



Call for Papers  
Learning and Instruction  
Special Issue on the Role of Multilingualism in Content and Language  
Integrated Learning Classroom Context

Learning and Instruction is soliciting submissions for a special issue entitled “The Role of Multilingualism in Content and Language Integrated Learning Classroom Context”. We are interested in empirical papers (not purely theoretical papers) that conceptualise multilingualism as a norm in CLIL classrooms. We are looking to publish a special issue that investigates and furthers our understanding of the dynamic pedagogical practices that aim to develop students’ learning of discipline-specific knowledge and enhance their ways of thinking within the specific disciplines. We also encourage contributions that conceptualise language from a translanguaging perspective as a multilingual, multi-semiotic, multisensory, and multimodal resource for sense- and meaning-making and investigate how our understanding of translanguaging as pedagogical strategies can advance the field of CLIL education. The scope of the papers may include (but not limited to) the following topics:

1. The effective use of multilingual practices or translanguaging in CLIL classrooms.
2. Designing multilingual CLIL assessments.

**Guest editors:**

Prof. Kevin W. H. Tai

Faculty of Education, The University of Hong Kong, Hong Kong  
[kevin.tai@hku.hk](mailto:kevin.tai@hku.hk)

Prof. Elizabeth Ka Yee Loh

Faculty of Education, The University of Hong Kong, Hong Kong  
[ekyloh@hku.hk](mailto:ekyloh@hku.hk)

Prof. Wei Li

IOE, UCL’s Faculty of Education and Society, University College London, London, United Kingdom  
[li.wei@ucl.ac.uk](mailto:li.wei@ucl.ac.uk)



### **Special issue information:**

Learning and Instruction is soliciting submissions for a special issue entitled “The Role of Multilingualism in Content and Language Integrated Learning Classroom Context”. Content and Language Integrated Learning (CLIL) is a growing phenomenon in the world, taking place in primary and secondary schools and tertiary institutions. CLIL is defined as 'an educational approach in which various language-supportive methodologies are used which lead to dual-focused form of instruction where attention is given both to the language and the content' (Coyle et al., 2010: 3). CLIL can also be understood as an umbrella term which includes different variants of multilingual programmes which employ L2 as the medium of instruction for content subjects. Immersion, Content-Based Instruction and English-Medium-Instruction can be seen as variants of CLIL (Lo, 2015).

In the field of education, there has been a tendency to conceptualise languages as separated and bounded entities. This perspective has shaped the early definition of multilingualism and it promotes the ideology of monolingual norm. Multilinguals were considered as deficient and lacking language competence, as implied by the notions of non-native speakers (e.g. Cook, 1999), interlanguage (Selinker, 1972) and fossilisation (Selinker, 1974). These notions refer to the multilinguals' incomplete and incorrect linguistic usage. The monolingual perspective of multilingualism has been criticised by sociolinguists who provide a different view of understanding multilingualism. As Li (2018) argues, rather than perceiving what languages multilinguals know or not know, researchers should focus on how different languages, and multimodal resources, which are known by the multilinguals, can be useful resources for learning. The recent conceptualization of 'translanguaging' in the field of Linguistics goes one step further and emphasizes the importance for classroom participants to mobilise linguistic and other multimodal and multi-semiotic resources beyond the conventional boundaries (between named languages, and between language and other semiotic systems) to make discipline-specific knowledge accessible and cater for the different needs of all students in the classroom (e.g. Tai and Li, 2020; 2021a; 2021b; 2021c; Tai, 2022).

Although there are a growing number of research studies have explored the benefits of multilingualism in multilingual educational contexts (e.g. Allard, 2017; Creese and Blackledge, 2010), there remains a lack of research investigating the role of multilingualism in CLIL classroom context. With the contribution of leading scholars in the field of multilingualism and CLIL, the focus of the special issue is to study how teachers and students draw on their diverse multilingual and multimodal resources to facilitate the teaching and learning of content knowledge and linguistic knowledge in CLIL classrooms. These resources encompass a range of available linguistic repertoire, registers, body language, visuals and other modes of communication.

We are interested in empirical papers (not purely theoretical papers) that conceptualise multilingualism as a norm in CLIL classrooms. We are looking to publish a special issue that investigates and furthers our understanding of the dynamic pedagogical practices that aim to develop students' learning of discipline-specific knowledge and enhance their ways of thinking within the specific disciplines. We also encourage contributions that conceptualise language from a translanguaging perspective “as a multilingual, multi-semiotic, multisensory, and multimodal resource for sense- and meaning-making” (Li, 2018) and investigate how our understanding of translanguaging as pedagogical strategies can advance the field of CLIL education. The essential criteria in the review and selection process concern the analytical rigor of the study and its focus on the role of multilingualism in CLIL learning and instruction. The scope of the papers may include (but not limited to) the following topics:



- The effective use of multilingual practices or translanguaging in CLIL classrooms. Studies can investigate how teachers and students can strategically and appropriately draw on their available modal resources in order to construct meanings in CLIL classrooms.
- Designing multilingual CLIL assessments. Studies can investigate issues related to how CLIL assessments can enable students to mobilise multilingual and multimodal resources to illustrate their discipline-specific knowledge in assessments.
- CLIL teacher professional development in multilingualism. Research studies can potentially investigate how professional development sessions in multilingualism can help CLIL teachers in altering and broadening their views on their pedagogical practices. Authors can also explore the effects of teachers' professional training on students' development of content knowledge and linguistic knowledge in CLIL classrooms.

#### **Manuscript submission information:**

As an international, multi-disciplinary, peer-refereed journal, Learning and Instruction provides a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. This 2023 Open Call for a Special Issue of Learning and Instruction solicits high-quality proposals that will be evaluated in a highly competitive procedure. For any inquiries about the appropriateness of contribution topics, please contact Prof. Kevin W. H. Tai at [kevin.tai@hku.hk](mailto:kevin.tai@hku.hk).

The journal's submission platform (Editorial Manager®) is now available for receiving submissions to this Special Issue. Please refer to the Guide for Authors to prepare the manuscript and select the article type "VSI: Multilingualism in CLIL" when submitting your manuscript online. Both the Guide for Authors and the submission portal can be found on the journal Homepage here: <https://www.elsevier.com/journals/learning-and-instruction/0959-4752/guide-for-authors>.

Interested authors are asked to submit

- a) the manuscript title and an abstract of up to 500 words (excluding references and tables), and
- b) a short bio of authors (150 words maximum per author) to the Guest Editors.

Abstracts will be reviewed, and selected authors will be invited to submit a full manuscript for consideration for inclusion in the special issue.

#### **Manuscript Submission Information**

- Call for abstracts: November 2022
- Abstracts due to Guest Editors: 1st of February 2023
- Invitations to submit full manuscripts: 31st of March 2023
- Completed manuscript submitted: 30th of September 2023

All submissions deemed suitable to be sent for peer review will be reviewed by at least two



independent reviewers. Once your manuscript is accepted, it will go into production, and will be simultaneously published in the current regular issue and pulled into the online Special Issue. Articles from this Special Issue will appear in different regular issues of the journal, though they will be clearly marked and branded as Special Issue articles.

Here is an example: <https://www.sciencedirect.com/journal/science-of-the-total-environment/special-issue/10SWS2W7VVV>

What is a VSI (Virtual Special Issue):

Upon its editorial acceptance, articles submitted to a VSI will go into production immediately. It will be published in the latest regular issue while simultaneously being presented on the Special Issue webpage. The regular issues will mark and brand the Special Issue articles.

#### References:

Allard, E. 2017. 'Re-examining teacher translanguaging: An ecological perspective'. *Bilingual Research Journal* 40: 116-130.

Creese, A. and A. Blackledge. 2010. 'Translanguaging in the bilingual classroom: A pedagogy for learning and teaching'. *Modern Language Journal* 94: 103-115.

Coyle, D., P. Hood., & D. Marsh. 2010. *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.

Lo, Y. Y. 2015. 'How much L1 is too much? – Teachers' language use in response to students' abilities and classroom interaction in CLIL'. *International Journal of Bilingual Education and Bilingualism* 18: 270-288.

Cook, V. 1999. 'Going beyond the native speaker in language teaching'. *TESOL Quarterly* 33 (2): 185–209

Selinker, L. 1972. 'Interlanguage'. *International Review of Applied Linguistics* 10: 209– 31.

Selinker, L. 1974. 'An error in error analysis'. *Language Learning* 8 (24): 23-28.

Li, W. 2018. 'Translanguaging as a Practical Theory of Language'. *Applied Linguistics* 39: 9-30.

Tai, K. W. H. and Li, W. 2020. 'Bringing the outside in: Connecting students' out-of-school knowledge and experience through translanguaging in Hong Kong English medium instruction mathematics classes'. *System* 95: 1-32.

Tai, K. W. H. and Li, W. 2021a. 'Constructing playful talk through translanguaging in the English medium instruction mathematics classrooms'. *Applied Linguistics* 42 (4): 607-640.

Tai, K. W. H. and Li, W. 2021b. 'Co-learning in Hong Kong English medium instruction mathematics secondary classrooms: A translanguaging perspective'. *Language and Education* 35 (3): 241-267.



Tai, K. W. H. and Li, W. 2021c. 'The affordances of iPad for constructing a technology-mediated space in Hong Kong English medium instruction secondary classrooms: A translanguaging view'. *Language Teaching Research*. Epub ahead of Print.

**Keywords:**

Multilingualism; Content and Language Integrated Learning; Translanguaging; Discipline-Specific Language

Learn more about the benefits of publishing in a special issue: <https://www.elsevier.com/authors/submit-your-paper/special-issues>

Interested in becoming a guest editor? Discover the benefits of guest editing a special issue and the valuable contribution that you can make to your field: <https://www.elsevier.com/editors/role-of-an-editor/guest-editors>