

Call for Papers for Foreign Languages and Higher Education (Issue 102)
under the topic: **“AI in foreign language teaching and learning:
developments, potentials and risks”**

Artificial intelligence (AI) promises a wide range of possible applications for foreign language teaching, supporting the learning process and making teaching and its preparation more effective. However, using AI applications, from translation and formulation aids to gamified learning platforms, personalized chatbots, virtual language assistants, and automated feedback, presents pitfalls for learners and teachers alike.

In addition, AI fundamentally challenges how foreign language learning and teaching have been practiced and revolutionizes essential aspects of foreign language teaching. The role of language teachers must be rethought if AI takes over parts of knowledge transfer. Keyword: facilitator. Moving away from standardized curricula and textbooks will accelerate towards individualized and thus more effective learning, feedback, and AI, which promises immediate adaptation and timeliness, will automate assessment. Access to many online resources will become even more accessible. In addition, learner motivation will be increased through gamification, interactive exercises, authentic materials, chatbots, and virtual assistants that enable language practice outside the classroom. The next major step in digitalization with AI will be virtual reality (VR) and augmented reality (AR), which create immersive environments and intercultural linguistic contexts without requiring learners to travel abroad.

All of these changes, which promise personalized/individualized, more efficient, and accessible language teaching, require language teachers to be confident in their use of AI tools and to reflect on and evaluate them in an informed manner. New didactic concepts and strategies for learning and teaching in and outside the classroom are also required.

The editors of FuH are looking forward to contributions of approximately 10 to 30 pages (20,000 to 60,000 characters) and project descriptions of approximately 5 to 10 pages (10,000 to 20,000 characters) that deal with questions of AI in the context of foreign language teaching at universities.



Among others, the following main topics can be considered:

- Use of AI tools: best practice examples
- Autonomous learning and AI
- Further AI training for language teachers
- AI skills: *Prompting* as a new foreign language skill?
- AI and writing skills: Who still needs to be able to write?
- The role of the language teacher in AI-based higher education foreign language teaching
- AI, plagiarism, and authorship
- Testing and examining in the age of AI
- Language immersion: first experiences with VR and AR

Furthermore, **contributions** that are **unrelated or outside the thematic focus** can also be submitted, provided they fit the profile of the FuH, i.e., deal with the theory and practice of foreign language teaching and learning at universities.

Contributions may be written in **any of the common European languages**.

All contributions are **subject to 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 (6,000 to 12,000 characters) are also welcome.

Please note the **information on manuscript design**:

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

The deadline for all submissions is 31.05.2025.

Please send contributions and reviews to the following:

fuh@aks-sprachen.de

If you have any questions regarding the submission of articles, please get in touch with the editors at the above e-mail address:

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