

## Call for Papers

### DIFFERENTIATION AND PERSONALISATION

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Linguistic and cultural heterogeneity are those [features] that influence the conception of foreign language teaching the most. (cf. Doff, 2016, p. 4.)

Differentiation as one of the regulating principles of modern teaching (cf. Wiater, 2014) has widely influenced the discourse on foreign language pedagogy since the 1970s (cf. Klafki, 1985). Educational standards and school syllabi (e.g. BMBWF 2022) refer to the differentiation and personalisation of foreign language learning as major didactic principles. Several cross-linguistic educational objectives specified in the Austrian school syllabus for grammar schools as well as the language-specific didactic principle “differentiation of forms of working” aim at the best possible development of learners’ individual potential (cf. *ibid.*, p. 13, 21, 22, 56, 41). The constantly growing heterogeneity of learner groups (e.g. learners with a migrant background, heritage speakers, learners’ aptitude, learners with special educational needs) entails a greater demand of diverse differentiation and personalisation strategies that teachers need to implement (cf. Bergmann, 2016; Mehlhorn, 2019; Bergmann & Böhmer, 2020). The vital importance of differentiating and personalising foreign language learning and teaching has become particularly evident over the past years. During the COVID-19-pandemic and the war in Ukraine, the need to adapt the learning process to individual learner variables and characteristics as well as learning environments has been especially high (cf. Delanoy et al., 2021; Gagarina, 2022).

As differentiation and personalisation measures concern all areas (personal, interactive, content-related, methodological, linguistic, curricular etc.) of language teaching, we would like to invite you to contribute to the discourse on differentiation and personalisation from the perspective of teaching and learning Slavic languages, and to submit an abstract for the fourth issue of our *DiSlaw*-journal. In addition to scientific-theoretical papers and theory-guided studies from teaching practice, we look forward to receiving didactic best practice examples that specifically address issues of differentiating and personalising the teaching of Slavic languages at all educational levels.

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

- Differentiation/personalisation of testing and (self-) assessment
- Differentiation and personalisation within heterogeneous learner groups
- Differentiation and heritage speakers
- Differentiation and personalisation concerning learning environments
- Differentiation and personalisation by means of digital media
- Differentiation/personalisation and standard-oriented learning
- Differentiation and personalisation in terms of method-orientation
- Differentiation and personalisation of teaching/learning forms
- Differentiation and self-concepts of learners
- Consequences of differentiation/personalisation for teachers
- Examples focusing on specific differentiation/personalisation measures
- Differentiation/personalisation and motivational aspects

Please send an **abstract** of less than 250 words in one of the languages given below to the following address on **11<sup>th</sup> January 2023** at the very latest: [redaktion-DiSlaw-Slawistik@uibk.ac.at](mailto: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.<sup>1</sup> The assessment grids for abstracts and further information on the overall publication process are available at the following link: <https://www.uibk.ac.at/slalistik/dislaw/einreichung.html.en>.

**Papers** as well as a second abstract in English need to be submitted until **14<sup>th</sup> April 2023** since the publication of the fourth issue of *DiSlaw* is scheduled for July 2023. The major guidelines (style sheet, templates) are available at <https://www.uibk.ac.at/slalistik/dislaw/einreichung.html.en>.

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

## Literary references

- Bergmann, A. & Böhmer, J. (2020). Perspektiven auf Heterogenität: Lehrpläne für Russisch als Fremdsprache und Russisch als Herkunftssprache. In A. Bergmann, J. Plikat, K. Schröder & K. Wieland (eds.), *Die Neueren Sprachen*, Jb. des GMF 8/9 für 2016/2017. S. 68–81.
- Bergmann, A. (2016). Lernvoraussetzungen und Differenzierungsansätze im Russischunterricht: Einige Überlegungen für einen lernerorientierten schulischen Russischunterricht. In A. Bergmann (ed.), *Kompetenzorientierung und Schüleraktivierung im Russischunterricht* (S. 43–70). Peter Lang.
- Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (ed.) (2022). Lehrplan der allgemeinbildenden höheren Schule (AHS). Verfügbar unter: <https://tinyurl.com/vus4njf> (17.10.2022).
- Delanoy, W., B. Fliri, J. Hüttner, E. Pölzleitner, M. Prikozovits, M. Rückl & K. Schramm (2021). *Zum Sprachenlernen verführt? Neue Perspektiven auf Motivation, Differenzierung und Autonomie*. Österreichische Gesellschaft für Sprachendidaktik. Verfügbar unter: <https://www.oegsd.at/2021/12/03/zum-sprachenlernen-verfuehrt/> (02.11.2022).
- Doff, S. (ed.) (2016). *Heterogenität im Fremdsprachenunterricht: Impulse – Rahmenbedingungen – Kernfragen – Perspektiven*. Narr Francke Attempto.
- Gagarina, N. (2022). *Diversität der sprachlichen Kompetenzen im Klassenzimmer: Blick aus der Wissenschaft* [Conference session]. Slavistiktag 22, Bochum. Verfügbar unter: [https://slavtag2022.blogs.ruhr-uni-bochum.de/wp-content/uploads/2022/09/Programm\\_SlavTag2022.pdf](https://slavtag2022.blogs.ruhr-uni-bochum.de/wp-content/uploads/2022/09/Programm_SlavTag2022.pdf) (02.11.2022).
- Klafki, W. (1985). Innere Differenzierung des Unterrichts. In W. Klafki (ed.), *Neue Studien zur Bildungstheorie und Didaktik* (S. 119–154). Beltz.
- Mehlhorn, Grit. 2019. Differenzierung im Russischunterricht – Einblicke in ein Aktionsforschungsprojekt. In A. Drackert & K. Bente Karl (eds.), *Didaktik der slawischen Sprachen. Beiträge zum 2. Arbeitskreis in Innsbruck* (19.-20.2.2018) (S. 205–236). Innsbruck University Press.
- Wiater, W. (2014). *Unterrichtsprinzipien*. 6. Aufl. Auer.

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