



## Participation – Multilingualism – Digitalization. New Approaches for Prospective Language Learning

### Call for Papers

Conference of the Austrian Society for Language Learning and Teaching,  
26-27 September 2024

The Austrian Society for Language Learning and Teaching (ÖGSD) supports and connects both academics and active teachers on a national and international level to strengthen research in this specific field and to promote a dialogue between theory and practice. We are delighted to invite you to the annual conference, which will take place at the University of Salzburg from 26 to 27 September 2024.

#### Conference Theme

Participation, multilingualism and digitalization are three interrelated and current topics that pose challenges but also provide opportunities: In the context of lingual and cultural hybridity teaching and learning languages have become even more vital concerns, especially when they are conceptualized as life-long processes. It should be in every school's interest to identify and acknowledge the diverse experiences, strengths and identities of learners as potentials that can be fostered to prepare students for a future in which new, digital forms of interaction and collaboration will play a central role. This is a prerequisite for deliberate and successful participation in communicative spaces, both real and virtual, which are bound to change over time and expand beyond the classroom. Therefore, the three topics should be explored, discussed and reflected upon in specialized, but also broader, more transdisciplinary and interconnected ways to illustrate the importance of a new orientation in language teaching and learning across primary, secondary and tertiary education, highlighting immediate and medium-term measures, but also how this would affect teachers and learners.

**Participation** is a general aim in many subjects, but in the context of foreign language teaching students need to develop specific skills and competences to be able to communicate successfully, such as discourse competence, inter- and transcultural competence and mediating in and between various languages and cultures. Participation in educational settings also means the inclusion of all learners in the school's social community, co-creating learning environments, student autonomy, participating in social and political life (political education), increasingly on a global scale (English as a lingua franca, global challenges and educational aims) and the competent handling of different media and forms of communication (critical media literacy). What all these contexts have in common is the need to empower and include learners, so that they are able to take on more responsibility for shared activities and the social community.

**Multilingualism**, as a phenomenon embedded in cultural developments and influenced by socio-biographical, societal and political factors, is a key characteristic of societies, institutions, groups and individuals. The individualized promotion of plurilingualism, as a prerequisite for social participation, is a key aspect of (institutionalized) language teaching, in which formal and informal language learning

blend into each other, based on the learners' heterogeneous experiences and pre-knowledge. To valorize and foster individual plurilingualism as a resource for further language acquisition, the question of an age-sensitive and level-appropriate methodology has to be clarified, which scrutinizes ideological biases and keeps both participation and social justice in focus. In this context, the exploration and development of plurilingual educational concepts have to be promoted, alongside learning materials and organizational as well as curricular measures, so that students' resources can be adequately valorized and a holistic learning environment can be guaranteed.

The **digital transformation** of society at large and education in particular, expedited by the COVID-19 pandemic and recent developments in A.I. research, has significantly impacted language teaching. To prepare students for an active and successful participation in professional and social life, digital education has become one of the top priorities, also in foreign language teaching, which requires a constant redefinition and extension of its scope and applicability to practical settings. This raises new questions about the integration of A.I. assistance or adaptive learning environments. It has to be clarified what the roadmap shall be for the implementation of such measures in language teaching, what the added value of digital tools for the acquisition of foreign and second languages might be and what potentials these new learning environments may harbor.

#### **Topic-related and transdisciplinary guiding questions:**

- How can the foundation for life-long learning and autonomy be established in school?
- What pedagogical and methodological approaches can facilitate a more wide-reaching participation of students?
- What is the role of digitalization in this?
- How are differentiation, inclusion and participation interrelated?
- How can the educational principle of political education (citizenship education) be implemented in language teaching?
- How can plurilingual competence be developed and fostered in the classroom?
- What approaches, strategies and organizational measures can be employed to valorize students' diverse resources, which include cultural and lingual pre-knowledge and experience?
- What language-specific pre-conceptions and ideologies do teachers, learners, parents, employers and politicians have?
- How can teacher training prepare pre-service teachers for a multilingual classroom?
- To what extent do we have to reconceptualize language teaching in view of digitalization?
- How can the learners' potentials be realized with the help of digital tools?
- What are the consequences for the selection of content, the design of learning environments, tasks and materials?
- How do already existing concepts prepare teachers for the challenges of the digital age? Which of them have to be adapted or newly developed?

#### **Formats**

The conference offers five distinct forms of interaction that are meant to facilitate academic discourse, invite creative, participatory and open dialogues and foster an exchange between theory and practice.

**Keynotes** offer a profound overview of the three topics as well as food for thought. Immediately after, the participants can share their reactions, thoughts and impressions in so-called **barcamps**, which are meant as an open forum for ideas (30 minutes). Recent research and projects can be presented in the well-established formats of **posters** or **talks** (20 minutes + 10 minutes of discussion), depending on how far the work has advanced. Both empirical and conceptual contributions are welcome. To offer a forum for questions of practical application and implementation a number of **workshops** bridge the gulf between theory and practice (45 or 90 minutes). They are interactive, address the topics of the conference and provide practical guidance and handouts.

## Application

If you intend to contribute a poster, talk or workshop, please send a proposal/abstract **until 15 November 2023** to [tagung.oegsd@gmail.com](mailto:tagung.oegsd@gmail.com).

In your WORD document (max. 250 words excluding references) please provide your name, institutional affiliation, the title of your contribution, the format, the language, the abstract itself and select references (in APA 7 style). For the workshops also indicate the timeframe (45 or 90 minutes) and state whether you need any special equipment or material. Abstracts can be in all modern languages taught in Austrian schools. They are going to be evaluated and selected in a peer-review procedure that is based on the following criteria:

- correspondence to the conference's central topics
- clarity and coherence of the conceptual/theoretical framework
- relevancy for language learning and teaching
- a systematic and clear presentation of the overall aims, (research) questions and the methodology / approach

We will respond to your proposal by the **middle of January 2024**.

### The organizing committee includes

Julia Hargaßner, Ramona Holub, Markus Oppolzer, Michaela Rückl (University of Salzburg),  
Manuela Schlick, Karen Schramm (Universität of Vienna)

