



## Diverse Perspectives on Cognition and Language Learning in Bilingual Children

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submissions:

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### Message from the Guest Editors

Dear Colleagues,

A *Languages* Special Issue is planned which will be centered on critical perspectives on cognition and language learning in child bilingualism/multilingualism. We welcome submissions that:

1. Apply non-traditional frameworks, perspectives, and methodologies to the study of cognition and language in bilingual and multilingual youth, including but not limited to usage-based, embodied, situated processing, socio-cognitive, cript linguistics, DisCrit, critical disability raciolinguistics studies, etc. (e.g., Block 2013, Henner & Robinson 2021);
2. Consider one or various domains of linguistic knowledge and use (i.e., pragmatics, semantics, syntax, morphology, phonology, phonetics) in oral domains, non-spoken languages (e.g., sign languages), and multimodal contexts (e.g., Grosjean 2010, Li 2017);
3. Debunk deficit frames through the study of intersectional power and privilege across social constructions of identity such as class, race, gender, ability, etc. (e.g., Cioè-Peña 2021, Wang et al. 2021);
4. Center minoritized populations and their ways of knowing in academic and clinical contexts (e.g., Evans et al. 2018, Meisel 2021).





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## Editor-in-Chief

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## Message from the Editor-in-Chief

*Languages* (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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