

Call for Papers

MULTILINGUALISM AND TRANSCULTURAL LEARNING

Brave multilingualism, however, could save us and the European “glossodiversity”, the diversity of languages. (Trabant, 2020, p. 11)

The historical and current global processes of change, which go hand in hand with cultural and linguistic diversity, have led to a continuously increasing heterogeneity of society with diverse thinking patterns and ways of living. This is also reflected in everyday school life and can be experienced primarily through the presence of multilingual learners. In this context, questions arise for teachers and learners about the teaching and purposeful acquisition of new linguistic qualifications as well as the formation and expansion of personal language profiles so that multilingual encounters can be competently managed (cf. Krumm & Reich, 2011, p. 2).

In the context of multilingualism and pluriculturalism, teachers and learners are required to maintain respectful interaction and to perceive and analyse linguistic and other similarities and differences in the foreign language classroom. Similarly, the goals of the Basic Policy Decree on Intercultural Education (cf. BMBWF, 2017, pp. 3-4) state that multilingual learning biographies and multiple identities are an obvious school normality. The latter are understood in current research as transcultural learning biographies in the sense of a “hyphenated identity” – in line with the current conception of (language) identity as a culturally multi-layered, hybrid, fluctuating and complexly structured manifestation (cf. Milharčič Hladnik & Lukšič-Hacin, 2011, p. 32).

Issue #3 of our Open Access Journal *DiSlaw* focuses on teaching and learning in multilingual and transcultural educational contexts at the elementary, primary, secondary, and tertiary levels. Therefore, contributions dealing both theoretically and practically with multilingual and transcultural teaching and learning experiences from the perspective of Slavic languages are desirable. Approaching multilingual competence from the existing potential for achievement and raising awareness of an individual repertoire of languages is another basic idea. In addition, this issue focuses on addressing transculturality, its implications for a hybrid learning environment, and the development of (methodological) procedures in (multilingual) teaching.

The following topics are suggestions for a contribution, but also other related subject areas can be dealt with:

- CLIL – Content and Language Integrated Learning
- Acquisition of multilingualism
- Diglossia and multilingualism
- Immersion
- (Trans-)cultural references of languages
- Multilingual teaching
- Multilingualism and learner biographies
- Multilingualism and language politics
- Language awareness
- Languages and language varieties
- Language maintenance
- Language learning strategies
- Linguistic identities
- Linguistic transferences
- Language change

- Codeswitching
- Trans-/multilinguaging
- Societal multilingualism and individual plurilingualism
- Dealing with multilingual and transcultural encounters in the school context
- Comparative language analysis

Please send an **abstract** of less than **250 words** in one of the languages given below to the following address on **19th July 2022** at the very latest: redaktion-DiSlaw-Slawistik@uibk.ac.at.

Please specify in **which** of the **languages** listed below you are planning to write your paper, add a **working title** to your abstract as well as a **short biographical statement** (institutional affiliation, position / areas of work, research interests), and indicate the **type of contribution**.¹ The assessment grids for abstracts and further information on the overall publication process are available at the following link: <https://www.dislaw.at/index.php/ds/submission>.

Papers as well as a second **abstract in English** need to be submitted by **14th October 2022** since the publication of the fourth issue of *DiSlaw* is scheduled for December 2022. The major guidelines (style sheet, templates) are available at <https://www.dislaw.at/index.php/ds/submission>.

Possible languages of contributions: Bosnian, Croatian, English, German, Russian, Serbian, Slovenian, Ukrainian (other languages upon request).

The first and the second issue of *DiSlaw* on "Motivation" and "Digital / Distance Learning", respectively, can be viewed at <https://www.dislaw.at/index.php/ds/issue/view/1> and <https://www.dislaw.at/index.php/ds/issue/view/2>.

References

- Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (2017). *Interkulturelle Bildung – Grundsatzlerlass*. <https://tinyurl.com/32j65ukp> (03.06.2022).
- Krumm, H.-J. & Reich, H. H. (2011). *Curriculum Mehrsprachigkeit*. BUKK, ÖSZ. <https://www.oesz.at/download/cm/CurriculumMehrsprachigkeit2011.pdf> (03.06.2022).
- Milharčič Hladnik, M. & Lukšič–Hacin, M. (2011). Identitete, pripadnosti, identifikacije. In M. Lukšič-Hacin, M. Milharčič Hladnik & M. Sardoč (eds.), *Medkulturni odnosi kot aktivno državljanstvo* (31–39). ZRC SAZU.
- Trabant, J. (2020). *Sprachdämmerung – Eine Verteidigung*. C. H. Beck.

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