

Call for Papers

Education for Sustainable Development (ESD) in Slavic Language Teaching

“Language learners can thus be enabled to create a sustainable world.” (UNESCO MGIEP, 2017, 159)

How can Education for Sustainable Development (ESD) be successfully integrated into Slavic language teaching, and how can this contribute to creating a sustainable world? Critical ecological awareness-raising is both the task and goal of both ESD and Global Citizenship Education (GCE)—educational concepts whose implementation as cross-cutting themes across all subjects and topics is recommended in the UNESCO Roadmap *#esdfor2030* (UNESCO, 2020). In foreign language teaching, sustainability can be addressed in various ways in the context of language, culture, and literature – the three pillars of foreign language teaching. The 17 United Nations Sustainable Development Goals (SDGs, cf. UN, n.d.), enshrined in the 2030 Agenda *Transforming our world* since 2015, provide a framework for this.

The manual *Textbooks for Sustainable Development: A Guide to Embedding* (UNESCO MGIEP, 2017) recommends the use of authentic texts and real-time engagement as well as language reflection for peace education, social justice, and identity formation in order to implement ESD in language teaching. To promote value awareness and critical thinking in the spirit of GCE, the manual suggests ecocritical reading and practising perspective-taking in literary-aesthetic learning. These recommendations provide inspiring starting points for language, literature, and media teaching concepts such as intercultural learning (Peskoller, 2022; Heiser et al., 2024), ecolinguistics (Fill, 2021), cultural-ecological literature didactics (Grimm & Wanning, 2016), cultural animal studies (Borgards, 2016) and plant studies (Stobbe, Kramer & Wanning, 2022) within the environmental humanities. The concept of the Anthropocene provides a transdisciplinary scientific framework for reflecting on human-nature relationships in a future-oriented way and for promoting environmental literacy in Slavic language teaching (Küchler, 2025). Within the cultural dimension of sustainability, a multi-perspective teaching approach opens up a wide range of possibilities for raising ecological awareness in foreign language teaching as well—“because every way of addressing a topic is always culturally mediated, i.e. based on certain patterns of perception, methods of cognition, knowledge bases and values” (Rippl, 2022, p. 38, translated from German; Meireis & Rippl, 2019).

The tenth issue of *DiSlaw* is dedicated to aspects of Education for Sustainable Development especially in the sense of cultural sustainability in Slavic language teaching. We invite to submit papers presenting current research results. Contributions may take the form of scientific-theoretical or theory-guided studies from teaching practice. Best practice examples encourage practical application of didactic models by specifying learning objectives, supplemented by tasks resp. teaching materials.

Possible topics for contributions include (the following list is not exhaustive):

- ecological learning in the context von ESD and GCE

- sustainability as an educational goal in schools and universities
- [Thema 1] cultural sustainability
- [Thema 2] ecocritical reading of e.g. Pushkin, Mickiewicz and Kundera
- ecocriticism of public language use
- [Thema 3] (ecolinguistic) analysis of ecological metaphors in the media
- [Thema 4] discourse-critical examination of representations of the climate crisis
- Futures literacy
- preservation of Slavic minority languages, etc.

Please send an **abstract** of no more than **250 words** (references not included) in one of the languages given below by **15th November 2025** to: redaktion-DiSlaw-Slawistik@uibk.ac.at. Please specify the language in **which** you intend to write your paper (cf. the list of possible languages below), add a **working title** and a short **biographical statement** (institutional affiliation, position/areas of work, research interests) to your abstract, and indicate the type of contribution¹ you intend to submit. The evaluation grid for abstracts and further information on the publication process can be found at the following link: <https://dislaw.at/ds/submission-info>.

The **full contribution** and an **abstract in English** must be submitted by **10th of February 2026** since the publication of the tenth issue of *DiSlaw* is scheduled for June 2026. Please note that both abstracts and full contributions will undergo a double-blind review process. Please refer to the following website for the expected length of contributions and the formal guidelines (templates, stylesheets, etc.) for their design: <https://dislaw.at/ds/submission-info>.

Possible languages of contributions are Bosnian, Croatian, English, German, Russian, Serbian, Slovenian, Ukrainian, and other Slavic languages upon consultation with the editors of this issue.

Previous issues can be viewed at <https://dislaw.at/ds/issue/archive>.

References

- Borgards, R. (ed.) (2016). *Tiere: Kulturwissenschaftliches Handbuch*. Metzler.
- Fill, A. (2021). Ökolinquistik: Wie uns Sprache von der Umwelt zur Mitwelt führen kann. In A. Mattfeldt, C. Schwegler & B. Wanning (eds.), *Natur, Umwelt, Nachhaltigkeit. Perspektiven auf Sprache, Diskurse und Kultur* (307–324). De Gruyter. (Sprache und Wissen, 51)
- Grimm, S. & Wanning, B. (eds.) (2016). *Kulturökologie und Literaturdidaktik. Beiträge zur ökologischen Herausforderung in Literatur und Unterricht*. V&R unipress.
- Heiser, I., Mikota, J. & Sudermann, A. (eds.) (2024). *Interkulturalität neu entdecken: fachwissenschaftliche und fachdidaktische Perspektiven auf Kinder- und Jugendliteratur*. Beltz Juventa. (Kinder- und Jugendliteratur. Themen – Ästhetik – Didaktik)
- Küchler, U. (2025). *Environmental Literacy and the Teaching of English*. Narr Francke Attempto.
- Meireis, T. & Rippl, G. (eds.) (2019). *Cultural Sustainability. Perspectives from the Humanities and Social Sciences*. Routledge.
- Peskoller, J. (2022) Interkulturelles Lernen als Grundlage nachhaltiger Bildung. Einblicke in eine Lehrwerkanalyse für das Fach Englisch. In C. Sippl & E. Rauscher (eds.), *Kulturelle Nachhaltigkeit lernen und lehren* (411–424). Studienverlag. (Pädagogik für Niederösterreich, 11) DOI: <https://doi.org/10.53349/oa.2022.a2.110>
- Rippl, G. (2022). Konzepte kultureller Nachhaltigkeit. In C. Sippl & E. Rauscher (eds.), *Kulturelle Nachhaltigkeit lernen und lehren* (33–51). Studienverlag. (Pädagogik für Niederösterreich, 11) DOI: <https://doi.org/10.53349/oa.2022.a2.110>

¹ Scientific-theoretical contribution (ST), theory-guided study from teaching practice (TP) or didactic best-practice example (BP).

Stobbe, U., Kramer, A. & Wanning, B. (eds.) (2022). *Literaturen und Kulturen des Vegetabilen. Plant Studies – Kulturwissenschaftliche Pflanzenforschung*. Peter Lang. (Studies in Literature, Culture, and the Environment / Studien zu Literatur, Kultur und Umwelt, 10)

UNESCO (2020). *Education for Sustainable Development: A Roadmap*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>

UNESCO MGIEP (2017). *Textbooks for sustainable development. A guide to embedding*. UNESCO MGIEP. <https://unesdoc.unesco.org/ark:/48223/pf0000259932>

UN (n.d.). Sustainable Development Goals. <https://www.un.org/sustainabledevelopment/>