

Call for Papers

AND ACTION! – AUDIOVISUAL MEDIA IN SLAVIC LANGUAGE TEACHING

Audiovisual media are omnipresent in our daily lives. Media consumption, especially among young people, is increasingly focused on entertainment, information and communication through (short) videos. Audiovisual content has become an integral part of young adults' lives, from watching films for entertainment on streaming platforms or videos on YouTube to producing short clips for social networks. Therefore, it seems useful and necessary to integrate these media in the foreign language classroom.

In (foreign) language teaching and learning, audiovisual media represent authentic linguistic resources and can motivate learners (cf. Kippel, 2016, 318). At the same time, they can have a positive impact on learners' willingness to communicate (cf. Alieva, 2015) and promote language proficiency in the target language. Moreover, audiovisual media can be used to develop intercultural communicative competence (cf. Byram, 2021) and media literacy. In an increasingly audio-visually informed world, fostering these competences seems essential for social participation and awareness (cf. Cubbage, 2018, 2). While there are numerous publications on the use of audiovisual media in the field of teaching and learning English as a second/foreign language (cf. e.g., Thaler, 2014; Viebrock, 2016; Lütge, 2018), the development of media literacy in the field of Slavic language teaching has so far received little attention.

For this reason, the seventh issue of *DiSlaw* is dedicated to audiovisual media in teaching and learning Slavic languages. We would like to encourage potential contributors not to exploit audiovisual media solely for teaching purposes and skills practice, but to focus on the media themselves, their characteristics and their (further) potential for (foreign) language teaching and learning as well as on the development of media literacy. We welcome contributions on all audiovisual forms and formats – from classical cinema and feature films to television formats and YouTube, as well as examples from social media. We are interested in articles that focus on the formal and content-related analysis of media in the language classroom as well as on contributions that deal with the production of short videos, e.g. teaching or learning videos. We, therefore, welcome scientific-theoretical contributions, theory-guided studies from teaching practice and best-practice examples.

The following topics are suggestions for contributions:

- Didactic models and concepts for the integration of audiovisual media in teaching Slavic languages
- The promotion of media literacy and intercultural communicative competence through audiovisual media
- Case studies from teaching practice in the field of audiovisual media analysis and the use of these media in the foreign language classroom (e.g. movies, music videos etc.)
- Studies from teaching practice in the field of audiovisual media production (e.g. short videos, audio video podcasts)

- Production, integration and reflection of teaching and/or learning videos
- New video formats in social media, such as TikTok, Instagram, etc., for promoting language skills and media literacy
- Testing and assessing the comprehension of audiovisual media

Please send an **abstract** of not more than 250 words in one of the languages listed below by **June 14, 2024** to the following address: redaktion-DiSlaw-Slawistik@uibk.ac.at

Please specify in which of the languages listed below you intend to write your contribution, include a working title and a short biographical statement (institutional affiliation, position / areas of work, research interests) in your abstract, and indicate the type of contribution you intend to submit.¹ Before submitting to our journal, we recommend consulting the assessment grids for abstracts and the general information on the publication process: <https://dislaw.at/ds/submission>. Notifications of acceptance or rejection of contributions proposals can be expected by mid-July 2024.

Full contributions and an abstract in English must be submitted by **September 13, 2024**, as the publication of the seventh issue of *DiSlaw* is scheduled for December 2024. The main guidelines (style sheet, templates) can be found at <https://dislaw.at/ds/submission>.

Please note that both abstracts and full contributions will undergo a double-blind review process.

Possible languages for contributions: Bosnian-Croatian-Montenegrin-Serbian, English, German, Russian, Slovenian, Ukrainian

References

- Alieva, G.A. (2015). = Алиева, А.Г. (2015). Обучение РКИ на материале художественных текстов и фильмов. В *МАПРЯЛ: Русский язык и литература в пространстве мировой культуры: Материалы XIII конгресса МАПРЯЛ (Гранада 13–20 сентября 2015 года)*, 36–39.
- Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence*. 2nd ed. Multilingual Matters.
- Cubbage, J. (2018). Media literacy in higher education environments: An introduction. In J. Cubbage (Ed.), *Handbook of Research on Media Literacy in Higher Education Environments* (pp. 1–24). IGI Global.
- Kippel, F. (2016). Didaktische und methodische Prinzipien der Vermittlung. In E. Burwitz-Melzer, G. Melhorn, C. Riemer, K.-R. Bausch & H.-J. Krumm (Ed.), *Handbuch Fremdsprachenunterricht* (pp. 315–320). 6., rev. ed. Francke.
- Lütge, C. (2018). Literature and Film – Approaching Fictional Texts and Media. In C. Surkamp & B. Viebrock (Ed.), *Teaching English as a Foreign Language. An Introduction* (pp. 177–194). J.B. Metzler.
- Thaler, E. (2014). *Teaching English with Films*. Schöningh.
- Viebrock, B. (Ed.) (2016). *Feature Films in English Language Teaching*. Narr Francke.

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