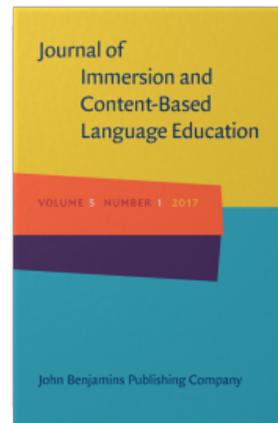


# CALL FOR PAPERS



## ***Journal of Immersion and Content-Based Language Education*** **Special Issue Fall 2019**

As guest editors of a Special Issue of the *Journal of Immersion and Content-Based Language Education (JICB)*, we invite you to submit proposals on the following topic:

### **Teaching, Learning and Scaffolding in CLIL science classrooms**

The *JICB* is international and multidisciplinary in nature and welcomes submissions of the highest quality that report on empirical research and offer theoretical perspectives that can push the field forward. The aim of the *JICB* is to disseminate research on 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, bi- & multilingual education, sheltered ESL, language across the curriculum, subject matter-driven minority, heritage and Indigenous language education, and English-medium instruction (EMI). The journal provides a forum for research on well-established immersion and content-based programs as well as research on new initiatives within the broad field of content-based language education/CLIL.

#### **About this Special Issue:**

Authors are invited to submit proposals focusing on the teaching and learning processes in CLIL science classrooms at any educational level and in any CLIL context, including language immersion programs. Any manuscript submitted should be original and not have been previously published or currently be under review elsewhere.

#### ***This Special Issue endeavors to:***

- collect and disseminate empirical evidence for effective approaches to the integration of content and language learning in different kinds of CLIL science classrooms to better support CLIL learners;
- cover a wide range of topics within the context of CLIL science teaching, such as CLIL science pedagogy, classroom discourse, use of L1 and L2 (or translanguaging), use of multimodalities, only to name a few;
- identify important implications for future research on the teaching and learning processes in science and other content subjects within CLIL contexts.

## Important deadlines:

### ***Abstract submission deadline: September 1<sup>st</sup>, 2017***

- Proposal abstracts should be submitted by email attachment to the guest co-editors Yuen Yi Lo (yuenyilo@hku.hk) and Angel M. Y. Lin (angellin@hku.hk)
- Notification of acceptance/rejection will be sent by **December 31<sup>st</sup>, 2017**.
- Please be aware that selection of the proposal abstract does not guarantee publication, as full manuscripts will be subject to blind review.

### ***What information should be included in the abstract proposal?***

- Name of author(s), affiliation(s) and e-mail address(es).
- Brief description of the CLIL education context being targeted, the study and its relevance to the special issue theme.
- Maximum of 350 words

### ***Regarding the nature of the full paper if the abstract is accepted:***

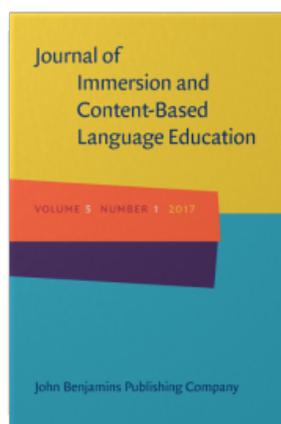
- Deadline for submission of the full manuscript: **June 1<sup>st</sup>, 2018**
- 7,000 to 8,000 words inclusive of notes, figures, tables, and references
- Each article will receive two independent blind reviews.

### ***Publication dates:***

- Manuscripts will undergo up to 2 review cycles, with final, revised manuscripts due in spring of 2019. The special issue will be published in fall 2019.

For further information on the journal's submission guidelines please visit:

<http://www.benjamins.com/#catalog/journals/jicb/main>



Best wishes,

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