**Call for Papers***Journal for Distinguished Language Studies*
A refereed journal

**Editors**

* Editor, Yalun Zhou, Ph.D., Rensselaer Polytechnic Institute, New York, USA
* Associate Editor, Donna Bain Butler, Ph.D., Delaware State University, Delaware, USA

**Advisory Board**

* Dr. Rajai Al-Khanji, University of Jordan
* Dr. Andrew Corin, Defense Language Institute (Emeritus)
* Dr. Rebecca Oxford, University of Alabama at Birmingham
* Dr. Karin Ryding, Georgetown University (Emerita)
* Dr. Nelleke Van Deusen-Scholle, Yale University

**Overview**

The *Journal for Distinguished Language Studies* (JDLS), founded by the Coalition of Distinguished Language Centers under the direction of Dr. Betty Lou Leaver and the late Boris Shekhtman in 2002 is a refereed volume and the only academic journal to focus exclusively on the highest levels of language achievement, that is, native-like or near-native proficiency. This level is labeled *Distinguished* by the American Council on the Teaching of Foreign Languages (ACTFL), *Level 4/Advanced Professional Proficiency* by the Interagency Language Roundtable (ILR), and also *Level 4* as part of the Standardized Agreement (STANAG) 6001 of NATO’s Bureau of International Language Coordination (BILC). Descriptions can be found at the ACTFL, ILR, and BILC websites.

The purpose of this journal is to create a robust international movement to promote and support language learning to the near-native level of proficiency. The editors are seeking contributions in the areas of theory, research, and applications. The journal typically has published a balance of articles in all three categories. Published papers will thus develop theory, share applications that work (based on the experience of those who teach that level), report on the research conducted and needed for proper evaluation and assessment of theory and application, and share references.

We particularly welcome articles on the following areas:

* current status of Level 4 proficiency research in each of the four skill areas;
* teaching methods to/at/above Level 4 proficiency in each of the four skill areas;
* the role of culture in achieving Level 4 proficiency in each of the four skill areas;
* assessment to/at/above Level 4 proficiency in each of the four skill areas; and
* book reviews.

Submissions should represent original work. They should not have been previously published elsewhere nor be currently submitted to another journal or collected volume.

**Submission Process and Deadlines**

1. Potential contributors may submit (5,000-8,000 Word doc.) articles any time. Include paper title (10 words max.), abstract (200-250 words max.), affiliation, and one blind copy (omitting the name and institutional affiliation of the author at the beginning of the article). Blinded articles will be sent to reviewers.
2. Use *Publication Manual of the American Psychological Association*, Seventh Edition.

1. Because journal articles are now English only, please ensure that a native speaker/proficient writer proofreads prior to submission so peer review can focus on content. The editors reserve the right to return, without review, any articles that are not clear, accurate, or concise (i.e. Level 4 writing proficiency).

1. Articles are accepted on a rolling basis. Those received, reviewed, revised if needed, and accepted at least six months in advance will be in the best position for publication in the next issue; otherwise, they may be selected for inclusion in a subsequent issue.

1. Publication of Volume 9 (2023-2024) is anticipated for December 2024, with galleys available for proofreading in November 2024.
2. Potential authors can contact the editors in advance with any questions.

**Submit to:** Dr. Yalun Zhou (zhouy12@rpi.edu)

**Copy:** Dr. Donna Bain Butler (dbutler@desu.edu)