 Title (Edited Volume):
'Multilingualism, Multiculturalism and Inclusive Education'

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Multilingualism, linguistic and cultural diversity are closely related to globalisation, increased transnational mobility and increasing refugee populations (Cenoz & Gorter, 2015; Jaspers et al., 2010; Phipps, 2019). According to Wernicke et al. (2021), it is important to pay attention to multilingualism and multiculturalism in 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 (Choi & Ollerhead, 2018; Douglas Fir Group, 2016).

Multilingual education presupposes not only the teachers' proficiency in several languages (Nunan & Lam, 1998), but also their knowledge and understanding of language acquisition processes, theoretical and pedagogical models, approaches focused on the development of multilingual competence (Hammond, 2014), teaching strategies, language and content integration (Palincsar & Schleppegrell, 2014), and language policies and ideologies related to language teaching and language use (Flores & Rosa, 2015; Kubota & Lin, 2009).

Students' linguistic abilities have been valorised based on the language policies of the Global North, which views language knowledge in relation to the market, customisation and entrepreneurial skills (Flores, 2013; Haque & Patrick, 2015; Kubota, 2016). It should be noted that not all educational approaches support immigrant and minority language students from diverse linguistic backgrounds, as they consider their multilingualism and multiculturalism to be a barrier to teaching and learning. Thus, they implement exclusionary/marginalisation practices and policies for minority/immigrant students (van Avermaet et al., 2018; Ball & Bernhardt, 2012; Barakos & Selleck, 2019). At the same time, elite bilingualism and immersion and/or foreign language classes for prestigious languages (such as French and English) that are considered to be useful for higher education and career prospects are promoted (see Yoon et al., 2018, for reports on Canada, and De Costa, 2019; Rosa, 2016, for reports on the USA).

Recent research on multilingualism and language education has mainly been conducted with a focus on the learning and teaching of the English language, or in English-speaking contexts (Burns & Siegel, 2018; Farrell, 2015; Levine et al., 2014; Lucas, 2011; Matsuda, 2017). Such research has examined students' perspectives (Abello-Contesse et al., 2013) or teachers' views regarding heterogeneous classrooms (Arias & Fee, 2018; Kalan, 2016), translanguaging (Paulsrud et al., 2017) and language policies pertaining to multilingual contexts (Hornberger, 2003). Previous research on teacher

training and education has emphasised teachers' leadership and identity (Palmer, 2018; Trent et al., 2014), professionalism (Jones & O'Brien, 2014), pedagogical knowledge and majority language instruction (Becker-Mrotzek et al., 2017; Hüttner et al., 2012; Tedick, 2005), the development of language skills (Ahmed et al., 2011), and linguistic diversity, equity, equality and inclusion (Brisk, 2008).

Messner et al. (2016) investigated teachers' needs and demands with regard to teaching in multilingual contexts in Europe, as well as social inclusion and intercultural communication, and their training and preparation for the challenges they encounter in real-world linguistically and culturally diverse classrooms and mobility programmes. Mejía and Hélot (2011) examined the role of power, identities, language policies and instructional practices in multilingual settings worldwide, while Wernicke et al. (2021) addressed the issue of teacher education programmes in multilingual contexts in various countries, and took historical, ideological and contextual factors into consideration.

The present edited volume aims to focus on multidisciplinary approaches to multilingualism, multiculturalism and inclusive education at (pre)primary, secondary and tertiary levels, to address both top down and bottom up perspectives on language education policies, teacher training and preparation, needs and challenges related to education in multilingual classrooms, the relationship between parents and educators, linguistic and cultural diversity in classrooms, social cohesion and social justice in education, cognitive, personal and social well-being of the students.

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Recommended Topics:

- Multilingualism, Multiculturalism and Teacher Training
- Critical Language Awareness
- Inclusive Education
- Teaching English as a Foreign Language (EFL)
- Teachers, Parents and Students' Perceptions of Multilingual Education

- Critical Digital Literacy Development
- Multiliteracy and Multimodality
- Multilingual Linguistic Landscape and Teaching
- Teaching Methods, Approaches and Techniques in Multilingual Classrooms
- Translanguaging, Teaching and Learning
- Linguistic and Cultural Diversity in Multilingual Classrooms
- Language Education Policy and Planning
- Family Language Policy, Language Maintenance and Education
- Bilingualism, Bi(dia)lectalism and Education
- Minority, Immigrant Communities and Language Education
- Community/ Heritage Language Education
- Intercultural Communication
- Plurilingualism at the Individual, Societal and (Teacher) Education Levels
- Reflection and Continuous Professional Development
- Multilingualism, Linguistic and Cultural Identity
- Equity, Equality and Social Justice in Education
- Theoretical Frameworks and Approaches to Multilingualism and Language Teaching

(Provisional) Table of Content/Topic Coverage*
(Topics are tentative and can be negotiated with the editor)

Introduction
This chapter will be devoted to the overview of the current research related to the topic of multilingualism, multiculturalism and inclusive education. It will present the themes of the edited volume and its chapters.

Part I: Theoretical and Practical Approaches to Multilingualism/Multilingual Education
Chapter 1: *Diverse Disciplinary Approaches to Multilingualism and Plurilingualism*
Chapter 2: *Multilingualism at the Individual, Societal and (Teacher) Education Levels*
Chapter 3: *Multilingualism, Language Contact and Linguistic Diversity*
Chapter 4: *Multilingualism: Language Policy and Education*
Chapter 5: *Multilingualism: Language Teaching and Learning*
Chapter 6: *Multilingualism and Language Ideologies*

Part II: Multilingualism and Multiculturalism: Teacher Training and Education
Chapter 7: *Teachers' Perceptions of Teaching in Multilingual Classrooms*
Chapter 8: *Linguistically/Culturally Diverse classrooms: Teachers' Challenges and Needs*
Chapter 9: *Translanguaging as a Resource in Teaching*
Chapter 10: *Multilingualism and Critical Digital Literacy*
Chapter 11: *Online Teaching and Assessment in Multilingual Classrooms*
Chapter 12: *Reflection and Continuous Professional Development*

Part III: Top Down and Bottom up Approaches to Multilingualism and Multiculturalism
Chapter 13: *Teachers, Parents and Students' Perceptions of Multilingual Education*
Chapter 14: *The Link between Home and School regarding Multilingual Education*

Chapter 15: *Community/Heritage Language Education*
Chapter 16: *Inclusive Education and Social Justice*
Chapter 17: *Institutional and Discursive Multilingualism*
Chapter 18*: Micro and Macro Levels of Multilingualism and Education*

Important dates:
15 May, 2022: Proposal Submission Deadline
15 June, 2022: Notification of Acceptance
15 November, 2022: Full Chapter Submission
15 January, 2023: Review Results Returned
15 February, 2023: Final Acceptance Notification
15 March, 2023: Final Chapter Submission

Submission Guidelines Prospective contributor/s can email their proposal/abstract to the editor **Dr Sviatlana Karpava** (karpava.sviatlana@ucy.ac.cy) not later than 15 May 2022. The proposal (Chapter abstract) should be limited to 250-300 words and should include:
a) Chapter title and specific mention of category/Part (I, II or III) your proposal should be considered for;
b) Background to the study, contextualisation of topic/research problem/research question(s), research aims/objectives, methodology and findings; and
c) Author(s)' short biography (max. 100 words) and contact information (name, affiliation, address, and email).

If accepted, full contributions are expected to be a maximum of 7000 words including references.
All contributions should be submitted in MS Word format and have to be original, unpublished, and not submitted elsewhere for publication.

CHAPTER SELECTION AND REVIEW STATEMENT
A *double-blind peer review process* will be used for all full contributions. Authors are asked to avoid any form of author identifications in the body of the manuscript, including self-identifying citations and references (in their first submission). The authors must provide a separate title page with author/s details. The authors will be responsible after the review process is completed to reinsert self-identifying citations and references for final submission.