

**Special issue 3/2017**

## Call for papers

### Multilingualism and Languages in Education

**Guest editors: Eva Vetter, Miroslav Janík, Karolína Pešková**

Dear colleagues,

it is our pleasure to invite you to participate in the preparation of a special issue of Orbis scholae journal, which will concentrate on Multilingualism and Languages in Education.

It is particularly against the background of recent migration that the issue of language and education is gaining in importance. Diversity (in line with Vertovec<sup>1</sup> sometimes also referred to as super-diversity) is perceived as a new, sometimes unforeseen and unforeseeable situation that keeps having a considerable impact upon educational issues and linguistic practices.

In the context of schools and education speakers with diversified and complex linguistic repertoires<sup>2</sup> find themselves in a setting that narrows down the range of languages, dialects and communication modes (also referring to the concept of monolingual habitus<sup>3</sup>). The languages used for instruction (sometimes called CALP<sup>4</sup>, Bildungssprache<sup>5</sup>) differ from linguistic practice pupils happen to be more familiar with (peer group, family, etc.). Mastering the language of instruction is, however, one of the conditions for educational success<sup>6</sup>.

The special issue of Orbis scholae aims to address the languages in education in the institutional context of schools and focuses on the following three perspectives: (a) awareness and recognition of the linguistic resources available with respect to multilingualism (language policy, national strategies, hidden agenda), (b) instruction and learning in language/s (classroom practice, language for specific purposes, translanguaging in instruction, etc.), (c) foreign language teaching. Theoretical and empirical papers based on different methodological approaches (e.g. video or audio observations, ethnomethodology and cognitive science approaches) are welcome.

We would be honoured if you considered submitting a paper in this special issue of Orbis scholae. Should you be interested in contributing, we kindly ask you to confirm your participation and send us the title and the abstract (100–150 words) by the end of September ([mjanik@ped.muni.cz](mailto:mjanik@ped.muni.cz)). The full text (ca 36 000 characters) is due by December 31<sup>st</sup> 2016. The papers will be reviewed by two anonymous reviewers during February/March 2017. Revised papers are to be sent to editors in May 2017. The issue is expected to be printed/published in late autumn 2017.

On behalf of the guest editors,  
Eva Vetter

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<sup>1</sup> Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024–1054.

<sup>2</sup> Busch, B. (2011). Trends and innovative practices in multilingual education in Europe: An overview. *International Review of Education* 57, 541–549.

<sup>3</sup> Gogolin, I. (1994). *Der monolinguale Habitus der multilingualen Schule*. Münster: Waxmann.

<sup>4</sup> Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In *Encyclopedia of language and education* (p. 487–499). New York: Springer US.

<sup>5</sup> Gogolin, I., & Lange, I. (2011). Bildungssprache und durchgängige Sprachbildung. In S. Fürstenau & M. Gomolla (Eds.), *Migration und schulischer Wandel: Mehrsprachigkeit* (p. 107–127). Wiesbaden: VS Verlag für Sozialwissenschaften.

<sup>6</sup> e.g., Knigge, M., Klinger, T., Schnoor, B., & Gogolin, I. (2015). Sprachperformanz im Deutschen unter Berücksichtigung der Performanz in der Herkunftssprache und Akkulturationseinstellungen. *Zeitschrift für Erziehungswissenschaft*, 18(1), 143–167.