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Adult Education and Language

Call for Papers Issue 47, 2022

Submission deadline: 30 May 2022

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Editors:

Julia Schindler (University of Innsbruck),
Annette Sprung (University of Graz)



Adult Education and Language

Call for Papers

We invite you to contribute to the issue 47 of the Austrian Journal on Adult Education (“Magazin erwachsenenbildung.at“ in German), which is a well-known open-access periodical within the German-speaking countries. It has an excellent reputation among AE-professionals and a high number of annual downloads (> 250 000 in 2021). English articles are welcome and will be rewarded with up to € 275 if accepted. The deadline for submission is 30 May 2022.

Language is the basis of human communication and therefore also plays a central role in educational processes. Language makes it possible to understand educational content and to learn. At the same time, language can have an exclusive effect, for example if the linguistic requirements of an educational institution do not match the individual language skills of (potential) learners. When thinking about “Adult Education and Language”, several further facets open up: language as part of the construction of reality, language teaching, language policy, multilingualism in Adult Education, Language as a means for social participation and language as a question of power and hegemony.

Julia Schindler from the University of Innsbruck and Annette Sprung from the University of Graz as our invited guest editor would like to investigate this broad topic in issue 47 of Austrian Journal on Adult Education („Magazin erwachsenenbildung.at“ in German). Contributions dealing with „Adult Education and language“ in a very fundamental way are equally welcome as those that take a practice-oriented look at the topic. Internationally oriented or cross-lingual contributions are particularly welcome for this issue (in English).

How are language, thinking and education related?

A general discussion of the topic of “Adult Education and Language” could examine the change in terms and terminology in Adult Education. This is related to the questions of which discourses and language politics lie behind conceptual changes and how those changes affect the “speaking” in the field and practice of Adult Education. It is also of interest how social conditions contribute to language and vice versa. Which aspects of power and hegemony emerge and how are they relevant for issues of Adult Education?

What does to practice of teaching and learning language look like?

Adult Education has a long tradition of teaching and learning languages. But what does the reality in and around the course room look like? Contributions could deal with didactic concepts and trends in language teaching or with the validation and certification of language skills. Further questions are: How can language-sensitive teaching succeed?

And how does the digital transformation influence language teaching and language learning? What attitudes do adult educators have on the subject of language and how do they express them in their educational offerings?

Multilingualism as a challenge or an opportunity?

“Multilingualism” is assessed very differently in political discourse. Also, for the field of Adult Education numerous questions are arising: What challenges are posed with regard to multilingualism in Adult Education? In which (political) framework are these challenges embedded? And: How can multilingualism be used as an opportunity and resource for learning and educational processes? In this context, a self-reflective view of adult educators is required: How do they deal with multilingualism and what role does it play in the context of professionalization, for example? And finally, it is also worth taking a look at the field as a whole: What role does adult education play in language regimes and what critical approaches and practices are there in this regard?

Submission and editorial process

We recommend to contact the editorial office (magazin@erwachsenenbildung.at) with a short outline of the ideas for the planned article. You will receive feedback. Submissions of articles will be accepted until 30 May 2022. Please send your contribution including any illustrations, tables and diagrams, a portrait photo of the author(s) (at least 300 dpi) including credits, and a short biography of the author(s) to the editorial office.

All articles will be internally reviewed by our editorial board. Authors will receive a written summary of this evaluation. Afterwards, they can adapt their article if necessary. Decisive criteria for the acceptance of an article for publication are the topicality of the content and the correctness of the work, reference to the call for papers, relevance to Austria or the transferability of international findings to the situation in Austria, formal standards (above all length and citations), timely submission and readiness to cooperate with the editorial staff.

Finally, all contributions must be copy edited, based on the editorial evaluation and formal standards. The copy editing includes formal correction as well as spell checking and makes sure that all the requirements for publication have been met. The issue will be published in October 2022. If you have any questions, please get in contact with magazin@erwachsenenbildung.at.

Categories of the Journal

“The Austrian Journal for Adult Education“ ([Magazin erwachsenenbildung.at](http://Magazin.erwachsenenbildung.at) in German) covers articles in different categories. These categories pursue different goals and differ in their arrangement, design, focus and manner of dealing with topics. When writing your article, please do your best to ensure that it meets the requirements of one of the categories described below and that it does not exceed the maximal length.

Subject (15,000-25,000 characters)

This category features academic discussions, empirical studies, and theoretical papers as well as critical and personal points of view that deal with the questions and topics of the call for papers. Great emphasis is placed on clear structure and argumentation, on well-supported and relevant content as well as on the attention to scientific criteria, e.g. regarding citation.

Practice (15,000-20,000 characters)

This category addresses adult educators and professionals of related fields. In freely structured reports on their own experiences or in project reports, they can describe and reflect on their observations, concerns, challenges, and problems regarding the subject outlined in the call for papers.

Portrait (5,000-10,000 characters)

In this category authors are welcome to write about people whose work and thoughts are fundamental to adult education or who provide answers to the questions outlined in the call for papers.

Introduction in brief (5,000-10,000 characters)

In this category, institutions, or associations whose programs and services, target groups, procedures or methods are directly connected with the call for papers, have the opportunity to introduce themselves and their work/projects.

Review (5,000-10,000 characters)

In this category authors are free to discuss new publications or “classical“ literature dealing with the subject outlined in the current call for papers.

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