

Call for papers for **Fremdsprachen und Hochschule (FuH), issue 96**
on „**The CEFR Companion Volume – Impulses and implications for foreign language teaching in higher education**“

In publishing the CEFR Companion Volume in 2018, the Education Policy Division of the Council of Europe tried not only to respond to earlier criticism and the demand for a revision of the original 2001 document, especially its descriptors, but it also reacted to the “increasing linguistic and cultural diversity of our society” (CEFR Companion Volume, 2018, p. 22). The focus was to update the CEFR illustrative descriptors by:

- highlighting certain innovative areas of the CEFR for which no descriptor scales had been provided in the 2001 set of descriptors, but which have become increasingly relevant over the past twenty years, especially mediation and plurilingual / pluricultural competence;
- building on the successful implementation and further development of the CEFR, for example by more fully defining ‘plus levels’ and a new ‘Pre-A1’ level;
- responding to demands for a more elaborate description of listening and reading in existing scales, and for descriptors for other communicative activities such as online interaction, using telecommunications, expressing reactions to creative text and literature;
- enriching the description at A1, and the C levels, particularly C2 (Companion Volume, 2018, p. 23)

The three “new” aspects of mediation, plurilingualism, and pluricultural competence, online interaction seem to already play a vital role within language teaching in Higher Education. However, the Companion Volume offers a framework for learning, teaching, and assessing these aspects within the context of the CEFR.

The editors of the *FuH* invite articles (length 10-30 pages; 20,000-60,000 characters) and project descriptions (length 5-10 pages; 10,000-20,000 characters) that explore the possibilities of the Companion Volume to improve learning and teaching of languages at higher education institutions. Topics may include

- Teaching and assessing mediation
- Plurilingualism and pluricultural competence
- Online interaction
- Phonology
- The new C2 level descriptors
- Creative writing for academic learners
- Sign language in language teaching in Higher Education
- Domains and macro functions – beyond the “four skills” model

- Companion Volume: a step in the right direction
- The new Pre-A1 level descriptors

In addition, **contributions may be submitted which do not relate to the thematic focus of the issue**, provided that they fit the profile of the *FuH*, i.e. deal with the theory and practice of foreign language teaching and learning at universities and universities of applied sciences.

Contributions can be written **in all major European languages**.

All contributions will be **peer-reviewed**. The editorial team retains the right to return submitted articles to the authors for processing, or not to publish them.

Also desired are **reviews** of relevant books and published studies in the range of 3 to 6 pages (6,000 to 12,000 characters).

Information on manuscript design can be found on the AKS homepage:

<http://www.aks-sprachen.de/publikationen/fremdsprachen-und-hochschule-fuh/>

The deadline for all entries is 29 February 2020.

Entries must be submitted to

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Book Reviews to

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