

OPEN CALL

**Thematic issue on transitions in plurilingual education in the international open access journal
Nordic Journal of Language Teaching and Learning (NJLTL), Vol. 12 No 1, 2024**

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This special issue invites contributions from all those engaged in research and practice in plurilingual education in the Nordic countries and beyond. Articles may be written in Norwegian, Danish, Swedish, English, French, German, and Spanish.

In this special issue, we are particularly interested in contributions on plurilingual education focusing on transitions, progressions, and disruptions between pre-primary, primary, secondary, and tertiary education (vertical transitions). Furthermore, contributions could analyze and discuss the potential and the challenges associated with the transition between plurilingual education in formal and non-formal contexts and the integration of home languages (horizontal transitions).

Five sub-themes will set the context for the submission of abstracts. They are structured based on a specific level of investigation, going from the nano, micro, meso, and macro levels to the supra level.

Sub-theme 1 – the individual learner (nano level)

This sub-theme concerns transitions, continuity, and disruptions across educational levels and learning contexts from the perspective of individual experiences of learning from early childhood to adulthood, and lifelong (autonomous) personal development.

Sub-theme 2 – the class, the group, the teaching sequence, the teacher (micro level)

This sub-theme explores transitions, continuity, and disruptions across educational levels and learning contexts at the micro level. How are these taken into account by language educators and teachers of other subjects, in learning/teaching resources and in learning assessment?

Sub-theme 3 – the institutions, e.g., kindergarten, schools, universities (meso level)

This sub-theme looks at transitions, continuity, and disruptions across educational levels and learning contexts at the meso level. How are these taken into account by institutions?

Sub-theme 4 – educational system, state, region (macro level)

This sub-theme investigates transitions, continuity, and disruptions across educational levels and learning contexts at the macro level. How are these taken into account by the national or regional education system?

Sub-theme 5 – international, comparative perspectives (supra level)

This sub-theme focuses on transitions, continuity, and disruptions across educational levels and learning contexts at the supra level. How are these taken into account by international reference instruments and in international comparative studies?

You can find more guiding questions for each subtheme in the call for papers of the 10th International Conference of the Education and Linguistic and Cultural Diversity Association (EDiLiC): <https://engerom.ku.dk/english/calendar/10th-international-conference-of-the-association-edilic/>
Please note that the submission of abstracts is open to all and not limited to conference attendees.

The Nordic Journal of Language Teaching and Learning has two sections:

The first section contains **double-blind, peer-reviewed articles presenting a theoretical framework and/or results of empirical research**. The typical length of an article is between 6000 and 7000 words (including the bibliography), not including a 60-word biography of each author and an abstract of 150-250 words. **For section 1, the editorial board will select a maximum of 15 abstracts from the proposals** that have been submitted and invite the authors to provide full papers to NJLTL, after which the papers will undergo the usual peer review and editorial treatment.

The second section features **shorter articles of general interest** such as contributions from educators and students about hands-on experiences in the classroom, book reviews, opinion pieces, lectures, and professional development reports. **The contributions in this section are editorially reviewed and are not sent for external review**. Items for the second section are normally under 2000 words.

For section 2, the editorial board will select a maximum of 10 abstracts from the proposals that have been submitted and invite the authors to provide full papers to NJLTL, after which the papers will undergo editorial treatment.

Submitting your abstract:

Please, submit your abstract by 1 February 2023 to: edilic2023@hum.ku.dk

When submitting your abstract, we ask you to include:

- The section (see description above)
- The subtheme (see description above)
- Authors' names, affiliations, and email addresses,
- A 60-word biography of each author,
- The title of your proposed article,
- Up to six keywords,
- An abstract of the article (450-550 words),
- A bibliography.

If your article is to be published in the journal's first section, your abstract should present your research questions, your theoretical framework and, if you present results of empirical research, your methodological approach.

Important dates:

- Call published: 15 December 2022
- Deadline for submissions of abstracts: 1 February 2023
- Final decision on accepted abstracts: 15 March 2023
- Deadline for submission of articles: 1 December 2023
- Peer-review sent to authors: 1 February 2024
- Articles revised and sent to editors: 1 April 2024
- Thematic issue published: June 2024