

L1 –Educational Studies in Language and Literature
2nd Call for Papers
Special Issue: Plurilingual and intercultural education

The L1-community has long moved away from an exclusive focus on “mother tongue education” . Instead, an awareness of diversity in language use and language biographies of learners, of multilingualism in society and plurilingual repertoires of students has risen. Accordingly, monolithic conceptions of culture have been contested and inter- as well as transcultural approaches have been introduced into learning language and literature. In general, the role of languages in learning – including within all school subjects – has been realized more clearly in recent years and has led to initiatives in teaching practices, curriculum design and research. A symposium at the IAIMTE-conference in Hildesheim this summer (June 2011) took up the theme of plurilingual and intercultural education and brought together researchers from foreign-language-education with researchers in the field of L1 and L2.

The symposium was linked to the current project of the Council of Europe on languages in education. The Language Policy Division of the Council has brought forward the conceptual work on plurilingual and intercultural education – underlining fundamental rights of all learners in education and informing curriculum designers, teacher educators and others via the Platform of resources for plurilingual and intercultural education. They offer definitions of the central competences which help highlighting the scope of the theme:

http://www.coe.int/t/dg4/linguistic/Source/LE_texts_Source/EducPlurInterProjet_en.pdf:

- *Plurilingual competence*: capacity to successively acquire and use different competences in different languages, at different levels of proficiency and for different functions. The central purpose of plurilingual education is to develop this competence
- *Intercultural competence*: combination of knowledge, skills, attitudes and behaviours which allow a speaker, to varying degrees, to recognise, understand, interpret and accept other ways of living and thinking beyond his or her home culture. This competence is the basis of understanding among people, and is not limited to language ability (see Cavalli et al., 2009, p. 8).

Following the work during the conference we are currently planning a special issue on the theme. Proposals are sought that offer insights into research related to plurilingual and intercultural education. Both theoretical and empirical studies are welcome.

Papers should relate to questions such as:

What are key-challenges in L1/L2 and domain-specific-competences when considered in the frame of plurilingual and intercultural education?

What are the implications of plurilingual and intercultural education for curriculum development (on formal and classroom level, on the level of teacher education)?

What can the specific role of literature education be?

How can we support different learners in developing their diverse linguistic and cultural repertoires (reading literature, writing/performing in various genres etc.)?

What do we know about successful strategies and/or instruments (e. g. the portfolio) for language sensitive learning/teaching across the curriculum in heterogeneous learning environments?

How can the relationship between content and language with regard to different disciplines (including models such as content-and-language-integrated-learning (CLIL)) be described?

What is the “hidden” curriculum of language demands in the various subjects?

How can the role of the L1/L2-teacher be specified also with regard to the transversal dimension of language in learning? How do teachers conceive of their role themselves?

If you are interested in contributing, please send an abstract between now and January, 1, to the editors. Manuscripts should be submitted till February, 29th.

Papers and their final abstracts must be submitted electronically: please follow the instructions at <http://www.ilo.uva.nl/projecten/Gert/L1EducationResearch> .

Abstracts should be no longer than 500 words, and papers should be 8,000 - 10,000 words in length (including footnotes and references). For more information on the stylistic guidelines, please check the L1 website indicated above, choose link Style Policy.

Important dates:

1 December: Due date for abstracts to the editors

NEW: 1 January

15 January: Due date for final versions; Contributions sent out for peer review

NEW: 29 February

1 March: Reviews distributed to contributors

(add approximately six weeks)

15 March: Revised articles submitted for publication

(add approximately six weeks)

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