

Invitation to submit abstracts for KONTEXTE issue 1/2026 on the topic:

## **global. local. connected.**

### **Approaches and Concepts in the Academic Education of German Language Teachers Using the Example of Dhoch3**

**Guest editors:** Valeria Vázquez (Universidad Nacional de Asunción), Riham Tahoun (King Salman International University, Sharm-El-Sheikh), Antje Rüger (Universität Leipzig), Sophia Röder (Universität Leipzig), Isabel Hoffmann (Ludwig-Maximilians-Universität München).

**For the KONTEXTE editorial team:** Michael Schart (Friedrich-Schiller-Universität Jena)

#### **Description of the main topic**

In a connected world, there is a wide range of contacts and mutual influences between researchers and teachers that provide impetus for study programmes and training content, and open up cooperation and new approaches to different concepts and contexts. In the teaching of German as a foreign language and in the training of German language teachers, this has traditionally often taken place with a focus on German-speaking countries, for example by using teaching materials developed by publishers and other stakeholders in the DACH region. This practice should rightly be questioned. There are always examples that implement the demand for regional adaptations and local materials. In the academic field, the question increasingly arises as to which contents and approaches of traditional German studies adequately address the current practical requirements in the regionally important professional fields for graduates of GFL/German studies programmes and which new approaches would be necessary. Proposals and suggestions for this also come from German-speaking countries, which also need to be analysed from a (power) critical perspective. This area of tension between global and local concepts and materials concerns among other things the positioning of GFL and German studies in specific local contexts and will be addressed in this issue of KONTEXTE.

The focus will be on the [DAAD's Dhoch3 programme](#) as an example. Dhoch3 is a structured, scientifically grounded collection of concepts and materials to support the academic training of future German language teachers. It is developed by subject representatives at various GFL institutes at German universities and made available on the DAAD's digital learning platform. These offers and the platform can be prepared and used for a variety of purposes in the worldwide academic training of German language teachers, taking into account local needs and conditions. Dhoch3 materials can be selected for seminars and adapted to the location-specific contexts. They

can serve as impulses for the (further) development of curricula for individual courses or entire German Studies/GFL degree programmes, provide suggestions for the professionalisation of German language teachers and multipliers, be used for individual research projects, and the Dhoch3 platform supports networking and exchange with colleagues worldwide.

Edition 01/2026 of the journal 'KONTEXTE: Internationales Journal zur Professionalisierung in Deutsch als Fremdsprache' aims to shed light on the **tension between global offerings, local uses, and the potential of connecting** different actors in international German studies and German language teacher training, using the example of Dhoch3.

**The following questions can be considered:**

- How are global teaching/learning programmes (such as Dhoch3) designed and implemented in local contexts? How are local and global requirements negotiated?
- Which concepts are preferred and discussed at different locations for the academic professionalisation of German language teachers? To what extent do global debates and proposals fit into existing curricula and GFL/German studies programmes? What developments and tensions are becoming apparent?
- What challenges arise when using and adapting globally conceived materials in local contexts and what solutions are there for these challenges? What roles do networking and cooperation between different actors play?
- How are different perspectives on the (Dhoch3) materials and concepts negotiated, e.g. from the authors' initial idea to their use in practice in a specific local context? How and where are critical (e.g. postcolonial) perspectives adopted and promoted?
- To what extent do such programmes sustainably support the location-based training of German language teachers?

We understand 'contexts' in different ways:

- local contexts, i.e. the characteristics of different locations and institutions
- the specifics of different target groups and actors (students, teachers, academics, material authors, institutional decision-makers)
- the temporal dimension, i.e. reports on existing experiences on the one hand and concepts and plans on the other

The Call for Papers is aimed at researchers, teachers, and students from the higher education sector.

All contributions must fall into one of the following categories: a) theoretical, empirical or conceptual article (approx. 15 pages/max. 35,000 characters), b) working paper or c) practice report (approx. 8 pages/max. 20,000 characters each).

Practice reports can be written in any language, provided that a parallel text summarising them is included in German. The contributions may be supplemented by seminar or lesson plans,

questionnaires, data sets, illustrations, etc. as an appendix to the contribution. In addition to text contributions, video contributions can also be submitted, e.g. interviews or screencasts of a slide presentation.

The team of editors is looking forward to a wide range of submissions, such as research contributions with empirical analyses, needs assessments, and concept developments based on these, as well as constructive-critical analyses of the use of Dhoch3 in specific contexts.

This issue of 'KONTEXTE: Internationales Journal zur Professionalisierung in Deutsch als Fremdsprache' is scheduled for publication in April 2026. All interested parties who would like to contribute to the thematic issue are requested to send an **abstract** (approx. 1,500 characters including spaces) for their planned contribution to the guest editors **by 1 April 2025 by e-mail to [kontexte.dhoch3@uni-leipzig.de](mailto:kontexte.dhoch3@uni-leipzig.de)**

**We thank you for the further distribution of the call and look forward to the incoming abstracts!**

#### **Time schedule for authors:**

**01.04.2025:** Submission of abstracts for proposed contributions

**01.05.2025:** Feedback to the authors concerning the acceptance of the abstract

**15.09.2025:** Submission of complete contributions by the authors

**15.11.2025:** Feedback on the contributions

**03.01.2026:** Submission of revised contributions by the authors

**01.04.2026:** Publication of contributions

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

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

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