CALL FOR PAPERS

Journal of Immersion and Content-Based Language Education: Special Issue Fall 2021

As guest editors of a Special Issue of the Journal of Immersion and Content-Based Language Education (JICB), Fred Genesee and Diane J. Tedick invite you to submit proposals on the following topic:

Student diversity and content-based language education: Issues and perspectives

The JICB journal is international and multidisciplinary in nature and welcomes submissions of the highest quality that report on empirical research and discuss professional issues that can push the field forward. The aim of this Journal is to disseminate research on and broaden understanding of language immersion programs and other types of content-based language education programs that are subject matter-driven and subject matter-accountable, such as Content and Language Integrated Learning (CLIL) programs in Europe and elsewhere. The journal provides a forum for research and discussion on immersion and content-based programs as well as research on new initiatives within the broad field of content-based language education.

About this Special Issue:

Authors are invited to submit proposals focusing on the suitability and feasibility of content-based language education, including immersion and other intensive forms of instruction in which subject matter is taught through more than one language, for diverse students. Diversity could include, among others, students from disadvantaged socio-economic backgrounds or from minority cultural groups, students with indigenous language/cultural identities, students who speak a minority language, or students with other background and personal characteristics that distinguish them from mainstream students in the school population. Diversity also includes students who are at-risk for difficulties in school because of a developmental disorder, such as developmental language disability, reading disability, Down Syndrome or Autism. Also of interest are manuscripts related to equity and inclusion of any of these kinds of learners. Any manuscript submitted should 1) be original, and 2) not previously published or under review elsewhere. Submissions could report empirical evidence, discuss relevant theoretical issues, or describe practical or professional issues related to curriculum, policy, teacher professional development, assessment, or other related topics, in the context of immersion or other intensive content-based language programs.

This Special Issue endeavors to:

• disseminate research on the suitability and/or feasibility of intensive content-based language education, such as immersion, for students with diverse backgrounds and, in particular, for students whose personal, social, cultural or educational profile represents challenges in mainstream education;
• discuss the implications of current research on the effectiveness and feasibility of intensive content-based programs for students who might be considered at-risk for difficulties in school; disseminate theoretical, conceptual, or professional points of view about content-based language education programs to the broader education community;
• provide an empirically-grounded and theoretically-sound basis for the development of ethical policies that enhance access to content-based language education for all students.
GUIDELINES FOR SUBMISSION OF PROPOSALS AND PREPARATION OF MANUSCRIPTS

Submission of abstracts

- Abstracts of Proposals should be submitted by email attachment to the Special Editors Fred Genesee (fred.genesee@mcgill.ca) and Diane J. Tedick (djt@umn.edu).
- Please be aware that selection of the proposal does not always guarantee publication.

What information should be included in the abstract proposal?

- Name of Author(s), affiliation(s) and e-mail address(es).
- Brief description of the theoretical, professional or empirical issues under discussion in the proposed article, including its relation to previous research and/or theory and its implications for educational policy and practice with respect to student diversity and content-based language education.
- Maximum of 350–400 words

Important dates (negotiable with Journal Editors and co-editor)

- submission of abstract: February 1, 2020
- notification of decision to accept or reject proposal: Feb. 15, 2020
- submission of first draft to editors: May 15, 2020
- distribution of feedback from editors on first draft: June 15, 2020
- submission of revised ms: Sept. 1, 2020
- feedback from external reviewers: Oct. 30, 2020
- submission of revised ms: Dec. 31, 2020
- feedback on revised ms: Feb. 15, 2021
- submission of final ms: Apr. 30, 2021
- Special issue to appear: Nov. 2021

Regarding the nature of the full paper if your abstract is accepted & submission deadlines:

- 7,000 to 8,000 words inclusive of notes and references
- Each article will be subject to independent, anonymous review in addition to review by the guest editor(s)
- Deadline for submission of the first version of the full manuscript: May 15, 2020
- Initial screening by guest editor(s) before distribution to external reviewer: June 15, 2020
- Submission of revised manuscript to be sent to external reviewer: Sept. 1, 2020
- Submission of revised manuscript for final review and editing: Apr. 30, 2021
- Scheduled publication of final special issue: Nov. 2021

For further information on the journal’s submission guidelines please visit: http://www.benjamins.com/#catalog/journals/jicb/main