

Call for Papers for **Fremdsprachen und Hochschule (FuH issue 99)** on „**Integrative tasks in teaching and performance assessment**“

A further development of the communicative approach, the action orientation in foreign language teaching and assessment focuses on social action through realistic communication situations in lessons and examinations, the integration or linking of the various language skills and teaching-oriented towards the needs of the learners. Language learning should enable learners to act, express themselves and cope with tasks of different kinds in real-life situations. Integrative tasks are thus a fundamental component of language teaching based on interaction and co-construction of meaning, as set out in the Common European Framework of Reference for Languages and in particular in the accompanying volume. These real-life communicative tasks integrate several skills and can range from the reasoned combination of reception and production to complex case studies, projects or simulations.

Action-oriented language teaching with integrative tasks should result in the sense of constructive alignment in action-oriented testing, based on the pillars of validity, reliability, objectivity, and fairness and - of particular importance in this context - authenticity. Special challenges for performance assessment arise from the fact that test items and assessment must not only be student- and product-oriented but should also take into account the process-oriented character of action-oriented learning.

The editors of the *FuH* are looking forward to **contributions of 10 to 30 pages (20,000 to 60,000 characters)** and **project descriptions of 5 to 10 pages (10,000 to 20,000 characters)** dealing with aspects of integrative tasks in teaching and performance assessment, especially at universities. The **focus of the contributions** can be, among others, the following:

- Theoretical foundations
- Integrative tasks to promote learner motivation and learner autonomy
- Task-based learning
- Projects, simulations, case studies
- Integrative tasks in presence and online
- Testing and performance assessment with the help of integrative tasks

- Integrative examination tasks in the context of UNIcert®
- Good practice examples

Furthermore, **contributions that are not related to the thematic focus** of the journal can be submitted, provided that they fit the profile of the *FuH*, i.e., they deal with the theory and practice of foreign language teaching and learning at universities.

The contributions can be written in **all common European languages**.

All contributions will be subject to peer review. The editors reserve the right to return submitted articles to the authors for editing or not to publish them.

Book reviews of relevant titles of 3 to 6 pages (6,000 to 12,000 characters) are also welcome.

The style sheet on the manuscript design can be found on the homepage of the AKS:

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

The closing date for all entries is 30 June 2022.

Contributions must be submitted to

Nicola Jordan (nicola.jordan@rub.de)

Fabienne Quennet (quennet@staff.uni-marburg.de)

Andrea Schilling (andrea.schilling@uni-muenster.de)

Book Reviews to

Fabienne Quennet (quennet@staff.uni-marburg.de)