DiSlaw
Didaktik slawischer Sprachen

Call for Papers

LANGUAGE AND CULTURAL CONTACT

All over the world, individual speakers who use two or more languages engage in multilingual communication, resulting in constant contact between languages and cultures. This phenomenon is particularly evident in language teaching settings, where we observe a rich mosaic of cultural and linguistic exchanges. These dynamics occur through various aspects, including the language being learned, the language of instruction, and the diverse linguistic backgrounds of both learners and teachers. These interactions underscore the importance of language and cultural contact as a critical interdisciplinary research field, which not only informs language teaching practices but also enriches student experiences.

On the one hand, language contact is studied as a mechanism inducing language change, encompassing everything from the incorporation of loanwords to the emergence of new grammatical structures (see e.g. Berger, 2008; Newerkla, 2014; Sonnenhauser, 2015; Kim & Prochazka, 2019; Makartsev, 2020; Krevs Birk, 2019, 2022; Kelih 2023). Teachers can use this knowledge to explain contemporary language use, helping students understand why certain words or forms are used and how they fit into the broader evolution of language. Furthermore, understanding the cultural contexts of language use and change deepens students' appreciation of diversity and enhances their communicative competence. On the other hand, language contact studies also focus on foreign and second-language acquisition, as well as minority, heritage, and ancestral speakers, including endangered languages and the breakdown of grammar among the last speakers of specific languages (see e.g. Maurer-Lausegger, 1995; Hlavac, 2000; Polinsky & Kagan, 2007; Jelaska & Cvikić, 2009; Scholze, 2012; Hansen et al., 2013; Błaszczyk, 2018; Ščukanec et al., 2021; Wald, 2021). Finally, studies on language and cultural contact also address core areas of intercultural competence, including cultural nuances of language use in different social contexts, politeness strategies, and discourse norms (see e.g. Pila & Brehmer, 2024; Birzer, 2024). The results of such studies have enormous potential to enhance the quality of language teaching by offering insights into why language production varies not only across different L1 settings but also within the same setting. Understanding the dynamics of language contact enables teachers to support multilingual learners more effectively by targeting specific needs and addressing the "weak spots" of students from diverse language backgrounds. Ultimately, this knowledge fosters culturally responsive practices that respect and incorporate the cultural backgrounds of all participants, both in the classroom and beyond.

Language and culture contact deserve a prominent place in the design of teaching materials and curricula, reflecting the linguistic realities of students. This can be achieved on various levels and in diverse forms: e.g. by integrating content on the languages and cultures students regularly encounter, addressing issues arising from explicit and implicit language contact, such as lexical borrowing (see e.g. Stojić & Turk, 2017), grammatical convergence (see e.g. Uhlik & Žele, 2018), language mixing and code-switching (see e.g. Doleschal & Mikić, 2018; Hentschel & Reuther, 2020), pidginization or creolization (see e.g. Stern, 2002), transfer errors (see e.g. Macan & Kolaković, 2008), and speakers' attitudes towards language contact phenomena (see e.g. Anstatt, 2017; Zeller, 2023) as well as by designing specialized courses for heritage and minority speakers or even specialized BA or MA study programs (see e.g. Bergmann & Böhmer, 2020; Brüggemann, 2021; Kolaković & Vučajnk, 2022; Mehlhorn, 2023).

The eighth issue of *DiSlaw* aims to stimulate the exchange between studies focusing on language and cultural contact and the teaching and learning practices of Slavic languages. We welcome papers that specifically address the aspects listed below, as well as other related topics:

1. Analysis of structural, semantic, pragmatic, and discursive language contact phenomena in spoken and written L1 and L2 Slavic languages
2. 'False friends' and international words in the teaching of Slavic languages
3. Intercomprehension resulting from convergences in Slavic languages
4. Code-switching and language-mixing in Slavic language teaching and beyond
5. Heritage and minority speakers; cultural and language revitalization efforts
6. Language and cultural identity in multilingual classrooms
7. Cross-cultural pragmatics and intercultural competence
8. The role of original texts and translations in cultural mediation
9. The influence of (social) media and digital communication on language and culture contact
10. Speakers' perceptions of cultural and language contact phenomena

Please send an **abstract** of less than 250 words (references not included) in one of the languages[1] given below by **15ᵗʰ November 2024** to redaktion-DiSlaw-Slawistik@uibk.ac.at. Please specify in which of the languages listed below you intend to write your paper, add 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[2] you intend to submit. Full contributions and an abstract in English must be submitted by **28ᵗʰ of February 2025** since the publication of the eighth issue of DiSlaw is scheduled for **June 2025**. Please note that both abstracts and full contributions will undergo a double-blind review process.

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

[2] Scientific-theoretical contribution (ST), theory-guided study from teaching practice (TP) or didactic best-practice example (BP). Before submitting to our journal, we recommend consulting the assessment grids for abstracts, the general information on the publication process, and the main guidelines (style sheet, templates): https://dislaw.at/ds/submission.

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