



Chemistry Education Research and Practice

Call for submissions for the 2016 Chemistry Education Research and Practice (CERP) special themed issue on

Language and the teaching and learning of chemistry

which is scheduled for publication Autumn 2016 (accepted articles will be published on line as soon as possible after acceptance).

Guest editors

Silvija Markic¹ and Peter Childs²

1. Institute of Didactics of Science Education – University of Bremen, Bremen, Germany
2. University of Limerick, Ireland

Call for papers

CERP is the international peer-reviewed research journal for teachers, researchers and other practitioners in chemistry education, published by the Royal Society of Chemistry.

- All content is free to access.
- No page or submission charge for authors.
- Sponsored by the Royal Society of Chemistry's Education Division as part of our mission to support excellence in chemistry education.
- <http://www.rsc.org/cerp/>

You are invited to contribute to a themed, peer-reviewed issue of CERP on

Language and the teaching and learning of chemistry

For a long time language and science in general were two distinct domains that were seen as opposite to each other. However, the importance of language connected to science education in general and chemistry in particular is well known, especially when we are discussing the teaching and learning of the language(s) of chemistry or the linguistic heterogeneity of students. In this special themed issue we will focus on the learning and teaching of chemistry considering the role of language.

Possible topics may include but are not limited to:

- Research on teachers' beliefs, knowledge etc., about teaching and learning language in chemistry classes.
- The challenges and issues of teaching chemistry in linguistic heterogeneous classes.
- Evidence-based approaches for dealing with language in chemistry classes (examples of good practice).
- Research on communication in chemistry classrooms.
- Research on discourse and argumentation in teaching chemistry.
- Research on the problems of teaching and learning the symbolic language of chemistry.
- Research on teaching and learning of technical language of chemistry.
- Research on assessment relating to the different facets of language.
- Influence of teaching and learning of language in the chemistry classroom and on chemistry teacher education.

Contributions should align with the principles and quality criteria of the journal (*Chem. Educ. Res. Pract.*, 2012, **13**, 4-7).

Articles should

- provide an argument for new knowledge supported by careful analysis of evidence
- be situated in existing literature, and either report the meaningful analysis of carefully collected research data or the rigorous evaluation of innovative practice.

Submission of Manuscripts

Manuscripts should be submitted in the format required by the journal using the ScholarOne online manuscript submission platform, <http://mc.manuscriptcentral.com/rp>.

General guidance on whether the theme of a contribution falls within the scope of the journal may be found in a published editorial (*Chem. Educ. Res. Pract.*, 14(2), 151-155). Enquiries concerning the suitability of topics of potential contributions for the theme issue should be sent directly by email to one of the theme editors: Silvija Markic (smarkic@uni-bremen.de) or Peter Childs (peter.childs@ul.ie).

Important Dates

Manuscripts should be submitted by **Monday 11th January 2016** to be eligible for consideration in the theme issue. All manuscripts will be subject to editorial screening and peer review. Manuscripts received after the deadline may still be considered for the theme issue, but the usual peer review process will not be compromised to reach decisions on publication. If such articles are accepted for publication too late to be included in the theme issue, then they will be included in a subsequent issue.

As with other CERP contributions, articles intended for the theme issue will be published as advanced articles online as soon as they have been set and proofs have been checked, ahead of publication in the theme issue itself. Authors also have the option of Just Accepted publication where a pdf of their accepted manuscript is published immediately after acceptance (to be substituted by the professionally set and proofed copy once available).