hmong, Korean, Urdu, Tagalog, French, Japanese, and Bengali.

If you are interested in contributing to this volume and are scholars whose first languages are one of the following: **Arabic, Somali, Russian, Hmong, Tagalog, French, or Japanese**, please consider submitting a brief proposal (350 words) by including the following items by **May 31, 2021**.

1. Your name, institution, job title/position, and work experience
2. Your primary/first language
3. A brief history of the primary language (e.g., Korean alphabets were created by King Sejong the Great in 15<sup>th</sup> century)
4. Key characteristics of the primary language (e.g., structure, CVC)
5. ELLs' actual examples that show typical patterns of their primary language use in acquiring English (e.g., missing prepositions, difficulties in pronouncing L and R)
6. Implications for teachers who will support ELLs' language and literacy development.

We are currently working with a publisher in the education field who requests a list of possible chapter authors and an abstract of each chapter.

If you need more detail of the book project and have questions, please contact both editors, Bogum Yoon, State University of New York at Binghamton, [byoon@binghamton.edu](mailto:byoon@binghamton.edu), and Kristen L. Pratt, Western Oregon University, [prattk@mail.wou.edu](mailto:prattk@mail.wou.edu).

Thank you for your consideration. We look forward to hearing from you.

Regards,  
Bogum and Kristen

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