

Call for Papers for KONTEXTE 2/2025**Continuous and sustainable professionalisation of teachers of German as a foreign language through further education and training*****Deadline for contribution proposals: September 15th, 2024***

In recent years, there has been an increasing number of expert discussions about the effectiveness and sustainability of professional development programmes for in-service (GFL) teachers. The reasons for this can be found in social, (language) education policy, professional and individual framework conditions (cf. Krechel 2016: 611). This development is also reflected in intensified research into the continuous and sustainable professionalisation of practising teachers (cf. Rzejak & Lipowsky 2020: 644). This research is looking for answers as to which further and continuing education formats and content are particularly effective in strengthening the professional skills of teachers, in our case GFL teachers (cf. e.g. Klečková et al. 2019).

On the other hand, the term in-service training covers all events in which teachers strengthen and develop their professional skills in parallel with their professional activities. This also includes self-determined further training that may be organised in the form of professional learning communities. In the following, further education refers to training formats that also offer further or additional qualifications and can be completed with an examination and a certificate.

For the sixth issue of KONTEXTE, we invite you to submit contributions that are dedicated to the in-service training and further education of GFL teachers. We particularly welcome conceptual contributions, research reports on empirical studies as well as critical and reflective reports from training and further training practice with reference to regional, national and institutional context.

The contributions can relate to the following topics and questions:**I) Alignment of further and continuing education with (competence) standards**

- To what extent is the in-service training of practising GFL teachers aligned with the teacher education and the national (competence) standards for foreign language teachers?
- What role do national, regional and international standards play in continuing professional development practice and ongoing research, such as the *European profile for language teacher education. A frame of reference* (2004)? What are their advantages and disadvantages?

II) Training and further education providers, legal anchoring, quality assurance, programmes and formats

- What are the differences between the courses offered by various providers in the area of further and continuing training for GFL teachers (e.g. state agencies including universities/colleges or language centres or schools, further and continuing training institutes for teachers, cultural institutions such as the Goethe-Institute or Austrian Institute, private providers such as publishers, foundations, private language centres, etc.)? To what extent are their programmes successful and how can this be measured? How is the "further and continuing education agenda" of individual providers organised, what qualification goals do they offer?
- How are the legal requirements for the use of further education and training regulated? To what extent are teachers obliged to take part in continuous professional development? How are decisions made on topics?
- To what extent is the quality of further education and training events subject to verification? What quality standards are there and how are they complied with?
- In which formats are further and continuing education programmes offered and for which contexts and specific participants are individual formats considered to be effective (e.g. further and continuing education over a longer period of time, online further education)? What theoretical foundations and empirical findings are available for the effectiveness of further education and training programmes?

III) Trainers and trainees

- Who are the trainers and educators? What competences should they have and "which [are] required to provide high-quality learning opportunities"? (Richter & Richter 2020: 351). What professional self-image do trainers and educators work with? How is the professionalisation of continuing education and training ensured in the context of quality development?
- What challenges (advantages and disadvantages) do online events, which are becoming increasingly popular in the context of digitalisation and AI technologies, pose for both trainers and participants?
- How are further and continuing education programmes used by GFL teachers? For what reasons are certain training courses (not) attended? (cf. Richter & Richter 2020: 350)

Practical contributions can be submitted in German as well as in other languages if they are accompanied by a summarising parallel text in German. Submissions for KONTEXTE are written in gender-appropriate and diversity-sensitive language. Various forms are possible.

Timetable for authors

September 15th, 2024: Submission of a contribution proposal with title and abstract (for scientific contributions with a rough outline and at least three references), max. 500 words to janikova@ped.muni.cz

November 15th, 2024: Feedback on the acceptance of the contribution

March 15th, 2025: Submission of the complete contribution in case of acceptance

May 15th, 2025: Feedback on the contribution

July 15th, 2025: Submission of revised contributions to the editors

October 2025: Publication of the 6th issue of KONTEXTE

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

We look forward to your suggestions!

Věra Janíková, Camilla Badstübner-Kizik, Ilona Feld-Knapp, Mi-Young Lee
(Guest editors of the 6th issue of KONTEXTE)

References

Kelly, Michael & Grenfell, Michael (2004). *European profile for language teacher education. A frame of reference*. DOI: 10.5258/SOTON/P1077

Klečková, Gabriela, Hanušová, Světlana, Píšová, Michaela, Janíková, Věra, Orlova, Natalia, Mašková, Irena., Kourkzi, Alice & Kolmašová, Kamila (2019). *Rámeček profesních kvalit učitele cizího jazyka*. [Qualitätsrahmen für das professionelle Handeln von Fremdsprachenlehrkräften] Praha: NÚV.

Krechel, H. & Lipowsky, L. (2016). Ausbildung von Sprachlehrenden in der zweiten Phase. In: Burwitz-Melzer, Eva, Mehlhorn, Grit, Riemer, Claudia, Bausch Karl-Richard & Krumm, Hans-Jürgen (Hrsg.). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke, 607-611.

Richter, Engelbert & Richter, Dirk (2020). Fort- und Weiterbildung von Lehrpersonen. In: Cramer, Colin, König, Johannes, Rothland, Martin & Blömeke, Sigrid (Hrsg.): *Handbuch Lehrerinnen- und Lehrerbildung*. Bad Heilbrunn: Klinkhardt, 345-354.

Rzejak, Daniela & Lipowsky, Frank (2020): Fort- und Weiterbildung im Beruf. In: Cramer, Colin, König, Johannes, Rothland Martin & Blömeke, Sigrid (Hrsg.): *Handbuch Lehrerinnen- und Lehrerbildung*. Bad Heilbrunn: Klinkhardt, 644-651.