

Call for Papers

TEACHING Slavic Languages: Status Quo, Challenges & Perspectives

Teaching is, after all, an activity that requires diverse and *objectifiable* skills that arise from attitudes, extensive and in-depth knowledge, experience, imagination, and humour, which together with self-control, prudence, patience, and endurance reveal the ‘spirit’ of the teacher, his educated subjectivity and individuality. (Koch, 2011, 25)

Teaching, understood as “a specifically intentional form of address in social communication and interaction” (Gruschka, 2014, 18), constitutes a central object of research in didactics and other neighbouring disciplines and is described in numerous conceptual models (cf. Gudjons & Winkel, 2011; Martial, 1996). In the field of foreign language pedagogy, learning rather than teaching has become the focus of research since the mid-1970s, and the interest has clearly shifted towards language acquisition processes and the individual learner (cf. Königs, 2014; Martinez, 2016). In the last two decades, however, teaching and teachers have again become the centre of attention (cf. Caspari, 2016; Helmke, 2017), which can be attributed to the central role of teachers in the context of competence orientation in language teaching. The shift in perspective from teacher to learner and the emphasis on learner-centredness, learner-orientation or learner autonomy has led to the fact that “recommendations for teaching are still often inferred from findings on language learning [...], albeit with more caution nowadays. What is still missing, though, is strong empirical research” (Trautmann, 2010, 346).

As to the teaching of Slavic languages, there are still relatively few studies compared to English or the Romance languages (cf. Kostiučenko, 2021; Mehlhorn, 2019; Stadler, 2018), despite the long tradition of teaching Slavic languages in German-speaking countries and the importance of these languages in society as languages of origin, migrant languages, regional or minority languages. For this reason, the sixth issue of *DiSlaw* aims to further stimulate the discourse on teaching Slavic languages, focusing on teachers and the methodological and content-related aspects of teaching (cf. Gruschka, 2014). We cordially invite you to submit an abstract, suggesting the following topics for a contribution:

- Teacher education
- Teacher training
- Teacher competences and professionalism
- Career changers
- Professional self-concepts of teachers
- Contexts of teaching Slavic languages (curricula, role of teachers, institutions, resources and institutional constraints, status of Slavic languages in the subject canon of educational institutions, cross-border concepts, etc.)
- Teaching linguistic, pragmatic, and sociolinguistic competences
- Teaching trans- and intercultural competences
- Teaching Slavic languages in the context of multilingualism
- Interdisciplinary approaches to teaching Slavic languages

- Aspects of practicing skills
- Questions of approaches and methodology
- Questions of lesson design and choice of topics/teaching materials for different groups of learners (students at school, philologists, heritage speakers, etc.)
- New textbooks and e-materials for Slavic languages
- Aspects of interaction in the teaching of Slavic languages
- Testing and assessment

Papers on other topics or aspects of teaching Slavic languages not listed above are also welcome. Please send an **abstract** of less than 250 words (references not included) in one of the languages given below to redaktion-DiSlaw-Slawistik@uibk.ac.at by **31st October 2023** at the very latest. 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 about yourself (institutional affiliation, position/areas of work, research interests), and indicate the type of contribution; scientific-theoretical contributions (ST), theory-guided studies from teaching practice (TP) or didactic best-practice examples (BP) are all welcome. The assessment grids for abstracts and further information on the required citation and the overall publication process are available at <https://dislaw.at/ds/submission>.

Papers as well as a second abstract in English need to be submitted by **31st of January 2024** at the latest since the publication of the sixth issue of *DiSlaw* is scheduled for June 2024. The major guidelines (templates, style sheet, etc.) are available at <https://dislaw.at/ds/information/authors>.

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

References

- Caspari, D. (2016). Sprachenlehren als Beruf. In E. Burwitz-Melzer, G. Mehlhorn, C. Riemer, K.-R. Bausch & H.-J. Krumm (ed.), *Handbuch Fremdsprachenunterricht* (6th edition, 305–311). A. Francke.
- Dengub, E., Dubinina, I. & Merrill, J. (ed.) (2020). *The Art of Teaching Russian*. Georgetown University Press.
- Gruschka, A. (2014). *Lehren*. W. Kohlhammer.
- Gudjons, H. & Winkel, R. (ed.) (2011). *Didaktische Theorien: Mit Beiträgen von: Wolfgang Klafki, Wolfgang Schulz, Felix von Cube, Christine Möller, Rainer Winkel und Herwig Blankertz* (13th ed.). Bergmann und Helbig.
- Helmke, A. (2017). *Unterrichtsqualität und Lehrerprofessionalität: Diagnose, Evaluation und Verbesserung des Unterrichts* (7th ed.). *Schule weiterentwickeln, Unterricht verbessern Orientierungsband*. Klett / Kallmeyer.
- Koch, L. (2011). *Lehren und Lernen: Wege zum Wissen*. Schöningh Paderborn.
- Königs, F. G. (2014). War die Lernerorientierung ein Irrtum? Der Fremdsprachenlehrer im Kontext der Sprachlehrforschung. In C. Gnutzmann, F. G. Königs & L. Küster (ed.), *FLUL Fremdsprachen Lehren und Lernen. Themenschwerpunkt: Der Fremdsprachenlehrer im Fokus: Koordination: Frank G. Königs* (66–80). Narr Francke Attempto.
- Kostiučenko, A., Zawadzka, A. & Münzer, T. (2021). Slawische Sprachen unterrichten: Einführung in den Sammelband. In A. Kostiučenko, A. Zawadzka & T. Münzer (ed.), *Fremdsprachendidaktik inhalts- und lernerorientiert: Band 40. Slawische Sprachen unterrichten: Sprachübergreifend, grenzüberschreitend, interkulturell* (9–21). Peter Lang.
- Martial, I. von. (1996). *Einführung in didaktische Modelle*. Schneider Hohengehren.
- Martinez, H. (2016). Lernersperspektive und Lernerorientierung. In E. Burwitz-Melzer, G. Mehlhorn, C. Riemer, K.-R. Bausch & H.-J. Krumm (ed.), *Handbuch Fremdsprachenunterricht* (6th ed., 241–250). A. Francke.

- Mehlhorn, G. (2019). Russischdidaktik – *State of the Art*: Forschungsüberblick 2008-2018. In C. Gnutzmann, L. Küster & K. Schramm (ed.), *FLUL Fremdsprachen Lehren und Lernen: 48/2. Themenschwerpunkt: Sprachmittlung* (115–123). Narr Francke Attempto.
- Stadler, W. (2018). Vorwort. In A. Bergmann, O. Caspers & W. Stadler (ed.), *Didaktik der slawischen Sprachen – Beiträge zum 1. Arbeitskreis in Berlin (12.–14.9.2016)* (7–12). innsbruck university press. <https://doi.org/10.15203/3187-11-5>
- Trautmann, M. (2010). Professionsforschung in der Fremdsprachendidaktik. In W. Hallet & F. G. Königs (ed.), *Handbuch Fremdsprachendidaktik* (3rd ed.346–350). Klett/Kallmeyer.