

Call for Papers for Fremdsprachen und Hochschule (issue 101)

under the theme: "**Sustainability in foreign language teaching and learning: new challenges for higher education institutions**"

As part of the 2015 "2030 Agenda for Sustainable Development," "the global community has committed to ensuring quality, inclusive, and equitable education for people worldwide and throughout their lives by 2030" (German Commission for UNESCO:

<https://www.unesco.de/bildung/agenda-bildung-2030>). The core of this educational goal is "Education for Sustainable Development (ESD)." This goal comprises the totality of all actions through which teachers promote the competencies of their learners so that they are enabled to shape sustainable development. Thus, competencies should be imparted that allow individuals to participate in local and global development processes with ecological, socio-cultural, and economic significance (cf. BMBF: https://www.bne-portal.de/bne/de/einstieg/was-ist-bne/was-ist-bne_node.html).

Sustainability is a multi-layered concept because it includes not only the content but also the goals of foreign language teaching and the framework conditions, namely the use of resources in everyday work. What contribution can university-based foreign language teaching make to achieving these goals? And what does sustainability mean at and for language centers and other higher education institutions concerned with foreign languages in a broader sense?

The editors of FuH look forward to receiving contributions of approximately 10 to 30 pages (20,000 to 60,000 characters) in length, as well as project descriptions of roughly 5 to 10 pages (10,000 to 20,000 characters) in length that address issues of sustainability in the context of foreign language teaching at universities.

Among the topics that may be considered are:

- Development of sustainability concepts for/at language centers.
- Designing employment relationships, working conditions, and processes at language centers in a fair, sustainable, and resource-saving way
- Sustainability as a quality feature of higher education language teaching
- Need for development of the topic of sustainability and foreign language didactics
- Sustainability in curriculum development and course design
- Teaching competencies for making sustainable decisions
- Addressing the topic of sustainability as a subject in foreign language teaching
- CLIL (Content and Language Integrated Learning)
- Intercultural competencies and other aspects of global learning

Furthermore, **contributions** can be submitted that are **separate from the issue's main topic** as long as they fit into the profile of FuH, i.e., deal with the theory and practice of foreign language teaching and learning at universities.

Papers can be written in **any major European language**.

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

Reviews of relevant titles of 3 to 6 pages (10,000 to 18,000 characters) are also welcome.

Instructions for manuscript preparation can be found on the AKS homepage:

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

Deadline for all submissions is **April 30, 2024**.

Contributions and reviews should be submitted to

fuh@aks-sprachen.de

The editors will be happy to answer any questions you may have in connection with the submission of contributions:

Nicola Jordan, Ruhr-Universität Bochum

Dr. Fabienne Quennet, Philipps-Universität Marburg

Dr. Andrea Schilling, Westfälische Wilhelms-Universität Münster