

**Call for Papers – edition 1/2024**

## **Teaching German at Schools Abroad**

### **Professionalization processes between local conditions and cultural and educational policy**

***Deadline for Proposals: August 14th, 2023***

At more than 85%, the majority of all learners of German as a foreign language worldwide are currently in schools (cf. AA 2020). However, the forms of work and education vary greatly as they are subject to differing regional, local, and school-specific conditions. For example, schools may be publicly or privately operated, integrated into the national education system, adhere to the national curriculum or even - as in the case of Austrian schools abroad - adhere to the curriculum of the sponsoring country. In general, a significant number of schools are supported by funding programs from German speaking countries. With regard to Germany, the PASCH initiative is a particularly successful example of a program that provides support and financial assistance to more than 2,100 schools worldwide. More than 600,000 alumni have benefited from the programs in recent years (cf. AA 2020; PASCH-net.de 2023). In this context, the different funding programs of German-speaking countries emphasize the (foreign) political importance of school-based German language support (Maaß 2015; Ammon 2018). At the same time, schools with and without funding from German-speaking countries are also shaped by (language) political conditions of their respective national, regional, and local contexts.

German teachers at schools outside of German-speaking countries, and their specific training and work, have rarely been focused on in empirical work (cf. Kühn & Mersch 2015; Mastellotto & Zanin 2022; Baumbach 2023; Feike et al. 2023). Nevertheless, these teachers' professional actions (also in the PASCH context) exercise considerable influence on the educational success and politically desired German affiliation of prospective graduates (cf. Baumbach et al. 2022).

The planned publication aims to approach this multifaceted field of work from a variety of viewpoints. It will be focused on attitudes, actions, and works of practicing teachers, ongoing professionalization processes, as well as training concepts for prospective teachers and stakeholders of schools offering German outside German speaking countries. Therefore, we are looking for contributions from teachers who are actively teaching, as well as researchers and other professionals who are active in the field of education policy and professionalization.

Possible contribution formats include scientific articles of approximately 15 pages (max. 35,000 characters) and practice reports of approximately 8 pages (max. 20,000 characters). Practice reports may be written in other languages than German. In this case, a summary of the contribution in German of approximately two pages shall also be provided. Innovative contribution formats (e.g., video contributions) are also welcome.

Contributions in this edition can be oriented towards the following three areas:

### **I) Professional identity and self-perception of teachers**

- Who works at the different types of schools, what are (professional) biographical determinants, mindsets and behaviors that underlie their actions and activities?
- Which context-specific conditions have an impact on teachers and their professional behavior, and how are these conditions perceived and reflected by the teachers?
- How do teachers position themselves in relation to local conditions and (foreign) cultural and educational policies?

### **II) Teaching and learning forms in the training of prospective teachers and stakeholders**

- To what extent is preparation for the - in this publication central - working field of German as a second language in schools included in teacher training at locations for German as foreign or second language or in related degree programs?
- How are teaching, internship and project offers (target group specifically) designed, carried out and accompanied and how are these offers received and perceived by the students?
- How well do stakeholders and institutions in the field (e.g., school-university cooperation) cooperate, what concepts are pursued and in which form does this cooperation occur?

### **III) Teaching and learning in continuing education for German teachers**

- What significance do continuing education programs have at the institutions and in the wider field?
- Which topics are focused on, how are they selected, and to what extent do the offerings fit the context-specific framework conditions?
- How are the offers accepted and perceived by the teachers?

The 3rd edition of KONTEXTE will be published in spring 2024. Proposals for papers (approximately half a page or 300 words with a working title and a short description of the content as well as at least 3 references for scientific contributions) must be submitted by August 14<sup>th</sup>, 2023, using the online form ([LINK](#)). A confirmation will be sent in August; the finished manuscripts must be submitted by January 3<sup>rd</sup>, 2024.

Further instructions for authors can be found on the KONTEXTE website: <https://kontexte-journal.org/index.php/kontexte/hinweise>.

**We are looking forward to your proposals!**

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