

Special issue for the Nordic Journal of Comparative and International Education (NJCIE)

The image shows five stylized human figures standing in a row, holding hands. Each figure is composed of two main parts: a torso and limbs, and a head. The figures are colored as follows from left to right: 1. Green torso and limbs, purple head. 2. Red torso and limbs, purple head. 3. Light blue torso and limbs, white head. 4. Red torso and limbs, green head. 5. Blue torso and limbs, pink head. The figures are holding hands in a line, symbolizing unity and diversity.

1

Cross-linguistic discussions about teaching and learning of a second language increases awareness of the value of the Nordic language community both among language teachers and second language learners. Therefore, in addition to insights from international research and experiences, Nordic network building and knowledge sharing in the field of second language teaching and learning represents an added value to the continued development of the field both in the Nordics and beyond.

Expected audience

The outcomes will be highly relevant for both teacher educators and their students and will be made accessible to both educators and students but also constitute a resource for further research and network building both for researchers within the Nordic countries and in a global context.

Focus and Scope

For this special issue, we invite researchers to share research from the field of second language teaching and learning in the Nordic countries in a broad sense. The focus may be on language teaching and learning specifically, but also on organizational issues, policy issues and inclusion. All submissions should have an international outlook, relating national issues to create possibilities for new educational knowledge and practice development across national borders. We welcome contributions from different disciplines related to education and encourage interdisciplinary collaborations and the use of data from different countries.

Submissions may include some of the following themes:

- Second language policies across the Nordic countries
- Current issues in second language pedagogies i.e. translanguaging and inclusion
- Pedagogical innovation in language teaching and learning
- Pedagogical challenges in teaching students with limited or no previous schooling
- Teacher education regarding second language teaching
- Other related themes or extensions of these themes

Submission Guidelines

Interested authors are kindly requested to submit full manuscripts of papers for peer review by

May 15th 2026

Please ensure compliance with the [NJCIE Author Guidelines](#) in your submitted manuscript. Upon submission, please make a comment that the manuscript is considered for this special issue. Papers will be selected through an open call and undergo a double-blind review process.

The authors are encouraged to suggest two or three potential peer reviewers in their Cover letter. Accepted manuscripts will be published as soon as they are ready through the production phase.

Inquiries

Please direct all submissions and inquiries to the Special Issue Guest Editors:

Anna Ehrlin anna.ehrlin@mdu.se / **Ulrika Jepson Wigg** ulrika.jepson.wigg@mdu.se

References

- Cummins, J. (2021). *Rethinking the education of multilingual learners: A critical analysis of theoretical Concepts* (Vol. 19). Multilingual Matters.
- Emilsson Peskova, R., Lindholm, A., Ahlholm, M., Vold, E. T., Gunnþórsdóttir, H., Slotte, A., & Busch, S. E. (2023). Second language and mother tongue education for immigrant children in Nordic educational policies: Search for a common Nordic dimension. *Nordic Studies in Education*, 43(2), 128–144. <https://doi.org/10.23865/nse.v43.3982>
- Pinson, H., Bunar, N., & Devine, D. (2023). *Handbook of research on migration and education*. Edward Elgar Publishing.
- Rydell, M., Nyström, S., & Dahlstedt, M. (2023). Directing Paths into Adulthood: Newly Arrived Students and the Intersection of Education and Migration Policy. *Social Inclusion*, 11(4). <https://doi.org/10.17645/si.v11i4.6825>