

Call for proposals

Language Education and Multilingualism

The Langscape Journal

Vol. 5

The fifth volume of Langscape's scholarly open-access, peer-reviewed online journal will be devoted to the theme of

Multilingualism in virtual communication and encounters. New approaches to educational contexts

Whatever the professional domain that may be considered, work-related practices, habits and gestures tend to become dematerialised and virtualised. This trend seems to correlate with the ever-expanding use of digital-based technologies, in European countries (Cousteaux, 2019; Eurostat, 2020) and very much anywhere else in the world (Gurría, 2019; Wyckoff, 2019). This trend has been even more pronounced since the breakout of the world-wide pandemic situation in 2020. As a direct result from far-reaching lockdown measures, working and studying from home has become a daily routine for billions of people across the globe and seems to be here to stay. Virtual communication and encounters constitute a specific context, that may relate to personal, education-related (Burwitz-Melzer, Riemer & Schmelter, 2019), leisure-related but also professional domains. As such, virtual communication and encounters activate and relate to individuals' inner scripts about what can be expected or done within these virtual spaces, as regards the individuals' discourse practices and behaviour. Changes in communication modes will entail changes on various levels. To name but a few, they may lead to modifications in the type of discourse used (Boyd, 2014). They may encourage practices that favour the full(er) use of communication partners' language repertoires (Darvin & Norton, 2017). They may also encourage new ways how multilingual interactants share and modify texts and visual documents in the digital domain (Canagarajah, 2013).

Starting from these observations, the new volume of *LEM* will publish research concerning related questions such as:

- How do virtual contexts in educational settings influence multilingual/multicultural communication?
- How do multilinguals respond to affordances or challenges of digital spaces and virtual communication when carrying out specific tasks, either personal or professional?
- To what extent have recent developments in virtual environments in language education enabled or modified international, cross-border or cross-disciplinary collaboration?
- How does multilingualism affect the collaboration in virtual encounters and tandem meetings?
- What role do multilingual and multicultural encounters play in the development of learners' or teachers' identity towards linguistic and cultural flexibility?

The editors of *LEM* invite proposals for contributions that address one or several of the above questions. Proposals of 1.5 to 2 pages should be sent by **September 15, 2021**. After the selection process, authors will be invited to submit a full paper of 40.000 characters (max., incl. spaces) by

December 15, 2021 for a double-blind peer review. Proposals and articles may be written at the choice of the author(s) in English, French, German or Spanish.

Proposals should be sent to the two following addresses (cc):

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