

English as a Foreign Language International Journal (EFLIJ): Special Issue

Call for Papers (September 2024)

Multilingualism, Multiculturalism and English Language Education: New Challenges, Needs and Opportunities

Introduction

English as a Foreign Language International Journal (EFLIJ) <https://www.academics.education/eflij/> is a fully peer-reviewed international journal. It provides Open Access quarterly issues serving the EFL/ESL academic community with no author fees. *EFLIJ* publishes quality papers which contain a diversity of content, original insights and up-to-date practical and theoretical knowledge. For its September 2024 issue, a special edition is planned on multilingualism, multiculturalism and English language education with a focus on new challenges, needs and opportunities.

Multilingualism, linguistic and cultural diversity are closely related to globalisation, increasing transnational mobility and refugee populations. It is important to highlight multilingualism and multiculturalism in English language educational settings, to increase awareness and recognition of linguistic and cultural diversity at individual and societal levels, and to take historical, ideological, social, economic and political factors into consideration, as well as language policy and the diverse language practices of teachers and students. Multilingual and multicultural education presupposes not only classroom participants' proficiency in several languages, but also their knowledge and understanding of language acquisition processes, theoretical and pedagogical models, approaches to the development of multilingual competence, teaching and learning strategies, language and content integration, and language policies and ideologies related to language teaching and language use.

Aims and Scopes

The aim of this special issue is to address important research questions in the area of multilingual and multicultural English language teaching. Submissions are invited into the following themes of linguistically and culturally diverse EFL/ESL pedagogy, but are not limited to, the following topics:

- Multilingualism and Multiculturalism in Language Teaching
- A mixed-method approach to investigating EFL Teachers' Views on Multilingualism
- Teaching Culture and Interculturality in ESL
- Teachers' Challenges and Needs
- Intercultural Communicative Competences in English classes
- Translanguaging and Development of Plurilingual Competence
- Translanguaging as a Resource in Teaching
- Mother Tongue Instruction
- (Family) Language Policy and Translingualism
- Globalisation, Language and Culture:
- Multilingual Families, Mother Tongue Education and Translingual Practice
- Language Policy, Multilingualism and English Mediated Instruction
- Teaching in Cultural and Linguistic Diverse classrooms
- Community-based curriculum
- Multilingualism, Language Contact and Linguistic Diversity

- Fostering multilingual learning in minority contexts
- Multilingual Awareness in Language Teacher Education
- Internal and External Factors Affecting Language Teaching
- Teachers' Perceptions of Teaching in Multilingual Classrooms

Important Dates

- 1st January 2023: Start of abstract submission
- 1st March 2023: Deadline for abstract submission
- 1st May 2023: Notification of abstract results
- 1st October 2023: Full paper submission
- 1st December 2023: Notification of full paper results
- 15th June 2024: Final paper submission

Submission Guidelines

Abstract submission in English

- Title of the paper (Times New Roman 16)
- Full name(s) and affiliation of the author(s)
- An abstract of 300 words in English
- Full manuscripts should be limited to 6,000 words in English including references.
- Text: Times New Roman font 12
- Within a paragraph: no spacing
- The corresponding author's e-mail address
- Keywords (maximum 4 words)

NB:

- Please email your abstract as an attachment in Word document or any inquiries to **Dr. Sviatlana Karpava** karpava.sviatlana@ucy.ac.cy
- All submitted manuscripts will be anonymously peer reviewed.
- Full paper submission will be invited *after* review of the submitted abstract.

Guest Editor

Dr Sviatlana Karpava, University of Cyprus