

Special Issue

Learning and Teaching of English in the Multilingual Classroom: English Teachers' Perspectives, Practices, and Purposes

Message from the Guest Editors

This Special Issue aims to compile papers that examine English teachers' perspectives, practices, and purposes on the current challenges in linguistically diverse classrooms. Topics of interest include, but are not limited to, the following: early language learning, adult language learning, multilingual competence with English as an additional language, multilingual literacy in the English language classroom, pedagogical approaches to teaching English in multilingual contexts, translingual practices in multilingual English classrooms, multidisciplinary approaches to multilingual teaching the integration of mother tongue(s) in multilingual education, and multilingual assessment. We are particularly interested in a global perspective and welcome contributions from all geographical locations.

Guest Editors

Prof. Anna Krulatz

Dr. Georgios Neokleous

Dr. Eliane Lorenz

Deadline for manuscript submissions

closed (31 August 2021)



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About the Journal

Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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