

Journal of Immersion and Content-Based Language Education

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Call for contributions

Special Issue: 'Multilingual Foundations: Immersion and CLIL Approaches in Early Language Education'

Guest editors: Nils Jaekel, Anja Steinlen and Raul Azpilicueta Martinez

In an increasingly globalized world, the ability to communicate effectively across linguistic and cultural boundaries is more important than ever. As our societies become more diverse, it is crucial to examine how early language instruction can best support young learners in their journey toward becoming global citizens. This special issue seeks to explore the role of immersion and content and language integrated learning (CLIL) in fostering these critical skills among young language learners aged 3-12 in formal educational settings.

We invite submissions of original, unpublished empirical manuscripts that focus on **age of immersion or CLIL onset, CLIL exposure time, language learning outcomes, affective-motivational aspects, teacher education, curriculum design, assessment, multilingualism in CLIL, subject knowledge in CLIL, special educational needs in CLIL, and technology integration.**

This special issue aims to illuminate the complexities of early language instruction and its impact on cognitive and social development. It seeks to deepen our understanding of how immersion and CLIL can enhance language proficiency, and cognitive skills among young learners.

In addition, we are interested in exploring the role of **socioeconomic factors** and **learning environments** in shaping language learning experiences and outcomes. We also welcome evidence-based research on **innovative pedagogical strategies, intervention studies, and best practices** in immersion and CLIL contexts.

We are particularly interested in receiving proposals investigating CLIL in languages other than English as a target language.

We look forward to your contributions to this important dialogue. Together, we can work towards creating more inclusive, effective, and innovative language learning environments for our youngest learners. Please ensure that all submissions are original, unpublished works to uphold the academic rigor of the Journal of Immersion and Content-Based Language Education.

Planned initial timeline:

- Deadline for proposals by 15.12.2024
- Feedback for proposals (February 2025)
- Submission of the first draft to guest editors (June 30, 2025)
- Submission of final manuscripts (July 15, 2025)

The full timeline will be shared with the authors of selected abstracts in February 2025.

Should you be interested in submitting an abstract for the special issue, please send your abstract (250-300 words), and up to 5 keywords by 15.12.2024 to:

nils.jaekel@oulu.fi

Upon acceptance, papers should be between 7,000 and 9,000 words long, including references, tables, and figures. The paper should be written in APA style (7th ed.).

Please check out the Journal of Immersion and Content-Based Language Education's author guidelines at <https://benjamins.com/series/jicb/guidelines.pdf> for further requirements.

This Special Issue is organized by members of ELLRA – Early Language Learning Research Association, which supports scholarly cooperation in early language learning research worldwide. Abstracts are welcome from members and non-members.

For more information about ELLRA please visit the association's website: <https://ellra.org/>