

# CALL FOR PAPERS

## Edited Volume: International Perspectives on Teacher Development for Content and Language Integration

**\*\*\*\*\*Proposals due September 15, 2020\*\*\*\*\***

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Language programs that are subject-matter driven, such as immersion or bilingual programs (French immersion in Canada, Spanish/English dual language programs in the US, Swedish immersion in Finland, etc.) and other content-based language teaching programs like CLIL – content and language integrated learning – in Europe and elsewhere, are growing in popularity around the world (e.g., Tedick, 2015; Mehisto & Genesee, 2015; Pérez-Cañado, 2016; Smala, 2012). The crux of such programs is content and language integration. Teachers in these contexts need to teach content while at the same time being attentive to the language learning needs of students as they learn academic subject matter content through the medium of a new or additional language (e.g., Cammarata & Haley, 2018; Cammarata & Tedick, 2012; Coyle et al., 2010; Cross, 2016; Fielding & Harbon, 2017; He & Lin, 2018; Llinares et al., 2012; Lyster, 2007; Morton, 2016; Nikula et al., 2016; Ó Ceallaigh et al., 2017; Ó Ceallaigh et al., 2018; Tedick & Lyster, 2020).

Decades of research on such programs have generally established positive student outcomes related to academic achievement and first language development (e.g., Björklund, 2019; Fielding & Harbon, 2020; Genesee, 1987; Genesee & Lindholm-Leary, 2013; Lindholm-Leary & Genesee, 2014; Steele et al., 2017; Thomas & Collier, 2012). Moreover, studies have shown that student development of the second (or new/additional) language (L2) in such programs surpasses that of students studying language in traditional settings wherein language itself is the object of study (e.g., Genesee, 1987). Nevertheless, student L2 development in immersion and CLIL programs has been found to be lacking with regard to grammatical accuracy, syntactic complexity, lexical specificity and variety, and sociolinguistic appropriateness (e.g., Dalton-Puffer, 2007; Harley, 1994; Lyster, 2007, for review; Mougeon et al., 2010; Tedick & Young, 2016; Turner, 2019). As a result, there is growing interest in identifying instructional practices for immersion and CLIL contexts that will allow students to achieve high levels of proficiency in the L2, which are important not only for the sake of greater accuracy but also for enhancing students' ability to engage with the type of complex language that is central to academic literacy and content learning (Lyster, 2018). It is also important to consider how both program languages are used by the teacher in the classroom (Turner & Fielding, 2020) and how such language use practices may inform implications for teacher development. The bottom line is that teacher preparation and professional development play a critical role in the continued success of content-based language teaching programs (Lyster & Ballinger, 2011).

Integrating language and content is an exceptionally challenging task for educators to accomplish in program design and implementation as well as in their classroom instructional practices. Both pre-service teacher preparation and in-service teacher development programs focused specifically on immersion and CLIL are being developed. Although there is a growing body of research in this area, significant gaps remain "on a wide variety of topics relating to teacher development" (Tedick & Wesely, 2015, p. 36) in immersion and CLIL, including the topic of content and language integration. Teacher preparation and professional development promise to be more effective if they draw upon empirical research and engage teachers in reflecting on the challenges they face while providing them with the unique knowledge and pedagogical skill set needed to teach academic content through a language their students are still learning. To that end, the primary goal of this edited volume is to provide a forum for sharing empirical research and for inviting further discussion of approaches to teacher preparation/development that embed a focus on content and language integration.

The volume's editors invite submissions of the highest quality that present original research on pre-service teacher preparation or in-service professional development that emphasizes content and language integration for immersion, CLIL, and other content-based language teaching contexts. We invite work representing a wide range of international contexts including the following:

- teacher preparation or professional development for immersion, bilingual, dual language, Indigenous language revitalization immersion, CLIL, and other content-based language teaching contexts;
- primary, secondary, and tertiary settings;
- quantitative, qualitative, and mixed methods approaches.

Each manuscript will be subject to independent, anonymous external review in addition to review by the editors. Interested scholars should note that selection of the initial abstract does not guarantee inclusion of the full paper in the volume. Note also that Multilingual Matters has expressed initial interest in the volume, but will be unable to render a final decision until the volume's final contents and contributors have been determined.

## **GUIDELINES FOR SUBMISSION OF ABSTRACTS AND PREPARATION OF MANUSCRIPTS**

### ***Submission of abstracts***

- Abstracts should be submitted by email attachment to the lead co-editor:
  - Susan Ballinger – [susan.ballinger@mcgill.ca](mailto:susan.ballinger@mcgill.ca)

### ***Information for the abstract***

- Name of Author(s), affiliation(s) and e-mail address(es).
- Brief description of the empirical work, including its relation to previous research and/or theory and its implications for teacher education policy and/or practice.
- Maximum of 500 words (not including references)

### ***Timeline***

- submission of abstract: September 15, 2020
- notification of decision on abstract: October 31, 2020
- submission of full manuscript to editors: May 1, 2021
- distribution of feedback from editors and external reviewers on first draft: August 15, 2021
- submission of revised manuscript: November 1, 2021
- as needed, feedback on revised manuscript: January 1, 2022
- submission of final manuscript: March 15, 2022
- Submission of book manuscript to publisher: June 15, 2022

### ***Guidelines for the full paper:***

- 7,000 to 8,000 words inclusive of notes and references
- Use APA publication style (7<sup>th</sup> edition)
- Figures and tables should be in black & white with high resolution and should be presented within the text (not at the end)

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