INTERNATIONAL **A**SSOCIATION FOR **R**ESEARCH IN **L**1 **E**DUCATION[1] (languages, literatures and literacies) – ARLE

Odense, June 2015

Rules of Procedure[2]

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Paragraph 1: DOMAIN OF RESEARCH: L1-EDUCATION

ARLE covers research into learning, development and instructional processes in, or relevant to, educational and instructional settings in the domain of L1 education and in all other domains in which the use of language or literature contributes to learning. Within the Association, improvement of teaching and learning processes in languages (first, second and third language), literatures and literacies will be the main focus.

In this research the processes of development, learning and instruction in the field of L1 education are mainly viewed from a micro-perspective. This means that the Association's interest is directed at the study of learning and developmental processes, as far as they occur, or are influenced or modelled, by material or personal factors in educational or instructional settings. These factors are considered within a larger frame of societal and normative conceptions of learning languages, literatures and literacies.

The study of developmental processes, learning and instruction in the field of L1 Education draws on various disciplinary approaches and fields of study, such as linguistics, literary theory, media theory, semiotics, psychology, pedagogy, sociology, the art and science of teaching[3]. Processes are studied with respect to their characteristics, to outcomes and the effects of learning arrangements on these processes, differentiated for tasks and learner characteristics (aptitude, language background etc.).

The research covered in the Association aims at descriptive, comparative, interpretative, explanatory and experimental research.

Paragraph 2: MISSION

1. Although languages and cultures are different in between nations and linguistic regions, there is a common concern: the quality of the teaching and learning of the languages of schooling. Throughout the world, education systems are confronted with major challenges. Societal demands for literacy and communicative competence in one or more languages are growing. At the same time, the cultural and linguistic heterogeneity of school populations increases. In response to these trends, promising research and development in the learning and teaching of languages of schooling and in literatures and literacies is done in many countries. Because of the specific languages in regions, this research is often regionally bound.

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[1] Formerly IAIMTE: International Association for the Improvement of Mother Tongue Education.

[2] For these rules of procedure we relied on the standing orders of EARLI and adapted them for our purposes.

[3] In other languages than English a special term is used for the science of domain specific instruction and learning: Fachdidaktik (German), didactique (French), didáctica (Spanish), didática, (Portuguese), didaktik(Danish), didaktiek (Dutch). The English word didactics has a different meaning.

Our mission is to cross over these boundaries, as national work in the improvement of L1 education can profit enormously from international exchange and cooperation. This, in a nutshell, is the mission of the Association:

The goals of the Association are (1) to build and maintain a network of specialists in research on L1 education and (2) to create an international network of national and regional associations of similar associations. The Association encourages good teaching and learning in languages, literatures and literacies on a sound scientific basis.

The association intends to deal with language education situations that often were referred to as mother tongue education. Nowadays language education forms a complex and no longer homogeneous picture. Foci of the association are:
1. The teaching of the so-called standard languages. The Association deals with the common issues of the teaching of French in France and Belgium to Francophones, English in the United Kingdom and Hong Kong to Anglophones and Spanish in Spain and Argentina to "Hispanophones". In most instances the standard language is the language of schooling. Being competent in such a language is important for schooling and participation in society.
2. Taking into account the heterogeneous cultural and linguistic backgrounds of learners in a global world, the Association also deals with the teaching and learning of languages to second/third-language-learners, i.e., with a migration background.
3. Minority languages and indigenous languages and the specifics of teaching and learning of these languages in minority contexts are also covered (Catalonian in Catalonia, Frisian in the Netherlands).

L1 education ranges from kindergarten to adult education. It encompasses the learning of the written code and the teaching of oracy. Grammar and communication, literature and functional writing, vocabulary and critical reading, literacies, language learning in the frame of language subjects and beyond: the scope of the Association is comprehensive. Within this vast area, the Association tries to promote theoretically grounded, empirically informed and evidence based educational improvement. Special attention is paid to the support of beginning researchers, namely PhD-students (training schools, international exchange/lab-visits).

Our aim is to connect scholars in the teaching and learning of languages, literatures and literacies from different countries and regions. Our basic assumption is that teachers in primary and secondary education, teaching language, literature and culture have a lot in common from a methodological perspective. Teaching writing in language X in Country X has a lot in common with teaching writing in language Y in country Y. The essential difference is the language and culture – including cultures of learning and training – which makes exchange and cooperation all the more enriching.

2. Linked to the research aims of the Association, the mission is also to create and maintain a network of and a forum for researchers, teacher educators, curriculum developers, testing experts and policy agents, all involved in improving the quality of teaching and learning in the language(s) of schooling, in literatures and literacies, on a voluntary basis. Open access for all is fundamental for the activities the association organizes.

Paragraph 3: SPECIAL INTEREST GROUPS

1. As part of the organisation of the Association, Special Interest Groups (SIGs) may be formed.
2. A SIG is formed to create networks of researchers specialized in a certain sub domain of the field of L1 Education and to give substance to the actions of the Association: conferences, journal, training schools.
3. A SIG functions in accordance with the objectives and the research domain of the Association.
4. SIGs will be installed by the Executive Board, either on the Board's own initiative or on the initiative of at least ten members.
5. At least two different nationalities have to be represented in a SIG.

6. Along with the installation of a SIG, the Executive Board appoints two co-ordinators, who will act until the next Association's conference. The SIG members elect two co-ordinators in connection with the Association's conference. The SIG co-ordinators are elected for four years. The results of the elections are reported to the Secretary.
7. One member of the Executive Board is, together with the co-ordinators of the various SIGs, responsible for the co-ordination of the SIGs.
8. Members may request the installation of a SIG by sending in such a request to the Secretary of the Association. This request has to be accompanied by a list of at least ten names and signatures of members, from at least two different nationalities.
9. Every member of the Association is entitled to participate in one or more SIGs, under the conditions hereof.
10. Every SIG has to give an annual account to the Executive Board of the activities planned and carried out.
11. If, in a period of two years, there have not been any activities developed by the SIG, the Executive Board will propose to the next members' meeting to dissolve the SIG.

Paragraph 4: PROCEDURE FOR THE ADMISSION OF NEW MEMBERS

1. Only individual persons can become member of the Association. Membership is free of charge unless another decision has been taken by the members' meeting.
2. Persons interested in joining the Association apply via the association's website. When the form is complete (affiliation, research interests etc.), the Treasurer (of the Executive Board) checks the information, and approves of the admission on behalf of the Executive Board. Members are yearly invited to update the information.
3. National/regional associations on teaching and learning language, literature and literacy can join the Association as assocations for free. Associations can apply to the Treasurer of the Executive Board providing information about the standing orders and/or articles, and a short text (100 words) for the Association's website. Corporate members and the Association exchange information about activities via websites and newletters.

Paragraph 5: PROCEDURE FOR THE ELECTION OF MEMBERS OF THE EXECUTIVE BOARD (EB)

1. The four members of the Executive Board must be as representative as possible for the different regions within Europe and continents. At least three countries should be represented.
2. At least four months before the members' meeting, the Executive Board (EB) will ask the members for nominations for vacancies. Nominations should be signed by at least two members and by the nominee him-/herself, and must be sent to the Secretary, not later than three months before the members' meeting. The Nomination form is accompanied by a self-description (not more than 200 words) of the candidates. The Executive Board may do nominations as well. The Executive Board is obliged to judge, if sufficient nominations are made to ensure the representativeness of candidates defined above.
3. Members will receive information on nominees by digital mail, not later than three months before the members' meeting.
4. Voting will be at site by secret ballot and candidates who receive the largest number of votes will be declared elected.
5. In the case of ties, a second ballot will be conducted.
6. The period of office of the members of the Executive Board is defined in terms of intervals, which refer to periods between two members' meetings.
7. Nobody, the President excepted, can serve on the Executive Board for more than three intervals (except for the founding period 2014-2015).
8. One can only serve two intervals as President (except for the founding period 2014-2015).
9. Members of the Executive Board will have no office for more than two intervals (except for the founding period 2014-2015).

Paragraph 6: PROCEDURE FOR THE APPOINTMENT OF MEMBERS OF THE ADVISORY COMMITTEE (AC)

1. The Executive Board nominates six members of the Advisory Committee (AC) to be approved by the members' meeting. The AC supports the Executive Board. The members of the AC include the Hosts of the last and the upcoming conference (if they are not members of the EB) and the Chief Editor of the Association's journal.
   To ensure that the interests and concerns of PhD-students and younger researchers are met sufficiently, one member of the Advisory Committee must be a PhD-student. The AC should be representative with respect to internationality. Members should belong to at least four different countries.
   Taking the EB and AC together, at least six countries should be present.
2. The period of office of the members of the AC is defined in terms of intervals, which refer to periods between two members' meetings.

Paragraph 7: COLLABORATION OF EXECUTIVE BOARD AND ADVISORY COMMITTEE

1. The Executive Board ensures that the Advisory Committee is informed about all relevant affairs concerning the Association.
2. The Executive Board can invite members of the Advisory Committee to its meetings.
3. Proposals for the members' meeting are developed by the Executive Board after consultation of the Advisory Committee.

Paragraph 8: THE FINANCES

1. The income for the assocation to support the digital infrastructure (website, journal software, database) and the conferences (international programm committee) mainly stems from the bi-annual conference and SIG Symposia. In the conference fees of these occasions 25 Euro per participant is included for that aim (not more than 10% of the fee). That implies that in many instances the institutional body that reimburses the participant's conference costs supports the Association and the professional development of its members.
2. The members' meeting can decide to introduce fees and determine the membership-fee. Notice of a proposal to introduce fees including the suggested amount must be given at least 20 days before the members' meeting. The decision to introduce fees must be taken by a majority of at least two thirds of the recorded valid votes, subject to the provision that a modification will be null and void if less than 20 voting members vote for it.
3. Donations are welcomed.
4. Income from advertisement (journal, website, conferences) is welcomed.

Paragraph 9: JOURNAL OF THE ASSOCIATION

1. The Executive Board may appoint the Chief Editor, and three to five associate editors for the journal after consultation with the editorial team. To grant international representativeness editors from at least four countries should be part of the team. The appointment is for a period of three years.
2. The Chief Editor will have an advisory function within the Advisory Board.

Paragraph 10: CONFERENCES, SYMPOSIA AND TRAINING SCHOOLS
1. The Association organizes bi-annual conferences. The EB invites members to obtain to organize such an event, and evaluates the bids in consultation with the AC. The EB appoints for each conference an international programme committee that supports the local organizers to establish the conference. The EB provides the software for registration and proposal submissions. The EB provides those who want to consider organizing such an event with the parameters of the bid book.
2. PhD-Pre-Conferences are part of the bi-annual conferences. They are organised by PhD-students of the Assocation with the support of the EB and the AC.

3. Each SIG should organize in the year between the conferences a small scale research symposium. The SIG may use the Association's conference software. Organization (announcements, calls, registration) is via the assocation's website.
4. The Association/SIGs can set up research schools; these schools (two to five days) may be organised next to SIG symposia or the Association's bi-annual conference.
5. The EB ensures the maintenance and improvement of the registration system and may use funds for this purpose.