

Invitation to submit abstracts for KONTEXTE 1/2025 on the topic

Professionalization for prospective teachers of German at universities in times of transformation worldwide

Submission deadline: April 1st 2024

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Description of the main topic

- How do you perceive the training of teachers of German in your environment?
- What challenges do you have to deal with?
- What solutions have you found and how effective are they in the given context?

These are the starting points for this call for papers for the 5th edition of KONTEXTE.

Internationally, the training of German teachers within the framework of university German Studies or German as a Foreign Language (GFL) programs or comparable degrees is undergoing radical change and is confronted with challenges that require new solutions.

In many regions, there is a lack of opportunities to study German with a focus on GFL didactics/methodology or to train professionally as a German teacher (cf. e.g. Schart & Schmenk 2018); other regions have developed innovative study models that are suitable for specific contexts. In many places, German programs are confronted with a continuing loss of importance, which calls for adaptations (cf. e.g. Feick 2023, Janíková 2023, Ohta 2019, Schütterle & Hamano 2018) or there is an increased, specialized demand for German, which results in a corresponding need for adequate GFL teacher training (cf. e.g. Kic-Drgas 2018). In all of these cases, flexible, responsive skills are required from university lecturers.

If target group-oriented professionalization is assumed, which goes hand in hand with sensitivity to the needs and motivations of prospective teachers, this means creating programs tailored to these target groups. This must take into account the existing political, historical, traditional learning and institutional framework conditions. In order to examine and further develop the field of German as a foreign language internationally with a view to up-to-date professionalization, it seems worthwhile to us to explore this area of tension between (regional) needs and circumstances from different perspectives.

The 5th edition of KONTEXTE is therefore dedicated to the question of what developments are taking place in GFL teacher training worldwide and how they are being addressed regionally, nationally or institutionally. In addition to established researchers, we particularly invite authors who have yet little experience with academic publications.

Theoretical-conceptual contributions, research reports based on empirical studies (e.g. case studies or program evaluations) as well as innovative and critically reflective practice reports can be submitted. Video contributions or screencasts are also possible. In addition to the focus on describing problems and solution approaches, critically reflective, multi-perspective, multi-method evaluations are also welcome.

Contributions can, for example, relate to the **following subject areas and questions** (in combination), with reference to regional, national and institutional circumstances and current transformational developments:

Language policy, higher education policy and their impact on GFL teacher training

- What challenges exist in individual institutions or regional contexts and what solutions have been developed?
- To what extent do cooperation and internationalization of universities play a supporting role, e.g. in regional or bi-/multinational GFL degree programmes?
- What influence do innovative GFL degree programs have on the higher education landscape, the higher education policy or the general discourse on GFL education?

Program structures and their effectiveness in terms of qualification goals

- How are individual subject and program profiles structured in existing German studies degrees or as separate GFL programs? Which topics are addressed by which curricular designs?
- How are theoretical subject knowledge and practical experiential knowledge structurally related to each other in the program organization, but also in terms of learning theories as reflected in the curricula and university teaching? How are they methodologically initiated in the teaching (cf. Legutke, Saunders & Schart 2023, Neuweg 2022)?
- How (successfully) do students transfer the skills they have acquired during their training to the practical phases of their studies?
- How is the domain-specific nature of the subject "German as a foreign language" reflected in the content of the programs/courses?
- To what extent are existing subject-specific and subject-didactic contents included in the programs and how are these adapted regionally/locally, e.g. "Deutsch Lehren Lernen" (Goethe-Institut) or "Dhoch3" (DAAD)?

Subject-specific content and its implementation in higher education didactics

- What skills and content are defined as necessary for the initial training of German teachers - also beyond subject-specific and subject-didactic knowledge? How are these skills developed and taught?
- How are individual aspects of professionalization taken into account in the programmes? What roles do, for example, the attitudes, beliefs and motivations of future German teachers play (within the professionalization goals)? How are these professionalization goals strategically pursued in the study programmes?
- What role do information and communication technologies play within the programs; for example, how are analogue and digital (distance) teaching formats integrated?

- How is research orientation taken into account in the programs? What role is given, for example, to research-based learning or a different type of research orientation in terms of the development of reflective practice?
- How is the language learning process, which in many programs starts at A1, systematically linked to an orientation towards the future teaching profession at the institutions dedicated to the professionalization of GFL teachers?

Contributions can be submitted in German as well as in other languages, provided they are accompanied by a summarizing parallel text in German. Submissions for KONTEXTE are written in gender-appropriate and diversity-sensitive language. Various forms are possible.

Timetable for authors

April 1st 2024: Submission of a contribution proposal with title and abstract (for scientific contributions with rough outline and at least three references), max. 500 words to constanze.saunders@hu-berlin.de

May 1st 2024: Feedback on the acceptance of the proposal

Sept. 15th 2024: Submission of the complete paper in case of acceptance

Nov. 15th 2024: Feedback on the paper (double blind review)

January 3rd 2025: Submission of the revised text to the editors

March 10th 2025: Return of the proofs to the editors

April 2025: Publication of the 5th issue of KONTEXTE

Please note the guidelines for submitting the abstract and the format at

<https://kontexte-journal.org/index.php/kontexte/hinweise>

General information about the journal: www.kontexte-journal.org

References

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